

**A STUDY OF PHYSICAL PSYCHOLOGICAL AND SEXUAL ABUSES
IN RELATION TO SOCIO-EMOTIONAL ADJUSTMENT
SELF-ESTEEM AND ACADEMIC STRESS OF
HIGHER SECONDARY SCHOOL STUDENTS**

Thesis
Submitted for the Degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

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**DEPARTMENT OF EDUCATION
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2018**

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Certificate

This is to certify that the thesis entitled “**A STUDY OF PHYSICAL PSYCHOLOGICAL AND SEXUAL ABUSES IN RELATION TO SOCIO-EMOTIONAL ADJUSTMENT SELF-ESTEEM AND ACADEMIC STRESS OF HIGHER SECONDARY SCHOOL STUDENTS**” is an authentic record of research work carried out by **Mrs. Jasmine. K.P.**, for the degree of Doctor of Philosophy in Education of University of Calicut, under my supervision and guidance and that no part thereof has been presented before for any degree, Diploma or Associateship in any other university.

It is also certified that both the adjudicators have not suggested any correction/modification in the Thesis.

Calicut University
2018

Dr. A. Hameed
(Supervising Teacher)

DECLARATION

I, **Jasmine K.P.**, do hereby declare that this thesis, entitled “**A STUDY OF PHYSICAL PSYCHOLOGICAL AND SEXUAL ABUSES IN RELATION TO SOCIO-EMOTIONAL ADJUSTMENT SELF-ESTEEM AND ACADEMIC STRESS OF HIGHER SECONDARY SCHOOL STUDENTS**” is a genuine record of the research work done by me under the supervision of **Dr. A. Hameed**, Assistant Professor, Department of Education, University of Calicut, and that no part of the thesis has been presented earlier for the award of any other Degree, Diploma , Title or Recognition in any other University.

Calicut University
.01.2018

JASMINE K. P.

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CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

<i>Chapter</i>	<i>Title</i>	<i>Page No.</i>
1	INTRODUCTION	1-42
2	REVIEW OF RELATED LITERATURE	43-166
3	METHODOLOGY	167-226
4	ANALYSIS AND INTERPRETATION	227-334
5	SUMMARY, FINDINGS AND SUGGESTIONS	335-400
6	BIBLIOGRAPHY	401-440
	APPENDICES	

LIST OF TABLES

Table No.	Title	Page No.
1.	<i>Details of the Final Sample</i>	179
2.	<i>Schools Selected for Collecting Data</i>	179
3.	<i>Distribution of Items in the Scale of Socio-Emotional Adjustment</i>	206
4.	<i>Data and Results of Item Analysis of Socio-emotional Adjustment Scale</i>	209
5.	<i>The Distribution of the Items in the Academic Stress Inventory</i>	217
6.	<i>Data and Results of Item Analysis of Academic Stress Inventory</i>	219
7.	<i>Subdivisions and Weightage of the Categories of SES</i>	222
8.	<i>Data and Results of Important Statistical Constants for Dependent and Independent Variables for the Total sample and subsamples Based on Gender and SES</i>	228
9.	<i>Prevalence of Physical Abuse among Higher Secondary School Students for the Total Sample</i>	233
10.	<i>Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for the Total Sample</i>	235
11.	<i>Prevalence of Physical Abuse among Higher Secondary School Students for Boys</i>	237
12.	<i>Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Boys</i>	238
13.	<i>Prevalence of Physical Abuse among Higher Secondary School Students for Girls</i>	240
14.	<i>Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Girls</i>	242
15.	<i>Prevalence of Physical Abuse among Higher Secondary School Students for Low SES Group</i>	244

Table No.	Title	Page No.
16.	<i>Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group</i>	245
17.	<i>Prevalence of Physical Abuse among Higher Secondary School Students for High SES Group</i>	247
18.	<i>Prevalence of Physical Abuse(Total) by Sources among Higher Secondary School Students for High SES Group</i>	249
19.	<i>Levels of Physical Abuse among Higher Secondary School Students</i>	251
20.	<i>Prevalence of Psychological Abuse among Higher Secondary School Students for the Total Sample</i>	253
21.	<i>Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for the Total Sample</i>	255
22.	<i>Prevalence of Psychological Abuse among Higher Secondary School Students for Boys</i>	257
23.	<i>Prevalence of Psychological Abuse(Total) among Higher Secondary School Students by Sources for Boys</i>	259
24.	<i>Prevalence of Psychological Abuse among Higher Secondary School Students for Girls</i>	261
25.	<i>Prevalence of Psychological Abuse(Total) by Sources among Higher Secondary School Students for Girls</i>	263
26.	<i>Prevalence of Psychological Abuse among Higher Secondary School Students for Low SES Group</i>	265
27.	<i>Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group</i>	267
28.	<i>Prevalence of Psychological Abuse among Higher Secondary School Students for High SES Group</i>	269
29.	<i>Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for High SES Group</i>	271
30.	<i>Levels of Psychological Abuse among Higher Secondary School Students</i>	273

Table No.	Title	Page No.
31.	<i>Prevalence of Sexual Abuse among Higher Secondary School Students for the Total Sample</i>	274
32.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for the Total Sample</i>	276
33.	<i>Prevalence of Sexual Abuse among Higher Secondary School Students for Boys</i>	278
34.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Boys</i>	280
35.	<i>Prevalence of Sexual Abuse among Higher Secondary School Students for Girls</i>	282
36.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Girls</i>	284
37.	<i>Prevalence of Sexual Abuse among Higher Secondary School Students for Low SES group</i>	286
38.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group</i>	288
39.	<i>Prevalence of Sexual Abuse among Higher Secondary School Students for High SES Group</i>	290
40.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for High SES Group</i>	292
41.	<i>Levels of Sexual Abuse among Higher Secondary School Students</i>	293
42.	<i>Levels of Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students</i>	295
43.	<i>Data and Results of Chi-square Test for the Levels of Physical Abuse by Gender</i>	297
44.	<i>Data and Results of Chi-square Test for the Levels Physical Abuse by SES</i>	299
45.	<i>Data and Results of Chi-square Test for the Levels of Psychological Abuse by Gender</i>	301

Table No.	Title	Page No.
46.	<i>Data and Results of Chi-square Test for the Levels of Psychological Abuse based on SES</i>	303
47.	<i>Data and Results of Chi-square Test for the Levels of Sexual Abuse by Gender</i>	305
48.	<i>Data and Results of Chi-square Test for the Levels of Sexual Abuse by SES</i>	307
49.	<i>Data and Results of the Test of Significance of Difference between the Mean Scores of the Dependent Variables based on Gender</i>	309
50.	<i>Data and Results of Test of Significance of Difference between the Mean Scores of Dependent Variables based on SES</i>	310
51.	<i>Data and Results of Chi-square Test for the Association between Physical Abuse and Socio-Emotional Adjustment</i>	312
52.	<i>Data and Results of Chi-square Test for the Association between Physical Abuse and Self-esteem</i>	315
53.	<i>Data and Results of Chi-square Test for the Association between Physical Abuse and Academic Stress</i>	318
54.	<i>Data and Results of Chi-square Test for the Association between Psychological Abuse and Socio-Emotional Adjustment</i>	320
55.	<i>Data and Results of Chi-square Test for the Association between Psychological Abuse and Self-esteem</i>	323
56.	<i>Data and Results of Chi-square Test for the Association between Psychological Abuse and Academic Stress</i>	325
57.	<i>Data and Results of Chi-square Test for the Association between Sexual Abuse and Socio-Emotional Adjustment</i>	328
58.	<i>Data and Results of Chi-square Test for the Association between Sexual Abuse and Self-esteem</i>	330
59.	<i>Data and Results of Chi-square Test for the Association between Sexual Abuse and Academic Stress</i>	333

LIST OF FIGURES

<i>Figure No.</i>	<i>Title</i>	<i>Page No.</i>
1.	<i>Normal P-P Plots of Physical Abuse, Psychological Abuse and Sexual Abuse</i>	230
2.	<i>Normal P-P plots of Socio-Emotional Adjustment, Self-esteem and Academic Stress</i>	231
3.	<i>Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for the Total Sample</i>	236
4.	<i>Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Boys</i>	239
5.	<i>Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Girls</i>	243
6.	<i>Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group</i>	246
7.	<i>Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for High SES group</i>	250
8.	<i>Levels of Physical Abuse among Higher Secondary School Students</i>	252
9.	<i>Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for the Total sample</i>	256
10.	<i>Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Boys</i>	260
11.	<i>Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Girls</i>	264
12.	<i>Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group.</i>	268

Figure No.	Title	Page No.
13.	<i>Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for High SES Group</i>	272
14.	<i>Levels of Psychological Abuse among Higher Secondary School Students</i>	273
15.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for the Total sample</i>	277
16.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Boys</i>	281
17.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Girls</i>	285
18.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group</i>	289
19.	<i>Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for High SES Group</i>	293
20.	<i>Levels of Sexual Abuse among Higher Secondary School Students</i>	294
21.	<i>Levels of Physical Abuse among Higher Secondary School Students based on Gender</i>	298
22.	<i>Levels of Physical Abuse among Higher Secondary School Students based on SES</i>	300
23.	<i>Levels of Psychological Abuse among Higher Secondary School Students based on Gender.</i>	302
24.	<i>Levels of Psychological Abuse among Higher Secondary School Students based on SES.</i>	304
25.	<i>Levels of Sexual Abuse among Higher Secondary School Students based on Gender.</i>	306
26.	<i>Levels of Sexual Abuse among Higher Secondary School Students based on SES.</i>	308

Figure No.	Title	Page No.
27.	<i>Association between Physical Abuse and Socio-Emotional Adjustment among Higher Secondary School Students</i>	314
28.	<i>Association between Physical Abuse and Self-esteem among Higher Secondary School Students</i>	317
29.	<i>Association between Physical Abuse and Academic Stress among Higher Secondary School Students</i>	319
30.	<i>Association between Psychological Abuse and Socio-Emotional Adjustment among Higher Secondary School Students</i>	322
31.	<i>Association between Psychological Abuse and Self-Esteem among Higher Secondary School Students</i>	324
32.	<i>Association between Psychological Abuse and Academic Stress among Higher Secondary School Students</i>	327
33.	<i>Association between Sexual Abuse and Socio-Emotional Adjustment among Higher Secondary School Students</i>	329
34.	<i>Association between Sexual Abuse and Self-Esteem Adjustment among Higher Secondary School Students</i>	332
35.	<i>Association between Sexual Abuse and Academic Stress among Higher Secondary School Students</i>	334

LIST OF APPENDICES

Appendix	Title
A1	Scale of Physical Abuse – Malayalam
A2	Scale of Physical Abuse – English
B1	Scale of Psychological Abuse – Malayalam
B2	Scale of Psychological Abuse – English
C1	Scale of Sexual Abuse – Malayalam
C2	Scale of Sexual Abuse – English
D1	Socio-Emotional Adjustment Scale (Draft)- Malayalam
D2	Socio-Emotional Adjustment Scale (Draft)- English
D3	Socio-Emotional Adjustment Scale (Final)- Malayalam
D4	Socio-Emotional Adjustment Scale (Final)- English
E ₁	Self-Esteem Inventory- Malayalam
E ₂	Self-Esteem Inventory- English
F ₁	Academic Stress Inventory (Draft)- Malayalam
F ₂	Academic Stress Inventory (Draft)- English
F ₃	Academic Stress Inventory (Final)- Malayalam
F ₄	Academic Stress Inventory (Final)- English
G ₁	General Data Sheet – Malayalam
G ₂	General Data Sheet – English

CHAPTER 1

INTRODUCTION

- *Need and Significance of the Study*
- *Statement of the Problem*
- *Definition of Key Terms*
- *Variables Selected for the Study*
- *Objectives of the Study*
- *Hypotheses of the Study*
- *Methodology*
- *Scope and Limitations of the Study*
- *Organization of the Report*

Education may be defined as a process designed to inculcate knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Two functions of education have been very much emphasized in the past, one; the intellectual and cognitive development of pupils and other; the promotion of life with emotional and social adjustment. Even though all educators believe that the development of the mental powers is of immense importance, they are affected very much by the total state of the pupil by the physical, emotional and social aspects of his/her personality. If the pupil is sick, emotionally abused or sexually abused, optimum development of various aspects of his/her personality can not take place. This point of view emphasizes education for living and education for adjustment.

The growing complexities of life and the dramatic changes brought about by socio-economic transitions in India have played a major role in increasing the vulnerability of children to various new forms of abuse. Child abuse is one of the most insidious phenomena of our time and it affects people in all walks of life. In the modern world, life has become so impersonal, mechanical and fast which reveals that a number of people find themselves depressed or anxious. The extreme complexities of the present world and wide use of media describe the dangerous trends in the mental health level of our youngsters. The

2 *Introduction*

increasing rate of suicides, crimes, alcoholism, drug addictions, malpractices etc. point out to the deadly involvement of the youths. Child Abuse is a state of emotional, physical, economic and sexual maltreatment meted out to a person below the age of eighteen and is a globally prevalent phenomenon. Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power (WHO, 1999).

Child Abuse can occur in the home of the child itself, near or distant, or in the organization. It can also be from relatives, neighbours, schools or communities the child interacts with. There are four categories of child abuse: neglect, physical abuse, psychological or emotional abuse and sexual abuse (Gilbert, Spitzwidom, Browne, Fegusson, Webb & Janson, 2009). Physical Abuse is one of the subtypes of child abuse. Often the injury stems from an angry attempt of the caretaker to punish the child for misbehaviour. Sometimes it is an uncontrolled lashing out at a child who happens to be in the caretaker's way when some unrelated crisis occurs. Physical abuse is an act of another party involving contact intended to cause feelings of physical pain, injury or other physical suffering or bodily harm. It is the

inflicting of physical injury upon a child. This may include burning, hitting, punching, shaking, kicking, beating or otherwise harming a child. The parent or caretaker may not have intended to hurt the child. It may however, be the result of over-discipline or physical punishment that is inappropriate to the child's age (WHO, 1999).

Emotional or Psychological Abuse is defined as those parental behaviours which are primarily verbal in nature. Psychological abuse is also known as verbal abuse, mental abuse. It includes acts or the failures to act by parents or care takers that have caused or could cause serious behavioural, cognitive, emotional, or mental trauma. (WHO, 1999).

Sexual Abuse is defined as unwanted sexual acts or threats of sexual acts, involving specific parts of the body. It is the inappropriate sexual behaviour with a child. It includes fondling of child's genitals, making the child fondle the adult's genitals, intercourse, incest, rape, sodomy, exhibitionism and sexual exploitation (WHO, 1999). Child Sexual Abuse occurs when an adult, stranger or adolescent uses his or her power or authority to involve a child in sexual activity. Sexual abuse can be physical, verbal or emotional.

Child Abuse has serious physical and psycho-social consequences which adversely affect the health and overall well-being of a child. Child abuse is a violation of the basic human rights of a child and is an

4 *Introduction*

outcome of a set of inter-related familial, social, psychological and economic factors. Empirical and clinical literature demonstrates that child victims of physical abuse may suffer a wide array of psychological, behavioural and interpersonal difficulties of their victimization. Anger, hostility, guilt, shame, anxiety and depression are common emotional reactions reported for victims of child Physical Abuse (Steinberg, Lamborn, Dornbusch & Darling, 1993). Some of the most prominent difficulties exhibited by children who experience child Physical Abuse are aggressive behaviour, poor social problem-solving skills and communication skills, and lower levels of empathy and sensitivity toward others (Azar, Barnes & Twentyman, 1988).

Child Physical Abuse has been associated with violent, criminal behaviour in adolescents (Herrenkohl, Egolf & Herrenkohl, 1997). Other studies have documented that growing up in abusive family environments can teach children that the use of violence and aggression is a viable means for dealing with interpersonal conflict, which can increase the likelihood that the cycle of violence will continue when they reach adulthood (Kwong, Bartholomew, Henderson & Trinke, 2003) and an increased risk for adults abused as children to abuse their children, with one study indicating that as high as 70% of abusive parents report their own history of child physical abuse (Kaufman & Zigler, 1987). Based on these studies, child physical abuse not only appears to have an immediate negative psychological impact on

children but also may lead to difficulties in social and emotional adjustment that persist into adulthood and potentially impact the next generation of children.

Psychological Abuse defined in terms of abuse of children's mental and emotional processes has been linked with childhood outcomes such as impaired emotional, social and cognitive development, including helplessness and lowered self-esteem (Cerezo & Frias, 1994), aggression, emotional unresponsiveness and neuroticism (Black, Smithslep & Heyman, 2001), dependency, incompetence and educational failure (Skuse & Bentovim, 1994). It has also been linked with psychiatric disorders in childhood such as major depression and dysthymia (Kaufman, 1991) and has been implicated in impaired physical development (Skuse, 1989). Of the few studies documenting its long-term effects, childhood psychological abuse relates to low self-esteem, eating disorders, depressive illness and suicidal behaviours in adulthood (Mullen, Martin, Anderson, Romans & Herbison, 1996), Psychological distress and poor adult relationships (Varia & Abidin, 1999).

Psychological Abuse is a maltreatment which results in impaired psychological growth and development (Garbarino & Garbarino, 1994). It involves words, actions, and indifference. Abusers constantly reject, ignore, belittle, dominate, and criticize the victims. This form of abuse may occur with or without physical abuse, but there is often an overlap

6 *Introduction*

(Korfmacher, 1998). Psychological Abuse has serious and long-term consequences. Many research studies conclude that psychopathologic symptoms are more likely to develop in emotionally abused children (Sanders & Becker, 1995). These children may experience a lifelong pattern of depression, estrangement, anxiety, low self-esteem, inappropriate or troubled relationships, or a lack of empathy (Sanders & Becker, 1995). During their childhood, victims may fail to thrive or their developmental progress may be halted. Some may also become poorly adjusted emotionally and psychologically. As teenagers, they find it difficult to trust, participate in and achieve happiness in interpersonal relationships, and resolve the complex feelings left over from their childhoods. As adults, they may have trouble recognizing and appreciating the needs and feelings of their own children and emotionally abuse them as well (Garbarino & Garbarino, 1994).

Sexually Abused children exhibit more distress than non-abused children. Some children show no signs of distress immediately after sexual abuse, yet may present signs of distress a year or many years later (Saywitz, Mannarino, Berliner & Cohen, 2000). Some children display behaviour problems and have difficulties with emotional stress, low self-esteem, appropriate boundaries or personal space and use of sexual language. Children who have been sexually abused show one or more signs similar to Post-Traumatic Stress Disorder (Kendell- Tacket, Williams & Finkelhor, 1993). Some children display signs of serious

distress such as depression, high levels of anxiety, repeat sexualized behaviour, self-loathing, aggressiveness and confused thoughts. There were strong association between exposure to Child Abuse in all its forms and higher rates of many chronic conditions. The strongest evidence comes from the Adverse Childhood Experiences (ACEs) series of studies which show correlations between exposure to abuse or neglect and higher rates in adulthood of chronic conditions, high risk health behaviours and shortened life span. A study, Hidden costs in Health Care; the economic impact of violence and abuse (Dolezal, McCollum & Callahan, 2009) makes the case that such exposure represents a serious and costly public-health issue that should be addressed by the health care system.

Abuse is a major life stressor that has consequences involving the mental health of an adult, but the majority of studies examining the negative consequences of abuse have been focused on adolescence and young adults. The early experiences of abuse can trigger the development of an internalizing disorder such as anxiety and depression. These are leading to the loss of self esteem. Children who have a history of physical and emotional abuse are at risk of developing psychiatric problems (Gauthier, Stollak, Messe & Aronoff, 1996). Research shows that abused children often develop deregulation of mood, behaviour and social emotional disturbances. These studies show that abused children can not adjust the environment socially and

8 *Introduction*

emotionally. So the investigator selected Socio-Emotional Adjustment as one of the dependent variable in the present study.

Self-esteem is very important for the development of children. Everyone should feel good about who they are and what they are doing with their life. The primary underpinning of good self-esteem is a positive self-worth and self image. There are many in today's society who has had that self-worth destroyed in their youth by various forms of child abuse. Although the physical scars of abuse, the outward evidence, is rarely seen by the rest of society once a child reaches adulthood, the inward scars remain and will affect the adult survivor of abuse, and society, for the rest of their lives. Attachment Theory (Bowlby, 1988) says the child begins in infancy to develop cognitive models of relationships with others based on interactions with early caregivers, usually a parent or parents. Children whose needs are met in these interactions develop models of the self as competent, effective, and lovable; models of others as predictable and trustworthy; and models of relationships as potentially rewarding and worthwhile. According to attachment theory, these children also experience a sense of security and readiness to explore the environment, while maintaining the parent as a secure base to whom they can return if necessary.

Abused children on the other hand, are often denied the benefits of a secure attachment relationship because abusive parents are

unresponsive or inappropriately responsive to their children's needs (Crittenden & Ainsworth, 1989). These difficulties in attachment relationships may lead to the creation of negative models of both self and others in relationships, based on unsatisfactory experiences with attachment figures. Researches documented the negative effects of abuse on self- perceptions of children. Maltreated children especially those who have been physically abused, have been found to have less positive self concept than other children (Okun, Parker & Levendosky, 1994; Toth, Manly & Cicchetti, 1992).

Thus Child Abuse appears to be associated with impaired social competence and corresponding negative feelings about the self. Developmental Theory and research also shows that psychological abuse is related to serious problems in children's peer relationships and self-esteem. Rohner and Rohner (1980) found that parental rejection was associated with aggressive or unresponsive behaviour among children and emotionally abused children may suffer from low and impaired self-esteem because emotional abuse may involve caregivers directly telling children that they are worthless and unwanted. From these studies the investigator examined the influence of Child Abuse on the Self-esteem of children and selected Self-esteem as a variable for the study.

Stress is part of every one's life. Academic Stress among students can create havoc in their life. Under academic stress the performance gets

10 *Introduction*

hindered and students can take wrong decisions under the influence of stress. Academic Stress refers to the unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members. Adequate school performance is an important developmental milestone, and poor school performance can have serious long-term effects.

Studies shows that child abuse has a serious impact on children's abilities to perform in school and these effects are too serious to ignore. Some studies have demonstrated association between abuse and poor academic performance (Barton & Zeanah, 1990). Maltreated children functioned at a significantly lower level in school than did their non-maltreated counter parts (Kinard, 1999). India has made tremendous progress with regard to different aspects of development. It has taken large studies in addressing issues like child education, health and development. But child protection has remained largely unaddressed. Academic Stress was negatively associated with academic performance. It was also found that highly resourceful students were better at coping with the academic stress. Student's grade in class was found to be affecting their stress level and students with low grades were stressed in greater degree (Akgun & Ciarrochi, 2003). The major sources of academic stress are interpersonal conflicts, self-esteem problems and money problems (Towbs & Cohen, 1996). Abused children show low self-esteem, low academic performance and low achievement and these

will create Academic Stress in children. Hence the investigator tried to study the association of Physical, Psychological and Sexual Abuses with Academic Stress.

Need and Significance of the Study

Children are not people of tomorrow, but people of today. They have a right to be taken seriously, and to be treated with tenderness and respect. They should be allowed to grow into whoever they were meant to be - the unknown person inside each of them is our hope for future. Adolescence is a very critical and crucial stage of development. It involves a period which extends over a significant period of person's life. Adolescence may be defined as the period within the life span when most of a person's biological, cognitive, psychological and social characteristics are changing from what is typically considered child like to what is considered adult like (Lerner, 1987).

Adolescence is described as upsetting full of turmoil, intense, troubling or difficulty (Gormly & Brodzinsky, 1993). It provides an important life transition as young people move from the security of the simpler world of childhood to social, vocational and athletic function of high school (Papalia & Olds, 2003). Adolescence can be thought of as a second revolution in human development. It is the period of stress and turbulence. They need the gratification of their needs for their

12 *Introduction*

wellbeing. It is the period of heightened sensibility for rapid learning and of critical acquisition, which determines the future of life. It is the turning point in everybody's life.

Life today is becoming increasingly complex and Child Abuse is an inevitable part of it. Child abuse can be experienced from a variety of sources. The World Health Organization (WHO) estimated that yearly across Europe and Asia, about 1, 300 children die after being mistreated by their caregivers. According to the U. S. Department of Health and Human Services (1996), over a million children are victims of maltreatment annually. Over half a million children suffer serious injuries, and about 1, 500 children die, making child maltreatment the leading cause of deaths from injuries in children over a year old (Bonne, 1999). In addition to this appalling immediate toll, child abuse is thought to have many harmful long-term consequences.

A study conducted by Ministry of Women and Child Development in 2007 reveals that India is home to almost 19 percent of the world's children. More than one third of the country's population, around 440 million, is below 18 years. According to one assumption 40 percent of these children are in need of care and protection, which indicates the extent of the problem. In a country like India with its multi-cultural, multi-ethnic and multi-religious population, the problems of socially marginalized and economically backward groups are immense.

Within such groups the most vulnerable section always the children. In this context the investigator identifies the need of child protection and ensuring the rights of the children for their all-round growth and development.

According to international law, a child means every human being below the age of 18 years. This is a universally accepted definition of a child and comes from the United Nation Convention on the Rights of the Child (UNCRC), an international legal instrument accepted and ratified by most of the countries. Child Abuse refers to any behaviour by parents, caregivers, other adults or older adolescents that is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm to a child or young person. Such behaviours may be intentional or unintentional and can include acts of omission and commission (Bromfield, 2005; Christoffel, Scheidt, Agran, Kraus, McLoughlin & Paulson, 1992).

In the present global age, there is a great chance for adolescent's abuse. It is important to study abuse of adolescents because it has been shown to have wide ranging effects and confers risks for problems that persist into adult life. These include depression, diminished self-esteem, heightened academic stress, poor academic achievement and reduced level of emotional coping skills. Most of the adolescents today are abused by others Physically, Psychologically or sexually. For some,

abuse can lead to internalized disorders such as anxiety, academic stress, diminished self-esteem, depression, etc. (Havinland, Sonne & Woods, 1995). For others the consequences of abuse are internalized in behaviours and conduct problems manifested in smoking, alcohol and drug abuse (Havinland, Sonne & Woods, 1996). So the investigator selected Higher Secondary School Students as the sample of study.

The UN Secretary General's study on violence against children (2006) reveals that in the Global School-Based student Health survey carried out in a wide range of developing countries; between 20% and 65% of school going children reported having been verbally or physically abused in school in the previous 30 days. Similar rates of abuses have been found in industrialised countries. About 150 million girls and 73 million boys under 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact and only 2.4% of the world's children are legally protected from corporal punishment in all settings.

In 2007, the Ministry of Women and Child Development published the 'Study on Child Abuse: India 2007'. It sampled 12447 children, 2324 young adults and 2449 stakeholders across 13 states. It looked at different forms of Child Abuse: Physical Abuse, Psychological Abuse, Sexual Abuse and girl child neglect in children at work, children

on the street and children in institutions. The study's main findings included:

- Two out of every three children were physically abused.
- Over 50 percent of children in all the 13 sample states were subject to one or the other form of physical abuse.
- Out of 68.87 percent physically abused, 54.68 percent were boys.
- 88.60 percent were physically abused by parents.
- 65% of schools going children reported facing corporal punishment i. e. , two out of every three children were victims of corporal punishment.
- 50.2 percent of children worked seven days a week.
- 53.22 percent children reported having faced one or more forms of sexual abuse.
- 21.9 percent child respondents reported facing severe forms of sexual abuse and 50.76 percent other forms of sexual abuse.
- 5.69 percent were sexually assaulted.
- 50 percent abuses are from persons known to the child in a position of trust and responsibility.
- Every second child (both boys and girls) reported facing psychological abuse.
- 53 percent of children were abused at home and in their families.

16 *Introduction*

- Equal percentage of both girls and boys reported facing emotional or psychological abuse.
- 65 percent of school-going children faced corporal punishment.
- In 83 percent of the cases parents were the abusers.
- 48.4 percent of girls wished they were boys.

Kerala State Social Welfare Department (2005) conducted a survey to find out the extent of child abuse in the state. The sample consisted of more than one lakh students. Questionnaire consisting of 30 questions was used as the tool. Survey found that 21 percent of girls were abused and Malappuram district had the most number of child abuse cases. A report in Mathrubhumi Newspaper reveals that “Sexual abuses against children are increasing in Kerala. 449 cases were reported within four months from January 2015 to April 2015 and among these more cases are from Malappuram district (70 cases). The number of cases are increasing year by year. In 2013, 1002 cases were reported. In 2014 it increased to 1380. More sexual abuses are done by those who are close to the children. Three cases are reported in the district in which daughters gave birth to the child of their own father. Boys are sexually abused in unnatural way also (Mathrubhumi Daily, June 30, 2015).

In the News Paper, Indian Express, Tiwari (2016) writes, according to data compiled by the National Crime Records Bureau

(NCRB) for 2015, 8, 800 cases of rape on children were registered across the country under the Protection of Children Against Sexual Offences Act (POCSO). In 2, 227 cases (25.3 %), the offenders were found to be employers or co-workers. The data also shows that less than 2% of rapes committed on women happened at the workplace. In the case of children, 14, 913 cases were registered under POCSO Act, in 3149 (35.8 %) cases, neighbours were the biggest abusers, in 10 % of cases children were subjected to rape by their own family members or relatives, in 94.8 % cases, children were subjected to rape by someone known to them and the data also show that boys are as frequently abused as girls.

A study by Nalini, Thirunavukarasu and Dongre (2013) reveals that child abuse was found more among girls (92.1%) as compared to boys (5.2%). Sexual abuse was more commonly reported (84.2%) as compared to other forms of child abuse like emotional (15.8%) and physical abuse (15.8%). The abusers were mostly people well known to the children (52.6%), among the other abusers were unknown persons (23.7%), family members constituted (21.1%). These studies indicate that child abuse is rampant in the country and in India studies in this area are rare.

Being a social animal, every individual is highly influenced by the society in which he lives. Individual begins his interaction with society from the moment of his birth. Social and emotional adjustment

is one of the important areas of adjustment. Adjustment is the interaction between a person and his environment. An individual is adjusted if he is adjusted to himself and to his environment" (Arkoff, 1968). Emotional adjustment refers to the degree to which an individual is able to channel his emotions into adaptive patterns determined by the demands of his environment (Good, 1959).

Studies indicate that maltreatment does influence social behavior and abilities (Flisher *et al*, 1997). Hjorth and Ostrov (1982) reported that physically abused youth have difficulties with social relationships when compared to non-abused youth. Abused children can see the world as an unstable, frightening and dangerous place, which can undermine their sense of self-worth and their ability to cope with and adapt to their environments as they grow up. If unaddressed, maltreatment may contribute to later problems, such as alcoholism/substance abuse, depression, domestic violence, multiple sexual partners and exposure to sexually transmitted diseases, suicidal thoughts and attempts (Child Abuse Prevention and Treatment Act, 2010). They show social and emotional adjustment problems.

Steele (1986) made a study of one hundred adolescents brought to a juvenile detention centre for the first time. Of these runaways and delinquents, eighty-four have been abused or neglected before the age of six, and ninety-two had been mistreated or sexually abused in the

previous eighteen months. Other studies of delinquent children and violent youthful criminals confirms the strong link between the experience of being abused as a child and subsequent antisocial behaviour. This suggests that those who do break the law often have a history of abuse. A considerable number of the runaways admit to being abused at home and to attempting, for the first time, to get away from an intolerable situation. Before adolescents they have usually seen no other alternative but to submit; even at twelve or thirteen to run away is a drastic step. So abused children fail to make social and emotional adjustment.

Kim and Cicchetti (2010) examined that experience of physical and or sexual abuse, neglect and multiple maltreatment subtypes were related to emotion dysregulation. Abused children particularly physically abused may experience overwhelming emotional arousal that lead to difficulties managing and processing negative emotionality. They have numerous deficits in the recognition, expression and understanding of emotions (Camras, Sachs-Alter & Ribordy, 1996). Maltreatment subtypes are related to higher levels of behaviour problems and disruptive behaviours (Trickett, 1998).

The age of onset of abuse may also be an influential adjustment. Children who were maltreated earlier in life report lower levels of perceived internal control and higher levels of behaviour problems than

children whose abuse began later (Bolger & Patterson, 2001; Keiley, Howe, Dodge, Bates & Pettit, 2001). The study on the long term impact of Child Sexual Abuse by Cashmore and Shackel (2013) indicates that there may be a range of negative consequences of mental health and adjustment in childhood, adolescence and adulthood. Abused children often continue to find relationships very difficult, even beyond the question of trust. Thus abuse produces developmental and socio-emotional impairments and physical injury, with children under the age of five years being at more serious risk of injury than older children.

Children who have realistic confidence in their self-worth and feel secure within themselves will most likely to respond appropriately to today's challenges and opportunities. Positive self-esteem empowers, energizes and motivates. It inspires to achieve and allows to take pleasure and pride in achievements. If self-esteem is more solid, children can make better adjustments in their life. Self-esteem is the evaluative aspect of the self-concept that corresponds to an overall view of the self as worthy or unworthy (Baumeister, 1998). Successful relationships among friends are very important to the development of high self-esteem for children. Social acceptance brings about confidence and produces high self-esteem, whereas rejection from peers and loneliness brings about self-doubts and produces low self-esteem (Leary & Baumeister, 2000).

Abused children showed less confidence and low self-esteem and a sharp decline in the intellectual functioning due to their attachment disturbances and subsequent lack of emotional competence in many situations. (Erikson, Egeland & Painta, 1989). The experience of emotional maltreatment has been associated with symptoms of anxiety, depression, low self-esteem, interpersonal sensitivity, dissociation, and borderline personality traits. All forms abuse - physical, emotional and sexual - do not allow children to learn to trust others in their lives, particularly when the perpetrator is a parent. This can have serious emotional effects at the time and in later intimate adult relationships. In terms of their self-esteem, child abuse causes children to see themselves in negative terms and to try to be perfect in an attempt to halt the abuse (Harter, 1999). Thus the children develop a devalued self-concept and unattainably high ideals for themselves. Low self-esteem induced by abuse and neglect can have a dramatic impact on society. "The rejected, unlovable failure, killed the man who more than any other man on earth, embodied all the success, beauty, wealth, and family affection he lacked." (Dobson, 1974)

Children are the future citizens of nation. The strength of the nation lies in a healthy, protected, educated and well developed child population. The responsibility of care and protection of children has been with families and communities. The constitution of India

guarantees many fundamental rights to the children. Still the gaps in child protection become obvious. There were so many children needing care and protection. The aim of the present study is to examine the extent of child abuse with a view to facilitate the formulation of appropriate policies and programmes meant effectively to curb and control the problem of child abuse.

From the review of related studies the investigator could understand that most of the studies in the area of adolescent's abuse are conducted in foreign countries. In India, studies related to this area are rare. Considering this fact the investigator intended to study the prevalence of Physical, Psychological and Sexual abuses among Higher Secondary School Students in relation to Socio-Emotional Adjustment, Self-esteem and Academic Stress.

Statement of the Problem

Children are the wealth of the nation. Yet from birth itself, children are always at risk and they are facing many challenges in their life today. Children have the right to live with dignity and freedom from violence. They have the right to be cared and loved and their right to be nurtured with respect. Child abuse is a worldwide phenomenon observed in culture, hanging from primitive and poverty, stricken to the highly industrialized and affluent. (Korbin, 1987). The Indian society, like most societies in the world, is patriarchal in structure where the

chain of command is definite and inviolable. In such power structures parents are the authority and they consider their children as their property and take freedom of treating them as they like. So parents and teachers adopt harsh methods of disciplining children. The underlying belief is that physical and psychological punishment develops discipline in children and is for their betterment in the long-run. Sometimes parents venting their personal frustrations in children.

The subject of child Sexual Abuse is still a taboo in India. One of the reasons, of course lies in a traditional conservative family and community structure that does not talk about sex and sexuality at all. Parents do not speak to children about sexuality as well as physical and emotional changes that take place during their growing years. So they fail to give awareness about Sexual Abuse. Because of this reason all forms of sexual abuse that a child faces do not get reported to anyone. This silence encourages the abuser so that he is emboldened to continue the abuse and subject the child to more severe forms of Sexual Abuse. In most of the cases, children do not realize that they are being abused. In a study on Women's Experiences of Incest and Childhood Sexual Abuse conducted by Recovering and Healing from Incest (RAHI), some of the respondents stated that till the questionnaire was administered to them they did not realize that they had been abused as children. They had been buried the incident as a painful and shameful one not to be ever told to anyone.

Children are dependent on parents for all their needs like food, shelter, protection, health care, love, education etc. So child abuse can be extremely demoralizing for the child and the cycle of abuse is self-perpetrating. A child who has faced severe forms of abuse during childhood is likely to become an abuser in the future life. In India there is a wide spread belief that the family is ultimate and supremely capable of looking into the best interests of the child. In fact interference in anyone's family matters is perceived as infringement on the privacy of the family. As a result, a lot of abuse remains hidden within the family and remains unreported. Hence the present study is entitled as **"A Study of Physical Psychological and Sexual Abuses in Relation to Socio-Emotional Adjustment, Self-Esteem and Academic Stress of Higher Secondary School Students"**.

Definition of Key Terms

The definition of the key terms used in the statement of the problem are:

Physical Abuse

The word 'Abuse' means maltreatment or ill treatment of a person (Collins English Dictionary, 1979).

For the present study, Abuse means maltreatment or ill treatment of children physically, psychologically and sexually by

parents, caregivers or any other persons related to the child which creates harmful disturbances to the child.

Physical Abuse is the inflicting of physical injury upon a child. This may include burning, hitting, punching, shaking, kicking, beating or otherwise harming a child. The parent or caretaker may not have intended to hurt the child. It may, however be the result of over-discipline or physical punishment that is inappropriate to the child's age (WHO, 1999).

For the present study, Physical Abuse is defined as any physical harm upon a child by caretakers or any other person related to the child which may be intentional or unintentional like beating with hand, pinching, pulling hair, kicking, making wounds, making burns in the body, pushing, twisting body parts, beating with stick, pulling forcefully, throwing with domestic or other objects, pulling dresses, pinching on the cheeks, beating with belt, biting, shaking angrily, making stand in sunlight, making to kneel down and making stand by giving weight.

Psychological Abuse

Psychological Abuse is a repeated pattern of parental or caregiver behaviour that communicates to the child that he/she is worthless, unloved, unwanted or endangered. This behaviour can impair a child's emotional development or sense of self-worth (The Child Abuse Prevention and Treatment Act, 2010).

For the present study, Psychological Abuse is termed as any act by words or deeds from the persons related to the child which debase, degrade or demeans the intrinsic worth and dignity of a child.

Sexual Abuse

Sexual Abuse is any misuse of a child for sexual pleasure or gratification. It is the involvement of children in sexual activities that they do not fully comprehend, that they are unable to give informed consent to and/or that violates societal taboos (WHO, 1999).

For the present study, Sexual Abuse is defined as inappropriate sexual behaviour from the persons related to the child which creates harmful disturbances to the child, like, showing dirty pictures, forcible kissing, looking in bad manner, showing indecent actions, provoking by showing private parts of the body, forcing to show private body parts, forcing to touch private parts of the body, sexual intercourse, talking in vulgar manner, forcing to massage body parts, creating unwanted attachments, showing photos or pictures of sexual intercourse, touching body parts while travelling in vehicles, peeping into bedroom or bathroom, doing sexual activities in front of the child, telling vulgar stories, giving sexual messages through mobile phone or writings, indecent behaviour during marriage or other functions, making to take nude photos and laughing in bad manner.

Socio-Emotional Adjustment

Socio-Emotional Adjustment includes social adjustment and emotional adjustment.

Social Adjustment.

Social Adjustment means the success with which people adjust to other people in general and to the group with which they are identified in particular (Hurlock, 1978).

For the present study, Social Adjustment means adjustment to teachers and adjustment to school work, adjustment to pupils and adjustment in family and community relations.

Emotional Adjustment.

Emotional Adjustment refers to the degree to which an individual is able to channel his emotions into adaptive patterns determined by the demands of his environment (Good, 1973).

Emotional adjustment means adjustment with some positive (Joy, Compassion and Affection) and negative (Shame, Jealousy, Anxiety, Anger and Fear) emotions channelising into adaptive patterns determined by the demands of one's environment.

Self-esteem

Self-esteem is defined as the experience of being competent to cope with the basic challenges of life and being worthy of happiness (Branden, 1969).

For the present study, Self-esteem is termed as the experience of being competent to cope with academic, general, parental/home, personal and social challenges of life and being worthy of happiness.

Academic Stress

Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure, anticipation of such failure, or even an awareness of the possibility of such failure (Gupta & Khan, 1987).

For the present study, Academic Stress implies personal stressors, familial stressors, classroom stressors and peer stressors.

Higher Secondary School Students

In the present study Higher Secondary Students are the students studying in plus-one and plus-two classes of different schools in Kerala.

Variables Selected for the Study

The following were the variables selected for the present study.

Independent Variables

The Independent variables selected for the study were Physical Abuse, Psychological Abuse and Sexual Abuse.

Physical Abuse.

Physical Abuse is the inflicting of physical injury upon a child. This may include burning, hitting, punching, shaking, kicking, beating or otherwise harming a child. The parent or caretaker may not have intended to hurt the child. It may, however be the result of over-discipline or physical punishment that is inappropriate to the child's age (WHO, 1999).

Psychological Abuse.

Psychological Abuse is a repeated pattern of parental or caregiver behaviour that communicates to the child that he/she is worthless, unloved, unwanted or endangered. This behaviour can impair a child's emotional development or sense of self-worth (The Child Abuse Prevention and Treatment Act, 2010).

Sexual Abuse.

Sexual Abuse is any misuse of a child for sexual pleasure or gratification. It is the involvement of children in sexual activities that they do not fully comprehend, that they are unable to give informed consent to and/or that violates societal taboos (WHO, 1999).

Dependent Variables

The Dependent variables selected for the study were Socio-Emotional Adjustment, Self-Esteem and Academic Stress.

Socio-Emotional Adjustment.

Social adjustment means adjustment to teachers and adjustment to school work, adjustment to pupils and adjustment in family and community relations. Emotional adjustment means adjustment with some positive (Joy, Compassion and Affection) and negative (Shame, Jealousy, Anxiety, Anger and Fear) emotions channelising into adaptive patterns determined by the demands of one's environment.

Self-esteem.

Self-esteem includes academic self-esteem, general self-esteem, parental or home self-esteem, personal self-esteem and social self-esteem.

Academic Stress.

Academic stress implies personal stressors, familial stressors, classroom stressors and peer stressors.

Classificatory Variables

Classificatory variables considered in the study are the following.

Gender.

Gender of students of Higher Secondary Schools of Kerala is considered as variable to classify the population and the sample for studying group differences.

Socio Economic Status.

Socio-Economic Status of Higher Secondary School Students is considered to classify the group.

Objectives of the Study

The objectives of the present study were:

- 1) To find the Prevalence of Physical Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 2) To find the prevalence of Physical Abuse by Sources among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 3) To find the Prevalence of Psychological Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 4) To find the prevalence of Psychological Abuse by Sources among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 5) To find the prevalence of Sexual Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 6) To find the prevalence of Sexual Abuse by Sources among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.

- 7) To study whether there exists any significant difference in Physical Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
- 8) To study whether there exist any significant difference in Psychological Abuse among Higher Secondary School Students based on Gender and Socio Economic Status.
- 9) To study whether there exist any significant difference in Sexual Abuse among Higher Secondary School Students based on Gender and Socio Economic Status.
- 10) To study whether there exists any significant difference in Socio-Emotional Adjustment among Higher Secondary School Students based on Gender and Socio-Economic Status.
- 11) To study whether there exists any significant difference in Self-esteem among Higher Secondary School Students based on Gender and Socio-Economic Status.
- 12) To study whether there exists any significant difference in Academic Stress among Higher Secondary School Students based on Gender and Socio-Economic Status.
- 13) To study the association of Physical Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.

- 14) To study the association of Psychological Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.
- 15) To study the association of Sexual Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.

Hypotheses of the Study

The following hypotheses are set for the study.

1. There will be significant difference in Physical Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
2. There will be significant difference in Psychological Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
3. There will be significant difference in Sexual Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
4. There will be significant difference in Socio-Emotional Adjustment among Higher Secondary School Students based on Gender and Socio-Economic Status.
5. There will be significant difference in Self-esteem among Higher Secondary School Students based on Gender and Socio-Economic Status.

6. There will be significant difference in Academic Stress among Higher Secondary School Students based on Gender and Socio-Economic Status.
7. There will be significant association between Physical Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.
8. There will be significant association between Physical Abuse and Self-esteem among Higher Secondary School Students.
9. There will be significant association between Physical Abuse and Academic Stress among Higher Secondary School Students.
10. There will be significant association between Psychological Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.
11. There will be significant association between Psychological Abuse and Self-esteem among Higher Secondary School Students.
12. There will be significant association between Psychological Abuse and Academic Stress among Higher Secondary School Students.
13. There will be significant association between Sexual Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.
14. There will be significant association between Sexual Abuse and Self-esteem among Higher Secondary School Students.
15. There will be significant association between Sexual Abuse and Academic Stress among Higher Secondary School Students.

Methodology

The method adopted for the study is descriptive survey. The details of sample, tools and statistical techniques used for the present study is described below.

Sample Used for the Study

The study was carried out on a representative sample of 600 Higher Secondary School Students belonging to six districts of Kerala covering north, south and central portions. Malappuram, Kozhikode, Thirssur, Palakkad, Kannur and Kollam are the districts selected for the collection of data. The sampling technique used for the selection of sample was Stratified Random Sampling, giving due representation to Gender and Socio Economic Status of students.

Tools Used for the Study

Tools used for the study are the following:

Scale of Physical Abuse (Hameed & Jasmine, 2014).

This scale is used to find the prevalence Physical Abuse among Higher Secondary School Students from different sources. It is a five point scale with 20 items. Each item has ten sources namely father, mother, brother, sister, grandfather, grandmother, teacher, neighbor, relatives and others.

Scale of Psychological Abuse (Hameed & Jasmine, 2014).

The scale of Psychological Abuse is used to find the prevalence of Psychological Abuse among Higher Secondary School Students. There are 28 Psychological Abuses in this scale. It is a five point scale. Each item has ten sources namely father, mother, brother, sister, grandfather, grandmother, teacher, neighbour, relatives and others.

Scale of Sexual Abuse (Hameed & Jasmine, 2014).

This scale is used to find the prevalence of various Sexual Abuses among Higher Secondary School Students. It is a five point scale with 21 items. Each item in the scale has ten sources namely father, mother, brother, sister, grandfather, grandmother, teacher, neighbour, relatives and others.

Socio-Emotional Adjustment Scale (Hameed & Jasmine, 2014).

This scale is used to measure the extent of Social and Emotional Adjustment among Higher Secondary School Students. The scale has two parts namely part A and part B. Part A consists of items related to Social Adjustment and part B consists of items related to Emotional Adjustment. There are 72 items in the draft and 61 items in the final scale including positive and negative items. It is a three point scale.

Self-esteem Inventory (Usha & Suchitra, 2002).

This is an adopted tool by the investigator and is used to assess the extent of Self-esteem among Higher Secondary School Students.

There are 67 items in the inventory. It is an adapted version of Culture free Self-esteem Inventory by Battle (2000). The dimensions of Self-esteem in the inventory are academic self-esteem, general self-esteem, personal/home self-esteem and social self-esteem.

Academic Stress Inventory (Hameed & Jasmine, 2014).

The inventory is prepared and standardized by the investigator with the help of supervising teacher. It is used to measure the extent of Academic Stress among Higher Secondary School Students. There are 37 statements in the final scale with five options viz. , 'Always true', 'Often true', 'Sometimes true', 'Rarely true' and 'Never true'.

General Data Sheet for Assessing Socio-Economic Status (SES).

This General Data Sheet is used to assess the Socio-Economic Status of Higher Secondary School Students. The information related to education level, occupation level and income of parents were collected using this General Data Sheet.

Statistical Techniques Used

The important statistical techniques employed for the analysis of data in the present study are the following:

Percentage Analysis.

Percentage analysis was carried out in this study, to quantify the prevalence of Physical Abuse, Psychological Abuse and Sexual Abuse for

the Total sample and the subsamples. Further, percentage analysis was carried out to find out the percentage of Physical, Psychological and Sexual Abuses from the selected sources viz. , father, mother, brother, sister, grandfather, grandmother, teacher, neighbour, relatives and others.

Mean Difference Analysis.

Mean difference analysis is used to find out whether there exists significant difference in dependent variables, Socio-Emotional Adjustment, Self-esteem and Academic Stress based on Gender and SES.

Chi square Test of Independence.

The Chi-square Test is used to explain whether or not, two attributes are associated. It is used to find out the significant difference in Physical Abuse, Psychological Abuse and Sexual Abuse based on Gender and SES and also to find out the association of Physical, Psychological, and Sexual Abuses with Socio-Emotional Adjustment, Self-esteem and Academic Stress.

Scope and Limitations of the Study

The main purpose of the present study was to find out the prevalence of Physical, Psychological and Sexual Abuses among Higher Secondary School Students in Kerala and to determine the association of Physical, Psychological and Sexual Abuses of Higher Secondary

School Students with Socio-Emotional Adjustment, Self-esteem and Academic Stress.

Children are the important asset to any nation. In the human life span, the childhood period is considered as most important, since it is the foundation period not only for their future but the future nation as well. The way in which the children were treated during their childhood, would play a substantial role in their attitude, confidence and social orientation. Children are mishandled by parents and teachers in the name of care and discipline. The lack of awareness on child rights provides a setting in which the children are taken for granted and they lose the fundamental right 'to live with freedom'.

In India, very few studies have conducted so far in this field and hence the study will helpful in the following ways:

- The study will contribute to breaking silence around Child Abuse in the country.
- It will inform about the nature and prevalence of Physical, Psychological and Sexual Abuses among Higher Secondary School Students and recommended immediate and appropriate responsive actions that can be undertaken by the families, community, government and civil society organizations for the care and protection of children.

40 *Introduction*

- The study will facilitate formulation of appropriate policies, strategies and schemes to tackle the problems of Physical, Psychological and Sexual Abuses.
- It will contribute to evolving guidelines for the prevention and control of Physical, Psychological and Sexual Abuses.
- The study would be very much useful for the teachers, parents, social scientists, educational administrators and curriculum planners for understanding the Child Abuse problem thoroughly and the society may modify their views about child abuse and mend their views to protect child rights.
- The study would help the social experts to identify the problem of Physical, Psychological and Sexual Abuses and diagnose its causes and explore the methods to completely eradicate this menace.

Despite making every attempt to make the study as precise and objective as possible, certain limitations are there in the study.

1. The sample for the present study is chosen from Kerala state only.
2. The sample is selected from only one stage of school education viz., Higher Secondary Education.

3. The sample of the study was confined to six districts of Kerala viz., Kollam, Thirssur, Malappuram, Kozhikode, Kannur and Palakkad due to practical reasons.
4. The association of independent and dependent variables was found for the Total sample only. The association between dependent and independent variables for the subsamples is not considered.
5. The item wise prevalence of Physical Abuse, Psychological Abuse and Sexual Abuse from the selected sources are not found.
6. The investigator has found the association of Physical, Psychological and Sexual Abuses with Socio-Emotional Adjustment, Self-esteem and Academic Stress and not found item wise association with the dependent variables.
7. The investigator considered only Gender and Socio-Economic Status as classificatory variables.
8. The sample size of the study was confined to 600 Higher Secondary School Students.

Organization of the Report

The report has been presented in five chapters as follows:

Chapter 1: This chapter of the report presents a brief introduction, need and significance of the study, operational definition of key terms, variables

selected for the study, hypotheses of the study, methodology, scope and limitations of the study and organization of the report.

Chapter 2: This chapter deals with theoretical overview of each variable and review of literature associated with each variable.

Chapter 3: Methodology of the study was described in this chapter. It includes design of the study, sample used for the study, detailed description about tools used for the study, Variables, Objectives, Hypotheses, data collection procedures, scoring and consolidation of data and statistical techniques used for the analysis of data.

Chapter 4: Details of the statistical analysis of the data along with discussion and interpretations of the results are presented in this chapter.

Chapter 5: This chapter gives a summary of study along with major findings, tenability of hypotheses, conclusions of the study, educational implications of the study and suggestion for further research in this area.

CHAPTER 2

REVIEW OF RELATED LITERATURE

- *Theoretical Overview of the Variables*
- *Review of Related Studies*

The aim of the present study to understand the prevalence of Physical, Psychological and Sexual Abuses and to know the influence of these abuses on Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students. To put the research into a background context and to explain its importance the Investigator has reviewed the literature from various sources in the relevant areas of the present investigation and attempts to present a brief overview of it. The studies reviewed are summarized and presented under two sections. The first section deals with theoretical background of the variables and second section deals with related studies of the variables.

Theoretical Overview of the Variables

Review of Related Studies

Theoretical Overview of the Variables

In this section, the investigator made an attempt to review the literature related to the variables under investigation.

Child Abuse

Children are the future citizens of the nation. They are the gifts of God. All children are expected to get fare treatment. The child is not a piece of stone that can be carved into any shape nor in a lump of clay

that can be moulded in any form. Children have their own dynamic nature, seeking satisfaction. Children are the foundation of our society, our community and our future. Children raised in loving and supportive environments are more likely to prosper academically, socially and financially, becoming successful contributing members of society.

The child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier (United Nation Convention on the Rights of the Child UNCRC, 1989). In India a child is a person who has not completed the age of sixteen (The Immoral Traffic Prevention Act, 1950). The Ministry of Women and Child Development in 2008 has proposed amendments to the Act in which the legal age limit for definitions of 'Child' is extend to be eighteen years.

Abuse means maltreatment or ill-treatment of a person or object. Abuse is defined as any action by words or deeds that intentionally harms or injures another person (Collins English Dictionary, 1979). There are different types of abuses like, physical abuse, psychological abuse, sexual abuse and neglect. All forms of abuses are illegal and creates physical and mental problems.

Child Abuse is a social and psychological phenomenon, which is present at epidemic rate in some or other forms throughout the world.

The problems emanating from Child Abuse and neglect are indeed complex and multifaceted. Primarily, Child Abuse emerged as a social issue in developing countries. Later on, it was realized that it is present all over the world and achieved alarming volume (Ministry of Women and Child Development, 2007).

Child Abuse involves a complex and dangerous set of problems that include child neglect, physical, psychological and sexual abuse of children. Child abuse can be defined as “a variety of abnormal behaviours directed against children. It can take many forms. Child Abuse in general is a psychological problem or perversion of the abuser. The abuser is referred to as the perpetrator of abuse. When looked into the history of Child Abuse it is seen throughout the centuries. Biblical passages have been used to justify the abuse and murder of children by parents and society. Though the Bible does not sanction the maltreatment of children, religious Bibles and practice used as justification for child maltreatment as a means of child rearing (Scannapieco, Maria & Kelli, 2005).

The state of children became worse due to industrial growth and immigration. By 18th century new attitudes were emerging. Thoughts of great philosophers like John Locke and Rousseau influenced the belief of society. Children were seen as needing nurturing educational experience and families that provided affection and support instead of

harsh discipline. In 1960's the work of American paediatrician Henry Kempe and his medical colleagues and their construction of the battered child syndrome is often referred to as the discovery of Child Abuse. Though it may be misleading as it belittles the child protection work that preceded it (Ferguson, 1990) there is no doubt, that Kempe's work helped to reorient conceptions of Child Abuse in social policy, practice and in popular consciousness throughout the western world (Nelson, 1984). By the early 20th century, the thoughts of Darwin, French and Stanly Hall raised the status of child.

Child abuse is defined as "the physical or mental injury, sexual abuse, negligence or maltreatment of the child under the age of 18 by a person who is responsible for child's welfare under the circumstances which indicate that the child's health and welfare is threatened thereby" (Child Abuse Prevention and Treatment Act, 1974). UN Convention of Rights of Child (UNCRC, 1989) defines children as all persons aged 18 years and under and Child Protection has been defined as "states parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child. Failure to ensure child right to protection adversely affects all rights.

Child Abuse is defined “as the portion of harm to children that results from human action which is proscribed, proximate and preventable” (Finkelhor & Korbin, 1988). Child Abuse is a worldwide social and public health problem, which exerts a multitude of short and long term effects on children. The consequence of child maltreatment includes elevated levels of Post-Traumatic Stress Disorder, aggression, emotional and mental health concerns, like anxiety and depression.

A survey conducted by Government of India, Ministry of Women & Child Development (2007) showed that the prevalence of all forms of Child Abuse is extremely high; Physical Abuse (66%), Sexual Abuse (50%) and Emotional Abuse (50%). A study conducted by the National Commission for Protection of Child Rights (NCPCR), among 6,632 child respondents, in 7 states; revealed that 99% children face corporal punishment in schools.

Several well developed countries of the world have well developed child protection systems, primarily focused at mandatory reporting, identification and investigations of affected children, and often taking coercive action. The burden of high level of notifications and investigations is not only on the families, but also on the system, which has to increase it’s resources. In these contexts, the problems of child protection in India, with huge populations, and additional socio-economic constraints, need serious and wider consideration. So a comprehensive understanding of the phenomenon of child abuse is to

be developed and it will facilitate the formulation of appropriate policies and programmes meant to effectively curb and control the problem of child abuse in India.

Factors Contributing to Child Abuse.

There is no single cause of Child Abuse nor is there any single description that captures all families in which children are victims of abuse. Child Abuse occurs across socio-economic, religions, cultural racial and ethnic groups. The factors associated with child abuse can be grouped in four domains (Child Welfare Information Gateway).

1. Parent or caregiver factors
2. Family factors
3. Child factors
4. Environmental factors

Parent or caregiver factors.

Parent or caregiver factors potentially contributing to abuse relate to:

- Personality characteristics and psychological well-being.
- History of maltreatment
- Substance abuse
- Attitudes and knowledge
- Belief in harsh physical discipline
- Desire to satisfy unmet emotional needs through the child.

- Unreasonable expectations for child behaviour.
- Young age (most under 30)
- Low educational level
- Cognitive deficits in abuser
- Negative affect etc.

Family factors.

Apart from parental factors, family dynamics are important for explaining Child Abuse. Family factors include;

- Low income
- Poverty
- Homelessness
- Marital instability
- Social isolation
- Physical abuse of mother by husband.
- Large closely spaced families.
- Over crowded living condition.
- Disorganized household.
- Lack of steady employment.
- Other signs of high life stress.

Child factors.

Children's behaviour, physical feature or developmental limitations may increase the potential for abuse. Child characteristics

(age, gender, temperament, low birth weight, hyperactivity, conduct problems or handicapping conditions) have been associated with the risk of abuse (National research Council, 1993). Importantly children are not responsible for their own abuse in any manner: child abuse is an adult action that is never justified. Unintentionally, however, the child's behaviour may still play a role in the continuation or escalation of an abusive or neglectful relationship.

Children are emotionally and practically dependent on their parents and therefore, very young children are the most at risk from abuse and neglect. Children born prematurely with physical or intellectual defects suffer illnesses or experience early separation also make extra stressful, emotional demands on their parents. Young children are more likely to be reported for child maltreatment than other older children (Berrick, 1988). The incidence of abuse of children with disabilities range from 2 to 10 times the rate of children without disabilities (Baladerian & Nora, 1994).

Environmental factors.

Environmental factors include poverty and unemployment, social isolation, and community characteristics.

Poverty and unemployment.

Poverty and unemployment show strong associations with child abuse, particularly neglect. These are associated with severe restrictions

in the child's expectable environment such as lack of adequate day care, safety and housing, which often impair the development of healthy parent child relationship collectively. Structural determinants of a community's social organization such as economic and family resources, residential instability, household structure, neighbourhood and poverty influence rates of child abuse more than any individual or family factor alone (Pelton, 1978). Low income creates greater family stress, which in turn leads to higher chances of abuse.

Social isolation and social support.

Some studies indicate that compare to other parents, parents who abuse their children report experiencing greater isolation, more loneliness, and less social support. Social isolation may contribute to abuse because parents have less material and emotional support, do not have positive parenting role models, and feel less pressure to conform to conventional standards of parenting behaviours. It is not clear, however, whether social isolation in some cases precedes and serves as a contributing factor to abuse or whether it is a consequence of the behavioural dynamics of abuse.

Violent communities.

Children living in dangerous neighbourhoods have been found to be at higher risk than children from safer neighbourhoods for severe neglect and physical abuse, as well as child sexual

victimization. Some risk may be associated with the poverty found in dangerous neighbourhoods, however, concerns remain that violence may seem an acceptable response or behaviour to individuals who witness it more frequently.

Theories on Child Abuse.

Some theories that explain Child Abuse are as follows.

Attachment Theory.

Attachment theory (Bowlby, 1999) is a psychological, evolutionary, and ethological theory concerning relationships between humans. The most important tenet of attachment theory is that a young child needs to develop a relationship with at least one primary caregiver for social and emotional development to occur normally. Attachment theory suggests that attachment is an enduring emotional bond that develops during the first year of infant's life. Failure to form a secure attachment in early life may contribute to problems in adulthood in the form of inability to develop close personal relationship (Ainsworth & Bowlby, 1991; Frankel & Bates, 1990). The insecure pattern of attachment was found in abused children (Crittenden, 1998). Poor bond between parent-child relation may lead to difficult child resulting in an inverse escalation of abusive parent-child interactions (Crittenden, 1998; Hurlock, 1984). There is an extensive body of research demonstrating a significant association between attachment organization and

functioning of children's multiple domains (Pearce & Pearce, 2007). Maltreated children show disorganized attachment. If children experience security and support from their caregivers, they are more likely to develop a positive self-image and expect positive reactions from others while children from an abusive relationship with the caregiver may internalize a negative self image and generalize negative expectations into other relationships.

Strain Theory.

Strain refers to any situation that is disliked by the individual. Strain may involve both the presence of a negative stimuli and the loss of a positive stimuli, or an individual not being able to obtain what he or she wants (Robert & White, 1992). Research shows that parental rejection, harsh discipline and criminal victimization have large effects on crime. Strain theory suggests maltreatment as a source of acute stress. Maltreatment could predispose a child to risky, self-destructive or aggressive behaviours. Deblinger, McLcer, Atkins, Ralphe and Foa (1989) document high rates of Post-Traumatic Stress Syndrome among children who have been abused. Stress during critical periods may have an important impact on the development of aggressive behavior in adolescents. High rates of maltreatment are found in low income families, unemployed families receiving aids (Limber & Nation, 1998).

Deterrence theory.

Any institution directly working with children has a fundamental responsibility to ensure the protection of children within their care, otherwise Child Abuse can occur either unintentionally by those who may not be aware of the impact of their actions towards children, or deliberately by those with malicious objectives. So sufficient legal structure is necessary to protect children from abuses. Deterrence theory proposed that parents abuse their children when there are sufficient legal structure to keep them from losing control. Child maltreatment often take place behind closed doors. Therefore the cultural acceptance of parents to child violence blur the line between legitimate discipline and Child Abuse. However the mandatory reporting laws and public awareness are increasing pressure to save children from abusive families and to prosecute abusive parents (Besharov, 1996).

Impact of Child Abuse.

Child Abuse is both a human rights violation and a complex public health issue, caused by many factors that involve the individual, the family, and the community. Child Abuse includes any type of maltreatment or harm inflicted upon children. Such maltreatment is likely to cause enduring harm to the child. The different forms of abuse often occur together in one family and can affect one or more children. These include, Physical Abuse, non-accidental injury, Emotional or

Psychological Abuse and Sexual Abuse (Cawson, Wattam, Brooker & Kelly, 2000).

Different types of Child Abuses show relation with a variety of negative health and mental health consequences. These include biological, psychological and social deficits. In addition to the serious physical and health consequences of Child Abuse, several emotional and behavioural consequences for children are noted (Crittenden, 1998). These consequences vary according to differences in the severity, duration, and frequency of Child Abuse. They also vary depending on the child's resilience, coping skills, and developmental stage, and his or her environment, as determined by family income, social support, or neighbourhood characteristics (Hecht & Hansen, 2001).

Sustained abuse can have major long-term effects on all aspects of children's health and wellbeing. Child Physical Abuse is associated with a wide range of debilitating emotional and behavioural problems that may persist into adulthood and generalize to future relationships, including parent-child relationships. It can lead directly to neurological damage, physical injuries, pain and disability or, in extreme cases, death. It has been linked to aggressive behaviour, emotional and behavioural problems, and educational difficulties in children (Finkelhor, 2008).

Emotional or Psychological Abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be

affect children especially during their school years. New technologies such as functional MRI (Magnetic Resonance Imaging) and PET (Positron Emission Tomography) have enabled scientists to identify the chemical and structural differences between the central nervous systems of abused and non-abused young children (Anderson, Teicher, Polcari & Rensha, 2002; Teicher, Dumont, Ito, Vaituzis, Giedd & Andersen, 2004). Many health problems, including panic or Post-Traumatic Stress Disorder, chronic fatigue syndrome, fibromyalgia, depression, some auto-immune disorders, suicidal tendencies, abnormal fear responses, pre-term labour, chronic pain syndromes, and ovarian dysfunction can be understood as manifestations of childhood maltreatment (Kendall-Tackett, 2000).

Child Abuse may inhibit the appropriate development of certain regions of the brain. The brain may become 'wired' to experience the world as hostile and uncaring. This negative perspective may influence the child's later interactions, prompting the child to become anxious and overly aggressive or emotionally withdrawn (Glaser, 2001). Children who experience rejection or emotional neglect are more likely to develop antisocial traits as they grow up and are more associated with borderline personality disorders and violent behaviour (Schoore, 2003).

Abused adolescents are more likely to experience delinquency, low academic achievement, drug use and mental health problems

(Kelley, Thornberry & Smith, 1997). Child witnesses to domestic violence are, more aggressive and fearful and more often suffer from severe anxiety, depression and other trauma-related symptoms. They live with constant anxiety and may be at a higher risk of alcohol or drug abuse, experience cognitive problems or stress-related ailments and have difficulties in school (Singer, Miller, Gou, Slovak & Frierson, 1998).

All forms of corporal punishment and abuse are a fundamental breach of human rights. Corporal punishment in schools, both government and private is illegal. But it is deeply ingrained as a tool to discipline children and as a normal action. The impact of child abuse on the personality of child is so powerful that many researchers have tried to explore the area. Abused children displayed poor intellectual functioning low level of confidence and disturbance and subsequent lack of emotional competence in many situations (Erikson, Egeland & Painta, 1989).

According to Golemann (1995), brutality and cruelty to children leaves a clear mark on their brain chemistry. Abused children are often quick to anger and child abuse lead to brain dysfunction. Even if physical punishment does not result in serious physical injury, children may experience fear and distress, and this stress has been found to negatively impact brain structure, development and overall well-being.

This punishment style is meant to inflict minor pain; so the children will change their behaviour to avoid future punishment, but it does not give children the opportunity to learn how to behave appropriately (Font & Cage, 2017).

Sexual exploitation during adolescence is especially traumatic because of the adolescent's heightened awareness and involvement in identity formation and peer group standards. Frigidity, hysteria, phobias, suicide attempt and psychotic behaviour are some of the chronic disabilities seen in some women who are experienced adolescent sexual exploitation without receiving help. But boys are far worse than girls. Sexual exploitation seems to leave boys with such severe result as to block normal emotional growth. They are unable to handle any stress without becoming psychotic (Kempe & Kempe, 1962).

Schemes and Programmes for Child Protection.

Some of the existing child protection schemes and programmes are:

Constitutional Rights.

Constitution of India guaranteed several rights to children. Our constitution introduced a revolutionary chapter on the rights of child. Children being the future of the country; the constitution included

several articles dealing with their liberty, livelihood, development of childhood, non-discrimination in educational spheres etc.

Article 21 A : Right to free and compulsory elementary education for all children in the 6-14 year age group.

Article 24: Right to be protected from any hazardous employment till the age of 14 years.

Article 39(e): Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength.

Article 39 (f): Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment

Article 45: Right to early childhood care and education to all children until they complete the age of six years.

In addition to these rights children also have rights as equal citizens of India, just as any other adult male or female. They are:

- Right to equality (Article 14)
- Right against discrimination (Article 15)
- Right to personal liberty and due process of law (Article 21)

60 *Review of Related Literature*

- Right to being protected from being trafficked and forced into bonded labour (Article 23)
- Right of minorities for protection of their interests (Article 29)
- Right of weaker sections of the people to be protected from social injustice and all forms of exploitation (Article 46)
- Right to nutrition and standard of living and improved public health (Article 47)

National Policies.

The nation is implementing a number of child centric policies addressing the issues of child survival, child development and child protection. Important among them are;

- National Policy for Children, 1974
- National Policy on Education, 1986
- National Policy on Child Labour, 1987
- National Nutrition Policy, 1993
- Report of the Committee on Prostitution, Child Prostitutes and Children of Prostitutes and Plan of Action to Combat Trafficking and Commercial Sexual Exploitation of Women and Children, 1998
- National Health Policy, 2002
- National Charter for Children, 2004

- National Plan of Action for Children, 2005
- National protection of Child rights, 2005
- Protection of Children from Sexual Offence Act, 2012

Of these policies, two major policies are discussed in detail, as follows:

National Charter for Children, 2004.

Underlying the National Charter for Children 2004, is the intent to secure for every child the right to a healthy and happy childhood, to address the root causes that negate the healthy growth and development of children, and to awaken the conscience of the community in the wider social context to protect children from all forms of abuse, while strengthening the family, society and the nation.

This Charter has the following sections on child protection:

- Survival, life and liberty
- Protection from economic exploitation and all forms of abuse
- Protection of the girl child
- Care, protection, welfare of children of marginalized and disadvantaged communities
- Ensuring child-friendly procedures

National Plan of Action for Children (NPAC), 2005.

The National Plan of Action for Children was formulated by the Department of Women and Child Development (now MWCD) in 2005. The Plan is being monitored by the Prime Minister's Office. The Action Plan aims at ensuring all rights to children up to the age of 18 years. It affirms the government's commitment towards ensuring all measures for the survival, growth, development and protection of all children. It also aims at creating an enabling environment to ensure protection of child rights. States are being encouraged to formulate State Plans of Action for Children in line with NPAC. The National Plan has identified several key priority areas that include children's right to survival, development, protection and participation besides monitoring and review of policies and programmes. The NPAC also stresses the need for budgetary allocations to achieve child protection goals.

National Legislations.

National legislations for protection of the rights of children are:

- Guardian and Wards Act, 1890
- Factories Act, 1954
- Hindu Adoption and Maintenance Act, 1956
- Probation of Offenders Act, 1958
- Bombay Prevention of Begging Act, 1959

- Orphanages and other Charitable Homes (Supervision and Control) Act, 1960
- Bonded Labour System (Abolition) Act,1976
- Immoral Traffic Prevention Act, 1986
- Child Labour (Prohibition and Regulation) Act, 1986
- Prevention of illicit Traffic in Narcotic Drugs and Psychotropic Substances Act, 1987
- Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1987
- Persons with Disabilities (Equal Protection of Rights and Full Participation) Act, 2000
- Juvenile Justice (Care and Protection of Children) Act, 2000
- Commission for Protection of the Rights of the Child Act, 2005
- Prohibition of Child Marriage Act, 2006

Of these legislations, one important legislation is discussed in detail as follows:

The Juvenile Justice (Care and Protection of Children) Act, 2000.

The Juvenile Justice (Care and Protection of Children) Act, 2000 is a comprehensive legislation that provides for proper care, protection and treatment of children in conflict with law and children in need of care and

protection by catering to their development needs, and by adopting a child friendly approach in the adjudication and disposition of matters in the best interest of children and for their ultimate rehabilitation through various institutions established under the Act. It conforms to the UN Convention on the Rights of the Child, the UN Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) 1985, the UN Rules for the Protection of Juveniles Deprived of their Liberty and all other relevant national and international instruments.

It prescribes a uniform age of 18 years, below which both boys and girls are to be treated as children. A clear distinction has been made in this Act between the juvenile offender and the neglected child. It also aims to offer a juvenile or a child increased access to justice by establishing Juvenile Justice Boards and Child Welfare Committees. The Act has laid special emphasis on rehabilitation and social integration of the children and has provided for institutional and non-institutional measures for care and protection of children. The non-institutional alternatives include adoption, foster care, sponsorship, and after care.

The following sections of the Act deal with child abuse:

Section 23: Punishment for cruelty to juvenile or child.

The Act provides for punishment (imprisonment up to six months) if a person having the actual charge of, or control over, a

juvenile or the child, assaults, abandons, exposes or willfully neglects him/her, causes or procures him/her to be assaulted, abandoned, exposed or neglected in any manner likely to cause such juvenile/child unnecessary mental or physical suffering.

Section 24: Employment of Juvenile or Child for Begging.

The Act provides for punishment (imprisonment for a term which may extend to 3 years and fine) if a person employs or uses any juvenile/child for the purpose or causes any juvenile to beg.

Section 26: Exploitation of Juvenile or Child Employee.

The Act provides for punishment (imprisonment for a term which may extend to 3 years) if a person ostensibly procures a juvenile/child for the purpose of any hazardous employment, keeps him in bondage and withholds his earnings or uses such earning for his own purposes.

Schemes for the well-being of children.

Some of the existing child protection schemes are:

- Integrated Child Development Service Scheme
- Integrated Child Protection Scheme
- National Awards for Child Welfare
- National Child Awards for Exceptional Achievements
- Rajiv Gandhi Manav Seva Awards for Service to Children

66 *Review of Related Literature*

- Balika Samriddhi Yojana
- Nutrition Programme for Adolescent Girls
- Early Childhood Education for 3-6 age group Children
- Welfare of Working Children in Need of Care and Protection
- Child line Services
- Integrated Programme for Street Children
- Shishu Greha Scheme
- Rajiv Gandhi National Creche Scheme for the Children of Working Mothers
- UJJWALLA: A Comprehensive Scheme for Prevention of Trafficking, Rehabilitation and Reintegration of Victims of Trafficking and Commercial Sexual Exploitation
- Sarva Shiksha Abhiyan , National Rural Health Mission
- Rajiv Gandhi Scheme for Empowerment of Adolescent Girls-SABLA
- National Commission for Protection of Child Rights

Some of the important schemes are explained as follows :

Programme for Juvenile Justice.

This programme is for children in need of care and protection and children in conflict with law. The Government of India provides financial assistance to the State Governments/UT Administrations for establishment and maintenance of various homes, salary of staff, food,

clothing, etc. for children in need of care and protection and juveniles in conflict with law. Financial assistance is based on proposals submitted by States on a 50 to 50 cost sharing basis.

Integrated Programme for Street Children.

This programme is meant for children without homes and family ties. Under the scheme, NGOs are supported to run 24 hours drop-in shelters and provide food, clothing, shelter, non-formal education, recreation, counselling, guidance and referral services for children. The other components of the scheme include enrolment in schools, vocational training, occupational placement, mobilizing preventive health services and reducing the incidence of drug and substance abuse etc.

Child Line Service.

The child line service is for children in distress, especially children in need of care and protection so as to provide them medical services, shelter, rescue from abuse, counseling, repatriation and rehabilitation. Under this initiative, a telephone helpline, number 1098, runs in 74 urban and semi-urban centres in the country.

Shishu Greha Scheme.

The scheme is meant for care and protection of orphans/ abandoned/ destitute infants or children up to 6 years and promote in-country adoption for rehabilitating them.

Scheme for Working Children in need of Care and Protection.

The scheme is meant for children working as domestic workers, at roadside, mechanic shops, etc. The scheme provides for bridging education and vocational training, medicine, food, recreation and sports equipments.

Rajiv Gandhi National Creche Scheme for the Children of Working Mothers.

The scheme is meant for the children in the age group of 0- 6 years. The scheme provides for comprehensive day-care services including facilities like food, shelter, medical, recreation, etc. to children below 6 years of age.

Pilot Project to Combat the Trafficking of Women and Children for Commercial Sexual Exploitation in Source and Destination Areas.

This project is meant for providing care and protection to trafficked and sexually abused women and children. Components of the scheme include networking with law enforcement agencies, rescue operation, temporary shelter for the victims, repatriation to hometown and legal services.

Types of Child Abuse.

There are four types of Child Abuses. They are defined in the UK Government guidance working together to safeguard children (2010) namely Physical Abuse, Psychological Abuse, Sexual Abuse and

Neglect. Out of these the investigator considered the first three types.

They are explained as follows:

1. Physical Abuse
2. Psychological Abuse
3. Sexual Abuse

Physical Abuse.

Physical abuse involves physical harm or injury to the child. It may be the result of a deliberate attempt to hurt the child, but not always. It may involve hitting, shaking, throwing, poisoning, burning or scalding drowning, suffocating. It can also result from severe discipline, such as using a belt on a child, or physical punishment that is inappropriate to the child's age or physical condition. Physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming him/herself or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull to, in the most extreme situations, death.

The likelihood of physical harm to a child increases when the child is living in a situation where there is domestic violence by or towards a person with whom the child resides. A study on a representative sample of 1060 adolescent school going girls in Delhi to elicit abusive experiences not limited to school, examined that 43% experienced physical

maltreatment, 40% faced neglect, and 27% were subjected to sexual abuse (Daral, Khokhar & Pradhan, 2016) and a study on street children in Jaipur reported that a considerable proportion of children (61.8%) had faced “moderate” abuse while 36.6% children indicated abuse in the “severe” and “very severe” categories (Mathur, Rathore, & Mathur, 2009).

Domestic violence is a pattern of intentionally coercive and violent behaviour toward an individual with whom there is or has been an intimate relationship. It includes physical abuse such as hitting, slapping, pushing, choking, assault with a weapon, locking out of the house or the threat of physical abuse.

Physical Signs of Abuse.

- Unemployed bruising, marks or injuries on any part of the body.
- Multiple bruises-in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge.
- Swelling on face
- Discoloration of skin
- High incidents of accidents

Changes in behaviour.

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression
- Withdrawn behaviour
- Running away from home.
- Habit disorders
- Little respect to others

Impact of Physical Abuse.

Physical abuse has wide and various impact on child's development and functioning domains. Studies from several countries in all regions of the world examined that up to 80 to %98 of children suffer physical punishment in their homes, with a third or more experiencing severe punishment resulting from the use of implements and international studies revealed that a quarter of all adults report having been physically abused as children (WHO, 2016).

Child Physical Abuse has immediate and lifelong physical and mental health impairment. Poor school performance and poor educational achievement are some of the consequences of physical abuse and neglect. Physical abuse was predicted to negatively affect children's academic and behavioral adjustment through the creation of

deficits in academic engagement, social competencies, ego resiliency, and ego control (Eckenrode, Laird & Doris, 1993). The stress caused by maltreatment is associated with disruption in early brain development. Extreme stress can impair the development of the nervous and immune systems. Consequently, as adults, maltreated children are at increased risk for behavioural, physical and mental health problems (WHO, 2016).

Physically abused school age children continued to function more poorly than their non-maltreated peers on a variety of academic and socio-emotional measures. Abused children shown to have lower grades, more suspensions, more grade repetitions, less academic engagement, more social skill deficits and lower ego resiliency than non-abused comparison children. Physically abused children manifested multiple forms of academic risk and showed more externalizing and internalizing behaviour problems (Eckenrode, Laird & Doris). A study by Kurtz, Gaudin, Howing and Wodarski (1993) suggested that abused children had a greater incidence of problems with school than children in a matched control group.

Incidences of physical abuse can negatively affect brain development and cause alteration in brain maturation and leads to impair in cognitive, language and academic abilities (Slade & Wissow, 2007). In addition, Leiter (2007) studied the school performance among a random sample of the reported maltreated children. He found that a worse maltreatment effect on absenteeism from schools than on grades

especially after the first report and majority of the participants reported that physical abuse affects student's achievement such as concentrated at the class, learning in school, solving homework, and school absenteeism.

Psychological Abuse.

Psychological Abuse of children consists of acts of omission and commission, which are judged on the basis of combination of community standards and professional expertise to be psychologically damaging. Individuals commit such acts singly or collectively, who are in a position of differential power (eg: age, status, knowledge) that render to child vulnerable to abusive practices. Such acts damage immediately or ultimately the behavioural, cognitive, affective or physical functioning of the child. Examples of psychological abuse includes acts of rejecting, terrorizing, isolating, exploiting and miss socializing. Psychological abuse is also known as verbal abuse or emotional abuse. It includes act or failure to act by parents or caretakers that have caused or could cause serious behavioural, cognitive, emotional or mental trauma.

“Psychological Abuse means a repeated pattern of caregiver behaviour or extreme incident that conveys to children that they are worthless, flawed, unwanted, endangered, or only of value in meeting another's needs’. (American Professional Society on Abuse of Children guidelines, 1995).

Psychological Abuse includes:

- Spurning and terrorizing
- Isolating, exploiting and corrupting
- Denying emotional responsiveness
- Medical and educational neglect
- Constant belittling, shaming and humiliating a child.
- Calling names and negative comparisons to others.
- Telling a child he or she is no good, worthless, bad or “a mistake”.
- Frequent yelling, threatening or bullying.
- Ignoring or rejecting a child as punishment, giving him or her the silent treatment.
- Limited physical contact with the child- no hugs, kisses, or other signs of affection.
- Exposing the child to violence or the abuse of others, whether it be the abuse of a parent a sibling or even a pet.

Physical Signs of Psychological Abuse.

Psychological Abuse is rarely manifest in physical signs. A few physical indicators of psychological abuse are;

- Speech disorders
- Lag in physical development
- Failure -to- thrive syndrome

Behavioural Signs of Psychological Abuse.

The behavioural signs of psychological abuse are:

- Habit disorders (biting, thumb-sucking)
- Conduct disorders (destructiveness, cruelty, stealing)
- Neurotic traits (sleep disorders, inhibition of play)
- Sudden speech disorders
- Fear of making mistakes
- Self harm
- Fear of parent being approached regarding their behaviour.
- Psychoneurotic reaction (hysteria, phobias, obsession)
- Behaviour extremes (appearing overly complainant, extremely passive or aggressive, very demanding or undemanding)
- Lag in emotional and intellectual development.
- Attempted suicide.

Impact of Psychological Abuse.

Psychological Abuse is a kind of abuse that is emotional rather than physical in nature. It can include anything from verbal abuse and constant criticism to more subtle tactics, such as intimidation, manipulation, and refusal to ever be pleased. Emotional abuse can take many forms. Three general patterns of abusive behavior include 'aggressing, denying, and minimizing'. Blaming, shaming, and name-

calling are some of the identifiers of emotional abuse which can affect children psychologically. The self-worth and emotional well being of children is altered or diminished by verbal abuse (Smith, Melinda, Segal & Jeanne, 2014). So verbally abused children may experience severe psychological effects. Psychological Abuse is far worse than any other kind of violence as this hurts a person emotionally Psychological Abuse has short-term and long term impacts.

Short-term impacts of Psychological Abuse.

The impact of Psychological Abuse is much longer than Physical Abuse. Torturing a person will cause physical and mental impairments and sometimes these impairments are beyond repair. Some of the short-term impacts described below.

Feelings of denial and confusion.

Psychologically abused children are usually surprised that the situation even happened. These children show symptoms of denial and confused. They end up questioning their sanity, that they might have imagined the scenario.

Extreme feelings of aggression or compliance.

Psychologically abused children show aggression toward the abuser or toward others, which is more likely. Some children become

absolutely passive and bow down to everything the abuser says. They might also show frequent outbursts of crying.

Low self-esteem.

Children who have faced psychological or emotional abuse show negative feelings and thoughts. They express feelings of anxiety and become worried everything around them. They are helpless and having undesirable feeling and not confident in doing things and most of the time they remain quiet.

Strong feelings of guilt and fear.

Emotionally abused children constantly scared of their situation and of the abuser. They also tend to blame themselves for the situation and feel guilty for having caused it. These Abused children might apologize frequently, fear to speak up, and be docile all the time.

Long-term impacts of Psychological Abuse.

Psychological abuse of a short period or an ongoing one leaves a long-term impression on the victims, especially children. The impressions such an abuse causes will not heal for a long time or forever. Some of the long-term impacts are given below.

Aggression.

Psychologically abused children are helpless when it comes to their abuser. Their assumed emotional connection with the abuser stops

them from reacting violently. So children usually express this violence toward others. They are tend to become bullies in school, picking on other kids, and thus become incapable of having meaningful relationships. They instill their inner feelings in others.

Withdrawal and depression.

Children who have gone through psychological abuse frequently feel lonely, due to either a lack of help or their inability to approach someone for help. These children have negative feelings and low self-esteem and these behaviour slowly leads to clinical depression. If they did not get outside help or on-time treatment their depression might get more serious and beyond any possible help.

Adults withdraw to themselves and learn to keep to themselves. But children who go through such abuse at a young age either lose or never learn the ability to express their feelings. They grow up to be a closed-up person incapable of happy feelings or relationships and they can never open up to anyone in their life.

Self-harm and suicidal tendency.

The persons going through psychological abuse for a long time will think of harming themselves and ending it all once and for all. Adults might start trying small ways to hurt themselves or act on suicidal tendencies. Children show extremely aggressive, careless

behavior, a fearlessness that has the potential to kill or hurt themselves severely.

Substance abuse.

Emotionally abused children show difficulty to make good relationships with others and do not have trust in others. Lack of healthy relationship with others they turn to other ways to feel happy in life. They end up becoming addicted to alcohol, drugs, and other such harmful habits. Emotionally abused child victims tend to start smoking at an early age and it's all downhill from there.

Low performance at school.

Suffering through psychological abuse, children tend to be disinterested at school, not being able to concentrate on anything. They do not socialize in school, do not respond to teachers, might be incapable of learning anything, and are distracted. Even though they have the potential to do things better, their emotional state will be such that they cannot do so.

Trust issues.

Emotional abuse by father, mother or a person who was supposed to care for children can break the child completely. This naturally results in a general feeling of mistrust toward everyone and everything. These children refuse to believe in anyone and might thus never have a steady relationship in their life.

Sexual Abuse.

Child Sexual Abuse has been defined as “the involvement of dependent and immature children in sexual activities they do not fully comprehend, to which they are unable to give informed consent’ (Kempe, 1978). The Juvenile Justice Act, 1986, defines child sexual abuse as “interaction between a child (under the age of 18 for girls and 16 for boys) and an adult in which the child is being used for the sexual stimulation of the perpetrator or another person”.

Child sexual abuse can include a wide variety of activities. Some are obvious acts of sexual abuse and others must be evaluated to determine if they are designed to create sexual gratification.

- Activities can include any conventional adult sexual activity with a child and touching the child’s genitals or fondling with the intention of arousing sexual feelings.
- Prolonged kissing, cuddling, excessive touching and looking at children either with or without clothes with the intent to be sexually aroused can also be included.
- Photographing, videotaping, or filming of children with the intent to create sexual stimulation is a form of child abuse.
- Other forms of child sexual abuse include exposure of a child to erotic material in the form of live behaviour, photographs, film or video.

- Any efforts to seduce a minor into a sexual relationship will be considered as a form of child sexual abuse. Inappropriate intimacy with children will also be regarded as child sexual abuse.

Sexual abuse is not often identified through physical indicators alone. There are some physical signs of sexual abuse.

Physical signs of Sexual Abuse.

Physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually Transmitted Diseases
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down.
- Pregnancy

Behavioural Signs of Sexual Abuse.

Behavioural signs include:

- Sudden or unexplained changes in behaviour
- Fear of being left with a specific person or group of people
- Having nightmares.
- Poor peer relationships.

82 *Review of Related Literature*

- Running away from home
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they can not tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

Impact of Sexual Abuse.

Sexual Abuse is one of the major child abuses. Global studies reveal that 25–50% of children experience physical abuse, around 20% of girls and 10% of boys experience sexual abuse (WHO, 2006). Child sexual abuse has long-lasting negative consequences on the mental, physical and social wellbeing of children (Kelly-Irving et al., 2013). High rates of childhood abuse are reported in most adult patients with mental disorders and childhood sexual abuse is a risk factor for psychopathology.

A study conducted among illiterate runaway adolescents in New Delhi shows that 62% boys experienced domestic violence, 72% reported physical abuse, and 35% reported being subjected to sexual abuse (Bhat, Singh, & Meena, 2012). 10% of college students in Puducherry reported being exposed to the private parts of another individual and 6.4% reported being forced to expose their private parts to another individual (Bhilwar, Upadhyay, Rajavel, Singh, Vasudevan & Chinnakali, 2015).

Childhood sexual abuse has been correlated with higher levels of depression, guilt, shame, self-blame, eating disorders, somatic concerns, anxiety, dissociative patterns, repression, denial, sexual problems, and relationship problems.

One of the most common long-term symptoms among sexually abused children is depression. Survivors may have difficulty in externalizing the abuse, thus thinking negatively about themselves (Hartman, Finn & Leon, 1987). Because of negative self-thoughts, survivors have feelings of worthlessness and avoid others because they believe they have nothing to offer. The other symptoms of child sexual abuse are; having suicidal ideation, having disturbed sleeping patterns, and having disturbed eating patterns, feeling of guilt, shame, and self-blame (Ratican, 1992).

Stress and anxiety are some of the long-term effects of childhood sexual abuse. Childhood sexual abuse can be frightening and cause

stress long after the experience or experiences have ceased. Many times survivors experience chronic anxiety, tension, anxiety attacks, and phobias (Ratican, 1992).

Some of the sexually abused children may have dissociated to protect themselves from experiencing the sexual abuse. Dissociation for survivors of childhood sexual abuse may include feelings of confusion, feelings of disorientation, nightmares, flashbacks, and difficulty experiencing feelings. Denial and repression of sexual abuse is believed to be a long-term effect of childhood sexual abuse. Symptoms may include experiencing amnesia concerning parts of their childhood, negating the effects and impact of sexual abuse, and feeling that they should forget about the abuse (Ratican, 1992). Some of the therapists believe that sexual abuse can cause enough trauma that the victim forgets or represses the experience as a coping mechanism. Others believe that recovered memories are false or that the client is led to create them (King, 2009).

Sexually abused children may experience difficulty in establishing interpersonal relationships. Childhood sexual abuse may hinder the development and growth of relationships. Some of the common relationship difficulties are difficulties with trust, fear of intimacy, fear of being different or weird, difficulty establishing interpersonal boundaries, passive behaviors, and getting involved in

abusive relationships (Ratican, 1992). A study by Feinauer, Callahan, and Hilton (1996) revealed that as the severity of abuse increases, the scores measuring the ability to adjust to intimate relationships decreases. Sexual abuse often is initiated by someone the child loves and trusts, which breaks trust and may result in the child believing that people they love will hurt them (Pearson, 1994).

Most of the survivors of sexual abuse experience sexual difficulties. Depression and dissociative patterns that the survivor experiences, affect the survivor's sexual functioning. (Maltz, 2002) examined some of the sexual symptoms that often result from experiences of sexual abuse are; avoiding, fearing, or lacking interest in sex; approaching sex as an obligation; experiencing negative feelings such as anger, disgust, or guilt with touch; having difficulty becoming aroused or feeling sensation; feeling emotionally distant or not present during sex; experiencing intrusive or disturbing sexual thoughts and images; engaging in compulsive or inappropriate sexual behaviors; experiencing difficulty establishing or maintaining an intimate relationship.

Socio-Emotional Adjustment

The theoretical background of the variable Socio-Emotional Adjustment is described in this part.

Meaning and Definition of Adjustment.

Spencer defined "life is the continuous adjustment of the internal to the external relations". The term adjustment refers to the extent to which an individual's personality functions efficiently in the world of people. There are certain patterns of behaviour that are critically associated with well adjusted children and others with poorly adjusted children (Hurlock, 1984). Various spheres of human life are characterized by adjustment process. A person adapts himself to the environment to overcome frustration in achieving the qualification of his needs through the adjustment process. Adjustment is that process through which a person tries to strike a balance between his requirements and situations. An analysis of adjustment reveals that the person has an object, but hurdles appear in its achievements; it is the adjustment process that makes one's life more happy and meaningful.

The concept of adjustment is as old as human race on earth. Systematic emergence of this concepts starts from Darwin. In those days the concept adjustment was purely biological and he used the term adaptation. Biologists used the term adaptation strictly for physical demands of the environment but psychologists uses the term adjustment for varying conditions of social or interpersonal relations in the society. So adjustment means reaction to the demands and pressures of social environment imposed upon the individual.

Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment (Gates & Jersild, 1948). Crow and Crow (1969) defined an individual's adjustment is adequate and wholesome for healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise this physical and social environment".

Adjustment is the interaction between a person and his environment. An individual is adjusted if he is adjusted to himself and to his environment". Psychologists have interpreted adjustment from two important points of view, one as an achievement, and another as a process. The first point of view emphasizes the quality or efficiency of adjustment and the second lays emphasis on the process by which individual adjusts in his external environment (Arkoff, 1968).

Characteristics of a well adjusted individual.

Well adjusted children enjoy a kind of inner harmony, in the sense that they are satisfied with themselves. Regardless of occasional set backs and disappointments, they continue to strive for their goals. If they find these goals are unrealistically high, they are willing to modify them to fit their capacities (Hurlock, 1978). The salient features of a well adjusted individual are,

- 1) A well adjusted person formulates his own values keeping in view the demands of society.
- 2) A well adjusted person knows about his capacities, his motions, his strong points and his limitations.
- 3) A well adjusted person is emotionally mature and stable and expresses his views rationally and exercises proper control.
- 4) A well adjusted person think that he is an important member of the social group and can contribute something for his progress and welfare.
- 5) A well adjusted person knows the art of social living and social give and take.
- 6) A person with well-adjusted frame of mind has enough courage and power of tolerance for facing failures in life.

Social Adjustment.

Being a social animal, every individual is highly influenced by the society in which he lives. Individual begins his interaction with society from the moment of his birth. The span of social relations gradually increases and continuous till the death. Every individual grew with social environment. The adjustment of an individual with social environment is a process from womb to tomb. Social adjustment is one of the important areas of adjustment. Social adjustment means

the success with which people adjust to their people in general and the group with which they are identified in particular (Hurlock, 1978). It is a harmonious relationship between one's self and other people, requires understanding of one's self, suitable relationship with parents and siblings, desirable relation in neighbourhood and community and eventually established long term congenial relationship with contemporaries involves.

The period of adolescence is marked by significant changes in his social behaviour and social relationships. Adolescent pupils want to be socially accepted by other person. If a person obeys social norms, beliefs and self-values, people call him well adjusted, but if one satisfy his needs by anti-social means then he is called maladjusted. Social adjustment implies the ability to get along with others. A socially adjusted student does not want to lead an isolated life and is a useful member of society. He, being a socially efficient individual, contributes to national progress and peace.

Criteria of social adjustment.

There are different criteria for social adjustment. Some of the criteria of social adjustment are described as follows:

1. *Overt Performance.* When social behaviour of the people are judged by the standards of the group with which they are identified,

comes up to group expectations, they will be accepted by the members of the group.

2. *Adjustment to different groups.* People who can adjust reasonably well to the different groups with which they came in contact are regarded as socially well adjusted.

3. *Social attitude.* People must exhibit favourable attitudes towards others, towards their roles in the social group if they are to be judged as socially well adjusted.

4. *Personal satisfaction.* To be socially well adjusted, a person must be reasonably satisfied with their social contacts and with the roles they play in social situations whether that of leader who follows characteristics of a socially adjusted person.

A socially adjusted person must possess the following characteristics,

- 1) Awareness of his own strength and limitations.
- 2) Respecting himself and others.
- 3) An adequate level of aspiration, neither too low nor too high in terms of his own strengths and abilities.
- 4) Satisfaction of basic needs.
- 5) Absence of critical or fault finding attitude.
- 6) Not rigid in his way of life.

- 7) A realistic perception of the world.
- 8) A feeling of ease with his surroundings.
- 9) A balanced philosophy of life.
- 10) It gives strength and ability to bring about desirable changes in the conditions of one's environment.
- 11) It persuades one to change one's way of life according to the demand of the society.

Meaning of Emotion.

It is difficult to define an emotion. In fact it is easier to understand than to define it. Everyone knows how he feels when he is in anger, fear, joy or grief, etc. It is clear that emotions are represented in the brain but it is much harder to say how they are represented.

Emotion implies a state of being stirred up or aroused in one way or another. They are basic to the motivation and are a dynamic internal adjustment that operates for the satisfaction, protection and welfare of the individual.

In adolescent period emotions are prominent. It could be observed in every behaviours of adolescent as they are passing through a critical state of development. They exhibit emotion in every aspects and display emotional instability. During this period they don't know how to react to various situations in life and how to handle emotions in a proper way.

General Characteristics of Emotions.

Some characteristics of emotions include:

- Every emotion is followed by psychological changes such as rapid heart beat, change in pulse rate, change in blood pressure, change in the facial expression, voice and body movements.
- Emotion is accompanied by a feeling of pleasantness and unpleasantness following physiological changes.
- Emotions are subjective and purely individual. The same situation may evoke different emotions in different individuals.
- Emotion is a tripolar response having affective, cognitive and conative aspects.
- Emotions have wide range and are not restricted to a particular age period. They occur to children, adolescents and adults.
- Emotion have swings. One emotion may give rise to another emotion and the two may get merged.
- An emotion mostly rises when the organism faces a difficult situation or when the basic need is challenged or is not satisfied.

Rogers (1951) identified three main aspects of emotion.

1) *It has a mental component.* It is a conscious experience on the part of individual and it involves the feelings like happiness, anger, excitement or fear.

2) *It has a physical component.* It embraces for each individual a vast complex of internal changes, including muscular, chemical, glandular and neural activities.

3) *It has a motive component.* It involves continuous re-adaptation to the problems inherent in an ever-changing environment. The motive is often the centre or core of the person's emotional state.

There are positive and negative emotions. Rogers (1951) identified the common emotions during adolescence as love, shyness, anxiety, jealousy, guilt, fear, worry, depression, compassion and feeling of inferiority. Emotions like fear, anger, anxiety, jealousy, etc. are harmful to the individual's development are termed as negative emotions, but the pleasant emotions like affection, love, amusement, curiosity and happiness which are very helpful and essential for normal development of human beings are termed as positive emotions.

Meaning of Emotional Adjustment.

Emotion is the glue that holds body and mind together. Emotions are among the most basic, deeply rooted and biologically useful forms of behavior. They are the model of physiological integration through which we meet relatively critical situations. In other words, emotions are the feelings we experience and interpret when neuropeptides, the biochemical of emotions are released in

response to stimuli, both internal and external (Hromek & Roffey, 2007). Based on cognitive-physiological theory of emotions, two factors in emotion are, a state of general physiological arousal and a cognitive interpretation of the causes of the arousal. When there is no plausible explanation for a state of arousal, its interpretation is more likely to depend on cues in the immediate situation than when such an explanation is available. The same general state of arousal can be judged as anger or euphoria depending on the individual's expectations, the labels available to him, and the cues in the environment (Perkins, 1975).

Based on intensity, emotions can be experienced in four levels namely, feeling, mild emotion, strong emotion and disintegrative emotion. The intensity of emotion vary according to the threat involved. Feeling and mild emotion create a state of motivation. Strong emotion is manifested in the marked physiological changes and the mobilization of energy to meet the threat. Disintegrative emotion is manifested in hysteria, shock and loss of control of body functions.

Emotional Adjustment refers to the emotional aspects in which the individual is able to control his behaviour. Emotional adjustment refers to the degree to which an individual is able to channel his emotions into adaptive patterns determined by the demands of his environment (Good,1973).

Adjustment Mechanisms.

Most individuals have a variety of adjustment patterns available for reducing tension and maintaining self organization. The following are the characteristics type of adjustive behaviour.

a) Aggression.

It refers not only to acts of hostility or destruction, but also to efforts to dominate, manipulate, or gain a possession of a person, group or object.

b) Repression.

It is a way of dealing with unpleasant thoughts or feelings by removing them from consciousness and by making oneself believe they do not exist.

c) Projection.

In projection, one attributes to other persons or groups one's own feelings, attitudes or motives as a way of disowning them in himself.

d) Rationalization.

It is giving to oneself and others socially acceptable explanations in place of the real reasons for one's behaviour.

e) Withdrawal.

In this adjustment pattern, one uses variety of ways such as physical withdrawal insulation and non communication.

e) Fantasy.

In this, person seeks to reduce tension by day dreaming, by creating in his imagination a situation which is less threatening and more comfortable than real life.

f) Use of drugs.

Drugs have been used to adjust to pain, threat, anxiety, boredom and frustration.

g) Regression.

It is a pattern of adjustment in which the individual responds to frustration or threat in ways that were appropriate at an earlier stage of development.

h) Identification.

Through identification, the individual reduces tension by attributing to himself the achievements, characteristics, status and possessions of other persons or groups.

i) Modifying self-concept.

It is a way of changing one's perceptions of self and world so that they are more consistent with the reality one has experienced.

Theoretical overview of Self-esteem

Self-esteem refers to a person's beliefs about their own worth and value. It also has to do with the feelings people experience that follow from their sense of worthiness or unworthiness. Self-esteem is important because it heavily influences people's choices and decisions. The theoretical overview of Self-esteem is given in this section.

Meaning and Definition of Self-Esteem.

Self-Esteem is a term used in psychology to reflect a person's overall emotional evaluation of his/her own worth. It is a judgement of oneself as well as an attitude towards the self. Self-esteem encompasses beliefs and emotions such as triumph, despair and shame and it is the positive or negative evaluations of the self, as in how we feel about it. Self-esteem is also known as the evaluation dimension of the self that includes feelings of worthiness, pride and discouragement.

Self-esteem is the evaluative aspect of the self concept that corresponds to an overall view of the self as worthy or unworthy (Baumeister, 1998). Self-esteem is defined as "the evaluation which the Individual makes and customarily maintains with regard to himself: It expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, Self-esteem is a personal judgement of the worthiness

that is expressed in the attitudes, the individual holds towards himself” (Coopersmith, 1967).

Thus Self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships and future outcomes. It is important to distinguish Self-esteem from the more general term self concept, because the two terms often are used interchangeably. Self concept refers to the totality of cognitive beliefs that people have about themselves. It is everything that is known about the self and includes things such as name, race, likes, dislikes, beliefs, values, and appearance descriptions such as height and weight. By contrast, Self-esteem is the emotional response that people experience as they contemplate and evaluate different things about themselves. Although Self-esteem is related to the self concept, it is possible for people to believe objectively positive things, but continue to not really to themselves.

Features of Self-esteem.

Features of self-esteem include varying levels of confidence, attitudes towards the future, and the general health of relationships with other people. These behaviors and personality traits can be quite different depending on whether a person’s Self- esteem is high or low. Accepted theories of Self-esteem claim that it stems from a need to gain acceptance that begins early in life. Individuals who grow up in

dysfunctional environment tends to develop negative features of Self-esteem that often cause various problems through life.

Mentally and emotionally, healthy environment helps to develop characteristics of good Self-esteem. Among the features, levels of self-confidence are the most readily recognizable feature of Self-esteem. Persons with healthy levels of Self-esteem have solid beliefs in their own opinions and thoughts and they also recognize that their view points also have its own value even when they differ from others. This kind of confidence allows them to make their own life choices without the need for other's approval. Higher levels of self-esteem also give people the ability to like themselves for whom they are in the present without wishing for changes in either the past or future.

A lack of personal responsibility can be a common trait among people without the confidence to trust in their own abilities and decision-making skills. Another important feature of Self-esteem is a lack of apprehension or negativity and this attitude leads to low Self-esteem. Low Self-esteem often leads people to feel they are not in control of their immediate futures, and they frequently second-guess their decisions and voice criticism about themselves. They also often feel that other's lives and circumstances are much better than their own, even when, in reality, this is not necessarily true. Many claim that they can avoid suffering disappointment.

Those with more positive characteristics of Self-esteem tend to feel more optimistic and satisfied with their lives in general. The ability to create healthy relationships with others is heavily dependent on Self-esteem. People who are able to readily love themselves are those who are also able to love others without co-dependence or other traits of poor Self-esteem. A bad self image can often lead to frequent conflict with others, trouble with communication, and problems with intimacy. Good relationships can generally result from positive self-esteem traits such as learning from mistakes and recognizing the needs of both parties in a relationship.

High Self-Esteem.

People who have realistic confidence in their self-worth and feel secure within themselves will most likely respond appropriately to today's challenges and opportunities. Positive self esteem empowers, energizes and motivates. It inspires us to achieve and allows us to take pleasure and pride in our achievements. The more solid our self-esteem, the better equipped we are to cope with the troubles that arise in our careers and personal values.

Characteristics of people who have high self esteem.

Some of the common traits of people having high Self-esteem listed by Coach (2011) are;

Believe in themselves.

People who have high self-esteem have confidence in their own abilities. They recognize what they are good at and are confident

that they are able to improve where necessary and unlike people with low self-esteem, believe that they deserve to do better. The effect of this is that they are often ambitious in their careers as they consistently strive for improvement and personal success. They don't waste time indulging in negative self-talk. They take responsibility for their own actions and they don't look to others to make decisions for them. They do not need the approval of others to feel good about whom they are.

Know what they want or need.

People with high self-esteem generally have clear ideas about what they want or need and they are able to communicate these needs and wants to others, feel worthy of love and, approval. They approve of themselves and are not desperate for other people's approval. They truly are capable of loving others unconditionally. They don't have an inner need to change anyone else. They accept responsibility for their lives and the decisions they make. They know their values and roles and what's really important to them.

Effective communication skills.

It is common for people with high self-esteem to be good communicators. This includes having good listening skills which leave them open to taking advice, being open to change and new ideas.

Drive to succeed.

Not surprisingly people with high self-esteem have the drive to succeed. They are generally more flexible and find it easier to overcome challenges and disappointments along the way. They don't worry that mistakes and even when they do make mistakes, they have the inner resources to learn from mistakes and then move on.

Comfortable with change.

People with high self-esteem are comfortable with change; they enthusiastically seek out new opportunities and are open to embracing new ideas. Getting out of their comfort zones is not uncomfortable for them. They are also happy to learn new skills to support them with any new challenges.

Enjoy healthy relationships.

With their good communication skills and their enthusiasm to succeed, people with high self-esteem generally enjoy good healthy relationships and they are able to accept constructive criticism, without letting it dent their confidence. Because of their confidence they are rarely competitive with others because they are comfortable with their own abilities and accept others where they are at. They don't put others down to build themselves up and they tend to be forgiving towards others.

Goal-oriented.

They are very focused on self-improvement and success and are often good at planning and setting goals as well as achieving them. They have a sense of purpose and direction and confidently go for it.

Low Self Esteem.

People with low self-esteem feel poorly about themselves and judge themselves to be inferior to others. They are at risk, then, of not fulfilling their true potential in life. Some characteristics of people who have low self esteem are as follows:

Fearful of change.

These people aspire to less and, therefore, achieve less. People with low self-esteem seek the safety of the familiar and understanding. Confining oneself to what is already known serves to weakness in self-esteem.

Non-communicative.

People with low self-esteem became muddy, evasive and inappropriate in their communications because of uncertainty about their own thoughts and feelings. And they feel anxious about the listener's response.

Insecure.

Like those with high self-esteem, these men and women tend to be drawn to one another. They often form destructive relationships that reflect and increase their essential lack of self worth.

Low resilience.

A person with low self-esteem finds it hard to cope with a challenging life event because they already believe themselves to be 'hopeless'.

Relationship problems.

They may tolerate all sorts of unreasonable behaviour from their care givers because they believe they must earn love and friendship, cannot be loved or are not loveable.

Factors of Self Esteem.

The key virtues, or practices on which healthy self esteem depends are: living consciously, self acceptance, self responsibility, self assertiveness, living purposefully and personal integrity.

Living consciously.

To live consciously is to be aware of what we are doing. We must seek to understand whatever has an impact on our interests, values and goals and aware of both the world around as well as the world within.

Self acceptance.

To be self-accepting is to be respectful and compassionate toward our self even at those times when we do not admire or enjoy some of our feelings or decisions. It also means consciously refusing to reject ourselves.

Self Responsibility.

To be self responsible is to recognize that we are the author of our own choices and actions. We are the source of our own fulfillment. No one is going to make our life right for us or make us truly happy or give us self-esteem.

Self Assertiveness.

To be self assertive is to honour our wants and needs and to look for ways to express them. It is our willingness to be who we are and allow others to see it and stand up for our convictions, values and feelings.

Purposeful living.

To live purposefully is to take responsibility for identifying our goals, perform the actions that will allow us to achieve them, and keep ourselves on track and moving toward their fulfillment.

Personal Integrity.

To live with integrity is to have principles of behaviour to which we remain theoretically loyal in our actions. Here we keep our promises and honour our commitments.

Theories on Self Esteem.

Many early theories suggested that self esteem is a basic human need or motivation. American psychologist Maslow (1943) included self esteem in his hierarchy of needs. He described two different forms of esteem: the need for respect from others, and the need for self respect or inner self esteem. Respect from others entails recognition, acceptance, status and appreciation, and was believed to be more fragile and easily lost than inner self-esteem. According to Maslow, without the fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self actualization.

Rogers (1951), the greatest exponent of humanistic psychology, exposed that the origin of problems for many people despise themselves and they consider themselves to be unvaluable and unworthy of being loved; thus the importance he/she gave to unconditional acceptance of client. Indeed, the concept of self-esteem is approached since then in humanistic psychology as an inalienable right for every person, summarized in the following sentence: "Every human being, with no exception, for the mere fact to be it, is worthy of unconditional respect of everybody else; he deserves to esteem himself and to be esteemed" (Rogers, 1951).

Self Esteem Development.

Experiences in a person's life are a major source of self esteem development. The positive or negative life experiences one has, creates

attitudes toward the self which can be favourable and develop positive feelings of self-worth or can be unfavourable and develop negative feelings of self-worth. In the early years of a child's life, parents are the most significant influence on self esteem and the main source of positive and/or negative experiences a child will have. The emphasis of unconditional love represents the importance of a child developing a stable sense of being cared for and respected. These feelings translate into later effects of self esteem as the child grows older (Orodez, 2009).

During the school years, academic achievement is a significant contributor to self esteem development "A student consistently achieving success or consistently failing, strongly affects their individual self esteem. Social experiences are another important contributor. As children go through school they begin to understand and recognize differences between themselves and their classmates. Using social comparisons, children assess whether they did better or worse than classmates in different activities. These comparisons play an important role in shaping the child's self-esteem and influence the positive or negative feelings they have about themselves. As children go through adolescence, peer influence becomes much more important, as adolescents make appraisals of themselves based on their relationships with close friends. Successful relationships among friends is very important to the development of high self esteem for children. Social

acceptance brings about confidence and produces high self-esteem, whereas rejection from peers and loneliness brings about self doubts and produces low self-esteem (Leary & Baumeister, 2000).

Parenting style can also play a crucial role in self esteem development. Students in elementary school who have high self esteem tend to have parents who are caring, supportive adults who set clear standards for their child and allow them to voice their opinion in decision making (Coopersmith, 1967). Childhood experiences that contribute to healthy self esteem include being listened to, being spoken to respectfully, receiving appropriate attention and affection and having accomplishments, recognized and mistakes or failures are acknowledged and accepted. Experiences that contribute to low self esteem include being harshly criticized, being physically, sexually or emotionally abused, being ignored, ridiculed or teased or being expected to be perfect all the time.

Young children tend to overestimate their competence because they lack the cognitive maturity to critically evaluate their abilities and to integrate information from multiple sources. As students develop, they better understand how others view their skills and better distinguish between their efforts and abilities. As a result, their self-perceptions become increasingly accurate (Harter, 1999). As students transition from middle level to high school, their self-concept gradually

grows. Increasing freedom allows adolescents greater opportunities to participate in activities in which they are competent, and increased perspective taking abilities enable them to garner more support from others by behaving in more socially acceptable ways (Harter, 1999).

Dimensions of Self-esteem.

The dimensions of Self-esteem given by Battle (2000) in his Culture-free Self-esteem Inventory are:

Academic Self-esteem.

This dimension includes Self-esteem in academic and intellectual situations and the student's perception of his or her abilities, attitudes and values as they relate to school, academic skills and intelligence.

General Self-esteem.

General Self-esteem measures an individual's overall perceptions about himself or herself as a person. The individual's perception of self-worth such as his or her emotional states, physical characteristics, successfulness and self-acceptance.

Parental/Home Self-esteem.

This dimension includes Self-esteem within the family unit and the individual's perception of his or her status at home including abilities, attitudes, interests and values as they relate to the quality of interactions within the home and family unit.

Social Self-esteem.

Social Self-esteem measures Self-esteem in social situations and interpersonal relationships with peers and the individual's perceptions of his or her abilities, attitudes, interests, and values as they relates to the quality of interactions with peers outside the family unit.

Personal Self-esteem.

This dimension measures the individual's most intimate perceptions of anxiety and self-worth.

Conceptual overview of Academic Stress

The conceptual framework of Academic Stress is described in this section.

Meaning of Stress.

It is difficult to define stress, as its meaning is different to different people. Some scientists see stress as any external stimulus that causes wear and tear, such as the pressure to perform at work. Competition and uncertainties of modern life, unemployment and job insecurity all such factors have made life increasingly stressful. The present world is changing with incredible rapidity and established customs, traditions, and values are changing with it. Nearly all people suffer from stress. Every rich and also more educated people suffer

more stress and also the executive. Life would be simple if one's biological, and psychological needs were automatically gratified. But as we know, there are many obstacles both environmental and personal, prevent this ideal situation. Such obstacles plays adjustive demands on us and can lead to stress.

Definition of Stress.

Stress as an adjustive demand placed on the organism. The condition or force of object giving rise to this demand may be internal or external and is designated as the stressor" (Goleman, 1970).

Stress can be subdivided into constructive stress and destructive stress. The former is positive and good motivator. It increases productivity and efficiency, besides providing stimulation. Destructive stress is counter productive and detrimental to both psyche and body. Selye (1974) made a formal destruction between distress and eustress. Distress is harmful and destructive. However eustress is desirable and may even be life enhancing, without eustress life would hardly be worth living. Stress is how individual's body response to pressure caused by a particular situation, such as a test, that requires you to adjust or respond. Stress can refer to the stimulus that causes person to react, such as the test.

Stress is the consequences of person's appraisal processes that is the assessment of personal resources whether or not is sufficient to meet the demands of the environment. According to Lazarus and Folkman (1984) stress is a function of degree of person-environment fit. When our resources are more than adequate to deal with difficult situation, we may feel little stress. When we perceive that our resources will probably be sufficient to deal with event but only at the cost of great efforts, we may feel a moderate amount of stress. But when the individual perceive that his resources are not probably sufficient to meet an environment stressor, he may experience a great deal of stress. So stress is process of appraising events (as harmful, threatening, or challenging), of assessing potential responses, and of responding to those events.

Stress is a term used to describe those physical, emotional cognitive and behavioural responses to events that are appraised as threatening or challenging. It is an internal state which can be caused by Physical demands on the body by environmental and social situation which are evaluated potentially harmful uncontrollable or exceeding our resources for coping life and events and pressure of every day life. Stress refers to a force exerted on a system that deforms, destroys or alters the structure of that system.

Symptoms of Stress.

Stressed children show signs of emotional disabilities, aggressive behaviour, shyness, social phobia and often lack of interest in otherwise enjoyable activities. The symptoms of stress is a kind of restlessness, apathy and despair and marked dimensions of zest and zeal characteristics of a healthy individual. Stress affects differently in different individuals. At lower levels of stress, vigilance and alertness are increased and performance as often facilitated. Reaction is quicker and more certain, perception more discriminating, learning and memory more effective. At more intense level or when coping mechanisms are weaker, psychological performance deteriorated, precise motor skills are impaired, discriminate and judgement are more inaccurate, learning is slower, memory is less efficient and intellectual problem solving is less effective.

Research reveals that children who are forced to live on prematurely adult levels sometimes became oppositional to follow the parents rules of parents and society. Such children tend to respond to stressors with aggression and imagination. Stress usually manifest cognitive, behavioural and physical symptoms. All of us respond in our own individual way when the pressures build up. Some people become more and more irritable and moody, while other people become more inactive and cannot make decisions. The following are typical symptoms of stress (McNamara, 2000).

Thoughts symptoms.

These symptoms include, finding it hard to concentrate, memory becomes poor, sense of time urgency, finding it hard to make decisions, loss of self-confidence, muddled thinking, forgetting things, making mistakes, unable to think far ahead, predicting the worst, worrying or ruminating rather than solving problems, becoming rigid or inflexible in an effort to keep control.

Physical reactions.

Physical reactions include, headaches, tense muscles especially in the neck and shoulders, extreme tiredness, butterflies in stomach, nausea, feeling shaky (e.g. shaky hands or shaky voice), clenching teeth or fists, heart beat is faster, palpitations/feel like heart is missing a beat, sweaty palms, cold fingers, dry mouth, frequent urination, dizzy spells, and erratic breathing.

Feelings symptoms.

Feeling symptoms include irritability, aggressive, withdrawn, lowered self-esteem, moody, crying, cynical, guilty, anxious or panicky, depressed, over-sensitive to criticism, edgy, angry, feeling hopeless, hostile, and miserable.

Behavioral symptoms.

These symptoms include, worse at managing the time, rushing around without getting much done, change in sleep patterns (can't

sleep or oversleep), change in eating patterns (eating more or eating less), doing things in a hurry, losing touch with friends, fidget or bite nails, non-stop talking, obsessive-compulsive disorders, and missing school a lot (McNamara, 2000).

Types of stress.

According to Albrecht (1979) there are four types of stress: Time stress, Anticipatory stress, Situational stress, and Encounter stress.

Time Stress.

People experience time stress when they worry about time, or the lack thereof. They worry about the number of things that they have to do, and they fear that they will fail to achieve something important. They might feel trapped, unhappy, or even hopeless. Common examples of time stress include worrying about deadlines or rushing to avoid being late for a meeting.

Anticipatory Stress.

Anticipatory stress describes stress that the individuals experience concerning the future. Sometimes this stress can be focused on a specific event, such as an upcoming presentation that the persons are going to give. However, anticipatory stress can also be vague and undefined, such as an overall sense of dread about the future, or a worry that "something will go wrong."

Situational Stress.

Individuals experience situational stress when they are in a scary situation that they have no control over. This could be an emergency. More commonly, however, it's a situation that involves conflict, or a loss of status or acceptance in the eyes of their group. For instance, getting laid off or making a major mistake in front of person's team are examples of events that can cause situational stress.

Encounter Stress.

Encounter stress revolves around people. You experience encounter stress when you worry about interacting with a certain person or group of people - you may not like them, or you might think that they're unpredictable. This type of stress also occurs from "contact overload": when you feel overwhelmed or drained from interacting with too many people.

Academic Stress.

Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure, anticipation of such failure, or even an awareness of the possibility of such failure (Gupta & Khan, 1987). Academic stress is a significant source of stress for many students, covering not only examinations but also other academically related stressors such as fear of lagging behind in the

homework, writing assignment, working on individual and group projects, time pressure, lack of financial support, concern about academic ability, scheduling classes and required motivation to study. For many students, the pursuit of higher education is a time of transition marked by a set of demands germane to the setting. Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. If a student is unable to cope effectively with academic stress, then serious psycho-social-emotional health consequences may result (Wilks, 2008).

Performing the role as a student is highly stressful. There are various factors that induce stress for the students. Academic problems are one of the most common reported sources of stress for adolescents as they spend considerable amounts of time within school environment (Tan & Yates, 2011). Academic stress is the adjustive demand caused by academic factors placed on the organism. Poor performance of students is a result of various causes and one among which is Academic Stress. Academic Stress is the result of various other sources which should be identified and remedied to develop a healthy internal and external environment for the student for better performance. The self identity stress, interpersonal stress, future development stress and academic stress can jointly predict student academic stress (Lin & Huang, 2014).

According to Frydenberg (1997) "Adolescence is that period between childhood and adulthood when the individual is confronted by a series of developmental hurdles and challenges such as development of identity, achieving independence from the family while staying connected and fitting into a peer group. The transition from childhood to adulthood which is characterized by physiological changes in the body and by cognitive development". Considering the academic arena there are several stressors that creates stress for the adolescent students.

Environmental or contextual locations of youth can be classified under four major spheres of influences; the school, the home, the peer group and the broader community with its specific characteristics. The school environment exerts an important influence, where the characteristics of school type, location organization and curriculum offered are important considerations. The home environment and family relationships also exerts an influence. The impacts of parents, the number and characteristics of siblings and general home environment all play their part in producing stress. The peer group or community setting also create stress for adolescents (Freydenberg, 1997).

The investigator has gone through different situations which act as stressors for the adolescent students and from these the investigator

identified and selected certain stressors related to personal, classroom, familial and peer relations which creates stress related to academics of students.

Components of Academic Stress.

The investigator gone through different situations which act as stressors for the adolescent students and from these the investigator identified and selected certain stressors related to personal, classroom, familial and peer relations which creates stress related to academics of students.

Personal Stressors.

How a person perceives the stressors and react to it decides whether the stressor creates stress for the individual. Therefore there can be numerous factors that create stress for the individual. In this study Personal Stressors include stress related to personal inadequacy, fear of failure, anticipation on academic performance, anticipation about job or carrier, financial problem and major change in life events.

Familial Stressors.

Several studies investigated the relationship between an adolescent's coping strategies and their experience of life in the family. Parental support, interaction between parents and children, study

facilities at home and parental involvement in studies add to students stress. Family is an interpersonal social system held together by strong bonds of attachment, affection, caring and yet exercised control, approval and discipline on each other (Harvey & Byrd, 2000). There are different family situations which creates stress for students which lead to academic stress. In the study the investigator considered the stress related to parental pressure, lack of parental support, lack of interaction between parents and children, lack of parental involvement in studies, attitude of parents and lack of study facilities at home. Home work refers to the study of school subjects outside of regular class and study done at home.

Classroom Stressors.

The interactions that take place between students and teachers and among students are more central to student success than any method of teaching. Powerful and intimate relationship between teacher and student can keep away almost all the factors that affect the students to some extent. A school that strives to be a resilient learning community, builds its culture, designs curriculum, instruction and assessment and designs roles and responsibilities that foster these attributes (Krovets, 2008). It includes the stress related to classroom activities, teacher student relationship, examination system, homework and attitude of teachers.

Peer stressors.

Relationships are of vital importance to teenagers life. The esteem of friends and support gained from a stable friendship group is central to most young peoples feelings of happiness and well being at a time when they are acutely aware of changing body image and establishing their identity in terms of personal opinions and beliefs. In their desire to be accepted as a part of an 'in' group, young people can be vulnerable to peer stress (Harries, 2006).

The global spread of adolescent culture could have resulted in a globalization of perceived stress in close relationship with parents and peer (Schiegel, 2001). The function and significance of relationships with friends also change and peer groups assumes an important role in the lives of adolescents (Rubin, Bukowski & Parker, 1998). The impact of peer group is significant in determining adolescent stress. Early adolescence is said to be vulnerable to exclusion and based on cliquishness and social prejudice. There is disillusionment when teenagers discover that new fixed objectives of their affects turn out to be less perfect than imagined. Connell and Wellborn (1991) argued that humans have fundamental needs for structure, autonomy and relatedness, and that the extent to which they can fulfill these needs within a certain context will produce their engagement in that context, and ultimately, their performance.

Review of Related Studies

In this part studies related to the variables are given.

Studies Related to Physical Abuse

The studies related to the variable Physical Abuse are given as follows.

Sarah, Font and Cage (2017) in a study, Dimensions of physical punishment and their associations with children's cognitive performance and school adjustment found that children's performances and engagement in the classroom are significantly influenced by their exposure to mild, harsh and abusive physical punishment in the home. All forms of physical punishment and abuse are associated with declines in school engagement, only initial exposure to physical abuse has a significant negative influence on cognitive performance.

Melissa, Katie, Derek, Tracie, Elizabeth and Andrew (2017) conducted a study on Unpacking the impact of adverse childhood experiences on adult mental health. The study analyzed the relationship between Adverse Childhood Experiences (ACE) score that includes being spanked as a child and adult mental health outcomes by examining each ACE separately to determine the contribution of each ACE. The study reveals that exposure to Adverse Childhood Experiences has an impact on adult mental health, increasing the risk

for depression and suicide and being spanked as a child was significantly associated with all self reported mental health outcomes.

Naeurt (2017) in a study Child abuse can increase risk of adolescent misbehaviour reveals that an important learning process is impaired in adolescents who were abused as children and this impairment contributes to misbehavior patterns in later life. There is a link between behavioural issues in adolescents and various forms of early life adversities. The sample consists of 81 adolescents between the ages of 12 and 17. 41 participants had endured physical abuse. The study established the relationship between physical abuse and the aggressive and disruptive behaviour.

Sedlacek, Stevenson, Kray, Henson, Burrows and Rosenboom (2015) examined the impact of childhood abuse on college student life. Physical, sexual, emotional, and spiritual abuses were examined in a group of college students from Andrews University and Southern Adventist University. The researcher examined whether childhood abuses are correlated with challenges for students in the areas of emotional distress, relationship distress, addictive behaviors, spiritual distress, academic problems, and self-indulgence. This research found that nearly all independent variables correlated with one another and with each dependent variable at a statistically significant level.

Sabu (2013) conducted a study on child abuse in relation to anxiety among school students in Idukki. A sample of 600 secondary school students of Idukki district in Kerala participated in the study. The results revealed that 97.7% children undergo severe or mild form of abuses. Teacher are the most frequent abuser in the total child abuse. The majority of abuses take place within the family environment. There is significant and positive relation between child abuses of all types, except child labour, and student's Anxiety. The result indicate that child abuse has influence on Anxiety.

Moretti and Craig (2013) conducted a study on maternal versus paternal physical and emotional abuse, affect regulation and risk for depression from adolescence to early adulthood. 179 high-risk youth (N=179) from juvenile justice and clinical settings were taken as the sample. The results show that the relationship between maternal abuse and depressive symptoms was partially mediated through affect deregulation at Time 1 and fully mediated at Time 2. In addition, adolescents' reports of maternal abuse at Time 1 predicted their depressive symptoms in early adulthood even after accounting for the partial mediating role of affect deregulation at each of the three time points of the study. It was also found that paternal abuse was related to depressive symptoms through an indirect relationship with affect deregulation for males, but not females.

Theoklitou and Kabitsis (2012) studied about physical and emotional abuse of primary school children by teacher. The study utilized a questionnaire with a 5-point rating scale, with questions concerning physical abuse, emotional abuse and neglect. The sample consisted of 1,339 pupils in the 4th, 5th, and 6th grade of primary school in the Republic of Cyprus, who lived in both urban and rural areas. The study reveal that more than half (52.9%) of the pupils reported neglect, almost a third (33.1%) reported emotional abuse, and almost one tenth (9.6%) reported physical abuse. The results of the statistical analysis revealed statistically significant differences between the two genders with boys being the most vulnerable group, with regards to all forms of abuse, but no significant differences between the 3 grades.

Annerback and Sahlqvist (2012) conducted a study on child physical abuse and concurrence of other types of child abuse in Sweden--associations with health and risk Behaviors. This study provides strong indications that child abuse is a serious public health problem based on the clear links seen between abuse and poor health and behavioral problems. Consistent with other studies, on this study also showing a graded relationship between experiences of abuse and poor health/risk-taking behaviors. This study shows poorer outcomes for repeated and multiple abuse.

Thomson, Baker and Brennenstut (2012) examined the association between childhood physical abuse and lifetime suicidal ideation. A regionally representative Canadian sample was used to investigate the gender-specific relationship between childhood physical abuse and lifetime suicidal ideation. The prevalence of suicidal ideation was about five times higher in abused men and women compared with their non-abused counterparts. After controlling for five clusters of potentially confounding factors (adverse childhood conditions, socioeconomic factors, health behaviors, psychosocial stressors/chronic illnesses, and mental health), childhood physical abuse was significantly associated with suicidal ideation. These findings suggest that childhood physical abuse is independently associated with suicidal ideation and highlight the importance of providing preventative treatment to childhood abuse survivors.

MacMillan, Tanaka, Duku, Vaillancourt and Boyle (2012) conducted a study on child physical and sexual abuse in a community sample of young adults. The results show that: Males reported significantly more child physical abuse (33.7%), but not severe physical abuse (21.5%), than females (28.2% and 18.3%, respectively). Females reported significantly more child sexual abuse (22.1%) than males (8.3%). Growing up in an urban area, young maternal age at the time of the first child's birth, and living in poverty, predicted child physical

abuse (and the severe category), and sexual abuse. Childhood psychiatric disorder was associated with child physical abuse (and the severe category), while parental adversity was associated with child sexual abuse and severe physical abuse. Siblings of those who experienced either physical abuse or sexual abuse in childhood were at increased risk for the same abuse exposure; the risk was highest for physical abuse.

Sunday, Klin, Labruna and Kaplan (2011) examined the role of adolescent physical abuse in adult intimate partner violence. In this longitudinal study, 67 abused and 78 non abused adults (of an original sample of 198 adolescents) completed the Modified Conflict Tactics Scale and the Jealousy and Emotional Control Scales. Non abused comparison adolescents were matched for age, gender, and community income. As adults, participants with abuse histories had significantly higher rates of intimate partner physical violence and verbal aggression than did comparison participants. Multivariate logistic regressions indicated that adults with histories of physical abuse were more than twice as likely to be physically violent and almost six times more likely to be verbally aggressive to their intimate partners than were comparison participants. Having had an alcohol use disorder, being married to or living with a partner, and perceiving one's partner as controlling were also significantly associated with physical violence.

Jealousy and feeling controlled by one's partner were also significant predictors of verbal aggression.

Garrido, Taussing and Culhane (2011) conducted a study on attention problems mediate the association between severity of physical abuse and aggressive behavior in a sample of maltreated early adolescents. Empirical evidence has accumulated documenting an association between childhood physical abuse and aggressive behavior. Results from multiple regression analyses indicated that caregiver- and youth-reported attention problems were partial mediators of the association between physical abuse severity and aggressive behavior. These associations were significant even after controlling for children's intellectual functioning, sex, age, and severity of other maltreatment types. Possible explanations for the detrimental impact of physical abuse on behavior are discussed, along with the implications of the current study's results for interventions aimed at reducing early adolescent aggressive behavior.

Turla, Dundar and Ozkanli (2010) investigated the prevalence of childhood physical abuse in a representative sample of college students in Samsun, Turkey. Of the 988 participants, 527 (53.3%) had a history of childhood physical abuse (64.0% in men and 41.6% in women). The prevalence of being subject to physical violence was 1.5 times higher in men. Mothers more frequently inflicted violence on daughters and

fathers on sons. According to participants, most frequent reasons for physical violence were "loss of perpetrator's self-control" and "establishment of discipline at home." The most frequent statement observed among the participants was humiliation after subjection to physical violence. It is concluded that the first (and the most) important preventive measure is to protect and strengthen the social, economic, and judicial status of the Turkish family. Second, it should by all means be prevented that violence remains legal in some social conditions like child abuse.

In a study on physical abuse, cognitive and emotional processes, and aggressive/disruptive behavior problems conducted by Teisl and Cicchetti (2008), cognitive and emotional processes were examined in maltreated children with a history of physical abuse (n=76), children with a history of maltreatment other than physical abuse (i.e., sexual abuse, physical neglect, and emotional maltreatment; n=91), and a group of non-maltreated comparison children (N = 100). Physical abuse was associated with errors in cue interpretation, easy access to aggressive responses to conflict, and poor emotion regulation. In turn, maladaptive cognitive and emotional processes made unique contributions to explaining the relationship between physical abuse and peer nominations of aggression and disruptive behavior. Maltreated children who had not been physically abused evidenced a trend toward

cognitive and emotional maladaptation, but only poor emotional regulation accounted for aggression and disruptive behavior in these children. The findings emphasize the importance of considering multiple domains of development in efforts to understand how varying forms of child maltreatment contribute to later maladjustment.

Andover, Zlotnick and Miller (2007) examined childhood physical and sexual abuse in depressed patients with single and multiple suicide attempts. Results show that individuals with a history of suicide attempts are more likely to report histories of childhood physical and sexual abuse and no difference found in reported abuse between single and multiple suicide attempters.

Springer, Sheridan, Kuo and Carnes (2007) conducted a study on long-term physical and mental health consequences of childhood physical abuse: results from a large population-based sample of men and women. The results show that parental physical abuse was reported by 11.4% of respondents (10.6% of males and 12.1% of females). In multivariate models controlling for age, sex, childhood adversities, and family background and it is found that childhood physical abuse predicted a graded increase in depression, anxiety, anger, physical symptoms, and medical diagnoses. Childhood physical abuse also predicted severe ill health and an array of specific medical diagnoses and physical symptoms. Family background and childhood

adversities attenuated but did not eliminate the childhood abuse/adult health relationship.

Smith, Ireland and Thornberry (2002) examined adolescent maltreatment and its impact on young adult antisocial behavior. Data are from the Rochester Youth Development Study, a cohort study of the development of problem behaviors in a sample of 1,000 urban youth followed from age 13 into adulthood. Subjects include 68% African American, 17% Hispanic, and 15% white youth. This analysis includes a maximum of 884 subjects, of whom 9.3% had substantiated maltreatment reports in adolescence. Among the maltreated adolescents, 14 experienced sex abuse, 36 experienced physical abuse, and 32 were neglected or emotionally abused. Outcomes explored in late adolescence (ages 16–18) and young adulthood (ages 20–22) include arrest, self-reported general and violent offending, and illicit drug use. Control variables include prior levels of these outcomes as well as socio-demographic characteristics like poverty, parent education, and caregiver changes. The study indicates that the impact of substantiated adolescent maltreatment is associated with worsening antisocial behaviour.

Hess, Gray and Nunez (2000) examined the effect of social dominance orientation on perceptions of corporal punishment. The sample consisted of 206 undergraduate students enrolled at a Rocky

Mountain University. A series of regressions were used to examine the relationships between Social Dominance Orientation (SDO) and six forms of punishment. Findings suggest, higher levels of SDO are significantly related to more ratings of physical punishment versus physical abuse. The primary findings of the present study showed SDO was significantly related to how an individual perceives corporal punishment. These results have important implications by serving as a stepping-stone into further understanding what factors may have an influence on perceptions of corporal punishment.

Studies Related to Psychological Abuse

The studies related to Psychological Abuse are described as follows.

Hagborg, Tidefors and Fahlke (2017) examined the effect of emotional maltreatment on mental health and mental well-being in a general population of Swedish 12 to 13 years of girls and boys. The study found that emotional maltreatment had significant effects on mental health and mental well-being for both boys and girls and there is significant interaction effects between gender and levels of emotional maltreatment and girls reported decreased mental health and mental well-being at lower degrees of emotional maltreatment compared to boys.

Jhonson and James (2016) examined the effects of child abuse and neglect on adult survivors. The psychosocial aspects of a case were examined through System Theory and Cognitive Behavioural Therapy. The study focused on the psychological implications of an emotionally abused adult in early childhood and its impacts on his development. Father is the perpetrator of the abuse. From the study it is found that the client has faced various challenges throughout his life as a result of his early childhood experiences. The study reveals that emotional abuse can be viewed as more damaging in the long term to a child.

Wurdeman (2015) studied the impact of abuse on developing children. The study revealed that childhood abuse is clearly detrimental on the developing child and there is a strong relation between abuse and psychological development. Through mental abuse or neglect, children are put at a disadvantage in regards to development.

Bankole, Emmanuel, Arowosegbe and Christianah (2014) studied the effect of child abuse on self-esteem among secondary school students in Ekiti state. Child Abuse Self Report scale including four subscales namely Physical Abuse, Psychological Abuse, Sexual Abuse and Neglect scale and Coopersmith Self-esteem Inventory were used for data collection. The study revealed that Neglect has significant effect on Self-esteem.

Allen (2013) conducted an analysis of the impact of diverse forms of childhood psychological maltreatment on emotional adjustment in early adulthood which examined the predictive ability of caregiver terrorizing, degradation, ignoring, and isolating during childhood on the self-reported occurrence of anxiety, depression, somatic complaints, and features of Borderline Personality Disorder (BPD) in a sample of 256 university students between the ages of 18 and 22. Witnessing violence and childhood physical abuse are included in the analysis. Simultaneous regression analyses reveal that different forms of maltreatment emerge as predictors of the variables of emotional adjustment. Terrorizing predicted anxiety and somatic concerns, ignoring predicted scores of depression and features of BPD, and degradation predicted BPD features only. Findings suggest psychological maltreatment is a multifaceted construct requiring further research to investigate the long-term impact of various subtypes, suggesting that the effects of psychological abuse may be enduring.

Rosenkranz, Muller and Henderson (2012) investigated the psychological maltreatment in relation to substance use problem severity among youths. Data were collected through self-report questionnaires from 216 youths (144 males, 72 females) entering an outpatient treatment program for youth with substance use concerns. Results indicated that, when considering all forms of abuse together,

only emotional abuse and emotional neglect emerged as significant predictors of substance use problem severity. Furthermore, the association between psychological maltreatment and substance use problem severity was unaltered by the consideration of concurrent experiences of interpersonal violence.

Jina, Jewkes, Hoffman, Dunkle, Nduna and Shai (2012) studied adverse mental health outcomes associated with emotional abuse in young rural South African Women. Data were obtained through the administration of a questionnaire at baseline. Of the 1,293 women who had ever been partnered, 189 (14.6%) had experienced only emotional abuse in their lifetimes. Three hundred sixty-six women (28.3%) experienced emotional abuse with physical and/or sexual abuse in their lifetimes, and one hundred forty-four women (11.1%) experienced physical and/or sexual abuse without emotional abuse. Hazardous drinking was associated with the experience of physical and/or sexual abuse, with and without emotional abuse and illicit drug use having depressive symptoms, psychological distress and suicidal attempt was associated with the experience of emotional abuse with physical and/or sexual abuse. Suicidal attempt was also strongly associated with having experienced emotional abuse alone. The study showed that emotionally abused young women had a greater risk of suicidal attempt than those

experiencing no abuse and that the combined experience of emotional with physical and/or sexual abuse was strongly associated with poor mental health outcomes.

Avant, Swopes, Davis and Elahi (2010) examined psychological abuse and posttraumatic stress symptoms in college students. The study suggests that among college students, physical and sexual abuse in intimate relationships are associated with posttraumatic stress. Psychological abuse occurs in intimate relationships among college students, and though there is evidence that such abuse has a negative emotional impact, posttraumatic stress has not been extensively researched as an outcome in this population. The purpose of this study was to determine the associations of past-year psychological abuse with posttraumatic stress symptoms while controlling for other types of past-year relationship abuse and lifetime trauma history. The sample consists of 191 college men and women (81.7% women and 89.5% White). Linear regression analyses demonstrate that trauma history, but not past year relationship violence, is a significant predictor of PTSD symptom severity for women, and neither set of variables significantly predicts PTSD symptom severity for men.

Allen (2009) studied the childhood psychological abuse and adult aggression in relation to the mediating role of self-capacities. The

study examined the utility of Self-Trauma Theory for explaining the long-term impact of childhood psychological abuse on aggression. Specifically, the self-capacities of interpersonal relatedness, identity, and affect regulation are tested as mediators of the impact of psychological abuse on various types of aggression in adulthood. Hierarchical regression analyses are used to examine data collected from 268 university students who completed the Personality Assessment Inventory, Comprehensive Child Maltreatment Scale, and the Inventory of Altered Self-Capacities. Results show that self-capacities were predicted by maltreatment, particularly psychological abuse. Altered self-capacities fully mediate the impact of child maltreatment on various forms of aggression. Problems with interpersonal relationships play the most significant role in mediating the relationship between child maltreatment and aggression. Results suggest more frequent maltreating experiences and predict more dysfunctional self-capacities, which increases the probability.

Foyness, Freyd and DePrince (2009) in a study of child abuse: betrayal and disclosure, found that for emotional abuse and physical abuse, very close victim-perpetrator relationships predicted longer durations of time from abuse to its disclosure than very close victim-perpetrator relationships.

Wong, Leung, Tang, Chen, Lee and Ling (2009) in a study, To unfold a hidden epidemic: prevalence of child maltreatment and its health implications among high school students in Guangzhou China, found that maltreated students were more likely to report physical and psychological problems and a positive relationship was also found between the severity of maltreatment and the likelihood of negative health outcomes.

Kim, Tajima, Herrenkohl, and Huang (2009) conducted a study on early child maltreatment: Run away youths and risk of delinquency and victimization in adolescence. Major findings of the study are:

- i) Physical and psychological abuse predict a child's running away from home.
- ii) Running away predicts later delinquency and victimization and partially mediates the effect of earlier abuse.
- iii) Both child abuse and running away from home are adverse events that can be addressed through systematic prevention and intervention efforts tailored to those who have been victimized

Raghavan, Swan, Snow and Mazure (2005) conducted a study on the mediational role of relationship efficacy and resource utilization in

the link between physical and psychological abuse and relationship termination which examined the roles of physical and emotional abuse and resource utilization, relationship efficacy, and childhood abuse on relationship status (together or separated) in a sample of 69 low-income, non sheltered battered women. Separate path models were conducted for physical and psychological abuse. Increased physical abuse was related to separated status, increased resource utilization, and decreased efficacy. The effect of physical abuse on status was mediated by resource utilization and efficacy, whereas the effect of psychological abuse on status was partially mediated only by utilization. Increased childhood abuse was associated with together status. Baseline psychological but not physical abuse predicted a longer term separated status thereby.

Studies Related to Sexual Abuse

The studies related to Sexual Abuse are given as follows.

Sawyerr and Bagley (2017) conducted a study on child sexual abuse and adolescent and adult adjustment. The study revealed that around 9% of women, and about 3% of men have experienced prolonged, bodily intrusive abuse by the age of 16 or 18. Sexual Abuse has many adverse effects including impaired self-esteem,

clinical levels of depression and anxiety, self-harm, substance abuse and in schools abuse victims are often bullied and isolated. The study suggests that teachers, school counsellors and social workers have an important role to play in identifying abuse victims and offering help in ways which prevents the development of serious mental health problems.

Schulze, Corina, Perkins and Wendy (2017) examined the awareness that college minority students have on services they can access in the event they experience sexual violence. The results indicate that many students are unaware of specific services that they can access if they are sexually victimized. Disclosing an incident of sexual violence, or being the recipient of a disclosure of sexual violence, is related to knowledge of aftercare services. Non-White students demonstrate less awareness of services than White students, indicating that these students may not receive aftercare in the event of sexual victimization because they do not have the knowledge of which services are available.

Tayo, Ajayi, Beatrice and Olawuyi (2016) investigated the relevance of parent communication in preventing sexual abuse among secondary school students in Nigeria. Findings reveal that parents' irresponsibility and ignorance of sexual abuse signs as well as inability

to see and stop sexual abuse before it happens as part of the reasons for showing reluctance to communicate with their adolescents on sexual matters. Findings also reveal no significant difference in parents' pattern of communication on prevention of sexual abuse based on gender, religion and type of family, but significant difference was found on type of parenting and geo political zones.

Finkelhor, Shattuck, Turner and Hamby (2013) conducted a study on the life time prevalence of child sexual abuse and sexual assault assessed in late adolescence. Telephonic survey method was used for data collection. The sample consisted of 708, 17 year-olds, 804, 16 year-olds and 781, 15 year-olds. The results showed that the lifetime experience of 17-year-olds with sexual abuse and sexual assault was 26.6% for girls and 5.1% for boys. The lifetime experience with sexual abuse and sexual assault at the hands of adult perpetrators exclusively was 11.2% for females and 1.9% for males. For females, considerable risk for sexual abuse and assault was concentrated in late adolescence, as the rate rose from 16.8% for 15-year-old females to 26.6% for 17-year-old females. For males, it rose from 4.3% at 15 years to 5.1% at 17 years.

Fergusson, Mcleod and Horwood (2013) examined the linkages between child sexual abuse and a wide range of developmental

outcomes over a protracted time period to age 30. The study showed that child sexual abuse is associated with increased rates of major depression, anxiety disorder, suicidal ideation, suicidal attempt and alcohol dependence. In addition to that, at age 30 child sexual abuse was associated with Post Traumatic Stress Disorder (PTSD) symptoms, decreased self-esteem and decreased life satisfaction. The study revealed that child sexual abuse is a traumatic childhood life event in which the negative consequences increase with increase in severity of abuse.

A study titled "The relationships among childhood sexual abuse, self-objectification and sexual risk behaviours in undergraduate women" conducted by Watson (2012) reveals that child sexual abuse directly predicted sexual risk behaviours and was not mediated via self objectification, but was partially mediated by alexithymia and body shame. That is, child sexual abuse predicted increased alexithymia and body shame. Results also revealed that alexithymia and body shame mediated the relationship between self-objectification and sexual risk behaviours.

Schry (2011) examined the social interaction anxiety as a risk factor for sexual victimization. College women (N= 672) completed online measures of social interaction anxiety, sexual assertiveness, and

sexual victimization experiences. Social interaction anxiety was significantly positively related to the experience of coerced sexual intercourse, and negatively related to sexual refusal assertiveness. These associations were found for both coerced sexual intercourse and rape. Social anxiety may be an important psychological barrier to assertive resistance during risky sexual situations, and developers of risk reduction programs for college women should consider including methods to help women overcome their social anxiety in order to successfully use assertive resistance techniques.

Barrett (2009) conducted a study on the impact of childhood sexual abuse and other forms of childhood adversity on adulthood parenting. The study investigated the independent impact of child sexual abuse on five dimensions of adulthood parenting after controlling for other forms of childhood adversity in a predominantly African - American - sample of mothers receiving public assistance.

Deb and Mukherjee (2009) studied about the impact of sexual abuse on personality disposition of girl children. Findings revealed that, (i) Majority of victim girls came from nuclear families. (ii) Most of them were abused by strangers, followed by relatives and known local acquaintances (iii) sexually abused children found to be more introvert, possessed low self concept and more anxious. However

counseling improved self concept and reduced their level of anxiety to some extent.

Crisma, Bascelli, Paci and Romito (2004) in their study, "Adolescents who experienced sexual abuse: fears, needs and impediments to disclosure" found that the main impediment to disclose to a family member were fear of not being believed, shame and fear of causing trouble to the family. The main impediments for not seeking services were, ignorance of the existence/ functioning of protective agencies, wish to keep the secret, lack of awareness of being abused and very limited support from professionals.

Holifield, Nelson and Hart (2002) conducted a study on MMPI profiles of sexually abused and non abused outpatient adolescents. The study explored psychological effects of sexual abuse in adolescents by comparing Minnesota Multiphasic Personality Inventory Profiles of sexually abused adolescents with problems and there is significant differences on four of the scales. Sexually abused adolescents revealed more severe psychopathology than the non-abused adolescents.

A study on child sexual abuse and sexual revictimization conducted by Arata (2002) reveals that approximately one third of child sexual abuse victims report experiencing repeated victimization. Child sexual abuse victims have a 2 to 3 times greater risk of adult

revictimization than women without a history of child sexual abuse. Physical contacts in abuse and revictimization in adolescence were found to lead to the greatest risk of revictimization. Repeated victims had more symptoms of Post Traumatic Stress Disorder (PTSD) and dissociation than women with a history of child sexual abuse alone.

Estes and Tidwell (2002) in a study on the impact of gender and mother's experience of intra and extra familial sexual abuse found that the incested children displayed significantly more sexualized behaviour than children molested out the home.

Studies Related to Socio-Emotional Adjustment

The studies related to the variable Socio-Emotional Adjustment are described as follows.

Aktar and Alam (2016) conducted a study to find out and compare certain areas of adjustment and academic achievement of school students. The sample consisted of 90 students with the age range from 14 to 17 years. The results showed that boys and girls students differed significantly in overall adjustment process, although there were no significant differences among the different levels of adjustment ie, home, health, social and emotional. The results also revealed that high achievement and low achievement students differed significantly in overall adjustment and high academic achievement groups are adjusted as compared to low academic achievement groups.

Ahmad-Gul (2015) examined the impact of socio-emotional adjustment on academic achievement of adolescent girls of Jammu and Kashmir. The purpose of the study was to identify the relationship and effect of socio-emotional adjustment on academic achievement among adolescent girls. Survey method was used for the study and the sample of 250 participants were randomly selected from ten higher secondary schools. The study revealed that: (1) there is a positive and significant correlation between socio-emotional adjustment and academic achievement of adolescent girls; (2) The socio-emotional adjustment of adolescent girls has a significant effect on their academic achievement; and (3) there was significant difference between rural and urban adolescent girls in their socio-emotional adjustment.

Brouzos, Misailidi and Hadjimatheou (2014) examined the relationship between trait emotional intelligence (EI) with children's socio-emotional adjustment at school and academic achievement. Children aged 8 to 10 (N= 106) and 11 to 13 years (N = 99) completed the youth version of the Emotional Quotient Inventory. Their socio-emotional adjustment was measured with scales from the Teacher's Report Form assessing socio-emotional problems and adaptive functioning at school. The result shows that Trait EI was positively correlated with aspects of children's adaptive functioning and academic achievement only in the 11 to 13 year - old but not in the 8 to 10 year-old group.

Sette, Baumgartner and Schneider (2014) examined the moderating role of child-teacher relationship quality (i.e., closeness, conflict, and dependence) in the association between children's shyness and indices of socio-emotional adjustment and maladjustment. The participants were Italian preschool children including 63 boys and 66 girls and two lead teachers. In each classroom, one teacher, randomly selected, evaluated the quality of the child-teacher relationship; the other evaluated children's social competence and maladjustment. Peer liking was measured using a sociometric procedure. Parents provided an assessment of their children's shyness. The results show that shyness was positively related to teacher-reported rejection and internalizing problems whereas shyness was negatively associated with closeness and conflict with teachers. Moreover, closeness, conflict, and dependence in the child-teacher relationship moderated the links between children shyness and indices of preschool social competence and maladjustment. For example, among children with low levels of closeness, shyness was negatively associated with teacher-reported social competence and positively related to teacher-reported peer rejection. At very high levels of dependence, there was a negative relation between shyness and social competence. The findings suggest that a positive child-teacher relationship may be a protective factor in avoiding social maladjustment in pre school children.

Gordon and Gerardy (2012) examined the links between parents' victimization-related beliefs and children's psychosocial functioning. Data were collected on 190, 3rd and 4th grade children (92 boys) and their parents. After controlling for earlier levels of socio-emotional adjustment, parents' normative beliefs predicted greater overt victimization and aggression among boys and there is amplified links between peer victimization and subsequent psychosocial maladjustment for boys and girls. Avoidance beliefs predicted positive behavioral development among low victimized youth, but compromised adjustment among highly victimized youth. Sex-specific findings emerged, and results were stronger for overt than relational victimization.

Deepshika and Bhanot (2011) conducted a study to assess family environment of adolescent girls and its impact on their socio-emotional adjustment. The sample consisted of one hundred adolescent girls of age group between 17-18 years. The study revealed that all the eight family environment factors viz., cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

Arbeau, Coplan and Weeks (2010) tried to explore the moderating role of teacher-child relationships in the relation between

shyness and Socio-motional Adjustment in early elementary school. Participants were 169 grade 1 children. The study reveal that shyness and negative teacher-child relationships (i.e., dependent, conflictual) were related to socio-emotional difficulties, whereas close teacher-child relationships were associated with indices of positive adjustment. However, several interaction effects were also observed, with teacher-child relationships moderating the relations between shyness and adjustment. The pattern of results suggested a potential protective role for teacher-child relationships in shy children's adjustment.

Chung, Flook and Fuligni (2009) conducted a study on daily family conflict and emotional distress among adolescents from Latin American, Asian and European Backgrounds. Results revealed that although family conflict remained fairly infrequent among all ethnic backgrounds across the high school years, its impact on emotional distress was significant across ethnicity and gender.

Hazen, Connelly, Roesch, Hough and Landsverk (2009) conducted a study on child maltreatment profiles and adjustment problems in high-risk adolescents using latent profile analysis and three maltreatment profiles are identified; Sexual, Physical and emotional maltreatment, physical and emotional maltreatment and low maltreatment. Adolescents in the first two profiles have significantly higher scores on symptom scales compared with those in the third profile.

Shaffer, Yates and Egeland (2009) in a study on the relation of emotional maltreatment to early adolescent competence found that emotional maltreatment is generally overlooked and unrecognized as compared to physical or sexual forms of maltreatment and the study indicated that developmental processes and adjustment outcomes may vary according to the type of emotional maltreatment.

Valiente, Chalfant and Swanson (2009) conducted a study on children's responses to daily social stressors in relations to parenting, children's effortful control and adjustment found that there were significant zero-order relations between parent's affective responses to children's negative emotions, children's effortful control, engagement coping, disengagement coping, involuntary stress responses and adjustment.

Wright, Crawford and Del-Castillo (2009) studied the mediating role of maladaptive schemas on childhood emotional maltreatment and later psychological distress among college students. The study found that early interactions with parents contribute to the development of internal working models of self and self in relation to others that influence later cognitive schemas and psychological adjustment.

Srivastava and Mukhopadhy (2009) assessed the level of emotional intelligence of adolescence with internalizing symptoms. The

results revealed that the affected group is significantly lower in Emotional Intelligence than their normal counter parts. The findings shows that emotionally destructed students did not differ significantly as regards their level of adjustment and their attitude towards authority and the school environment influenced the total adjustment among the destructed students.

Veena and Khadi (2004) studied the influence of family functioning on adolescents adjustment. The sample was first and second year pre-university students of Karnataka state. The study revealed that family functioning was significantly related to adjustment of adolescents, higher grade students are well adjusted both emotionally and educationally and boys were socially and educationally well adjusted.

Satapathy and Singhal (2003) investigated grade and gender difference in Social and Emotional Adjustment of hearing impaired and non-impaired male and female adolescents in grade VII and X. It was also to find out the correlation to background variables (such as age, parents education, occupation and family income) with social emotional adjustment. It revealed that hearing impaired were better adjusted than the non-impaired. Further hearing impaired females were better adjusted than their male counterparts. No background variables were related to social emotional adjustment of the non-impaired students,

where as many variable correlated significantly and positively with social emotional adjustment of the hearing impaired.

Vorbach, Marie, Foster and Sharon (2003) studied the relationship between emotional competences and social competences in early adolescence taking 144 adolescents of 12 to 15 years of age as the sample. The adolescence multifactor Emotional Intelligence Scale (AMIES) was used to assess emotional skill and knowledge. Findings indicated that the ability to identify others emotions could be more measured in a relatively straight forward and highly reliable way.

Studies Related to Self Esteem

Some of the studies related to Self-esteem are described as follows.

Kim, Park and Park (2017) studied the association of sexual victimization with self-esteem, depression and problematic internet use among Korean adolescents. The sample consisted of 695 middle and high school students. The results show that adolescents who had experienced sexual abuse showed lower self-esteem, more depressive symptoms and greater problematic internet use compared with adolescents who had not experienced sexual abuse. In the path model, sexual abuse predicted lower self-esteem, which predicted high depressive symptoms. Depressive symptoms predicted problematic

internet use in a positive way. Sexual Abuse also predicted problematic internet use directly.

Park, Kim, Park, Suh and Lee (2016) conducted a study to understand the relationship between Self-esteem and overall health behaviours among Korean adolescents. The sample consisted of middle school students in Korea. The participants completed self-report questionnaires on self-esteem (using Rosenberg's Self-esteem Scale), and overall health behaviours. Results indicate that self-esteem was positively associated with satisfaction with school life and academic grades, and perceived health status. Suicidal ideation and satisfaction with peer relationships were significantly associated with self-esteem in multivariate analysis.

Saari, Kentala and Mattila (2015) studied whether weaker self-esteem in adolescents is connected with smoking behaviour in adulthood. Results show that weaker self-esteem during the adolescents was not significantly associated with smoking in adulthood. However, those respondents also had weaker self-esteem in adolescence had increased risk of having been smoking regularly and those with weaker self-esteem in adolescence are more likely to smoke regularly in adulthood.

Sharma and Pandey (2015) studied the effect of parenting styles on the self-esteem of adolescents, specifically in Indian context.

Parenting styles are of four main types which are authoritarian, authoritative, permissive and neglectful parenting style. Three main styles out of these namely authoritarian, authoritative and permissive style of parenting have been kept as the focus of this study to assess their effect on the self-esteem of adolescents. The findings showed that there is no significant difference between permissive and authoritative parenting both in case of mothers' and fathers' parenting on the self-esteem of adolescents and both these styles of parenting mostly results in higher self-esteem among adolescents as compared to authoritarian style of parenting which is found to have a significant negative correlation with the self-esteem of adolescents. Also, not much difference is found between the self-esteem levels of male and female adolescents in present times in urban Indian context.

Orth, Robins, Widaman and Conger (2014) examined the relation between low self-esteem and depression using longitudinal data from a sample of 674 Mexican-origin early adolescents. Results states that low self-esteem is a prospective risk factor for depression. Moreover, results suggested that the vulnerability effect of low self-esteem is driven, for the most part, by general evaluations of worth (i.e., global self-esteem), rather than by domain-specific evaluations of academic competence, physical appearance, and competence in peer relationships. The only domain-specific self-evaluation that showed a prospective effect on

depression was honesty-trustworthiness. The vulnerability effect of low self-esteem held for male and female adolescents, for adolescents born in the United States versus Mexico, and across different levels of pubertal status. Finally, the vulnerability effect held when the investigators controlled for several theoretically relevant variables (i.e., social support, maternal depression, stressful events, and relational victimization) and for interactive effects between self-esteem and the three variables. The present study contributes to an emerging understanding of the link between self-esteem and depression and provides much needed data on the antecedents of depression in ethnic minority populations.

Lachman (2013) in a study *Self-esteem* gives an overview of the infinite places from which low self-esteem originates, how history and primary care-giver relationships shape the opinion. The study reveals a brief inventory of the sources of low self-esteem. They are Disapproving authority figures, Uninvolved caregivers, Authority figures in conflict, Bullying with unsupportive, over supportive and uninvolved parents, Academic challenges without caregiver support, Trauma, Belief system, Society and the Media.

Preethi and Rosa (2012) focused on identifying the parenting styles of parents and comparing the stress and self-esteem of the two different parenting styles. The main objective of the study was to

identify the stress level and self-esteem among the parents and compare the level of stress and self-esteem between parents of authoritarian and authoritative parenting styles. The study considered a sample of 200 in which 120 men and 80 were women who were having adolescent children in Palakkad district. The tools used for the study were Parenting Style Inventory and Stress Questionnaire. The results indicated that there was a difference in the stress and self-esteem between two different parenting styles and there was an inverse relation between stress and self-esteem among parents.

Rome, Rossberg and Melle (2011) examined whether premorbid adjustment has an impact on the subject's self-esteem, and whether lowered self-esteem contributes to the development of delusions and hallucination. A total of 113 patients from the Thematically Organized Psychosis research study (TOP) were included at first treatment. The Positive and Negative Syndrome Scale (PANSS) was used to assess present symptoms. Premorbid adjustment was measured with the Premorbid Adjustment Scale (PAS) and self-esteem by the Rosenberg Self-Esteem Scale (RSES). The results reveal that Premorbid social adjustment was significantly related to lower self-esteem and explained a significant proportion of the variance in self-esteem. Self-esteem was significantly associated with the levels of persecutory delusions and hallucinations experienced by the patient and explained a significant

proportion of the variance even after adjusting for premorbid functioning and depression.

Parameswari (2003) studied the relationship of self esteem to quality of life in the context of demographic variables in institutionalized elderly. 100 peoples formed the sample of the study. It was concluded that Self-Esteem of elderly people has a significant effect on their quality of life. The variables educational level, economic status and person have significant effect on self esteem.

Cheng and Furnharm (2000) conducted a study to determine up to what extend parental rearing styles (Authoritarian, Authoritativeness, Permissiveness) personality (extraversism, Neuroticism and Psychoticism) and self esteem predicted self-rated happiness in a normal, non-clinical population of young people in their late teens and early twenty's. The regressional and path analysis showed that self esteem to be most dominant and powerful predictor of happiness.

Studies Related to Academic Stress

The studies related to the variable Academic Stress are given as follows.

Elarousy and Shaqiqi (2017) examined the effect of physical abuse on academic achievement among secondary school female students in Jeddah. The study conducted on a sample of two hundred

female students using non probability convenience sampling technique. A descriptive design was used. A structured self-reported questionnaire developed by the researcher was used for the study. It was found that 29% of students reported that they were physically abused and the highest percentage was for biting followed by spanking/pinching. The results show that majority of participants reported that physical abuse affects student's academic achievement in forms of lack of concentration in the class, having problems in learning and solving homework in addition to increase absenteeism. Physical abuse has significant negative impact on academic achievement.

Ghatol (2017) made an attempt to review the literature on academic stress among the secondary school students and present the causes and symptoms of stress as well as coping mechanism for stress. The review of literature indicate that the reasons for stress during adolescence are because of disturbed family dynamics, peer pressure, inability to cope with studies, drug abuse and lack of competence. The involvement of adolescents in getting instant gratification of needs has led to lot of stress in them and in their relationships with family and peers. The students coming from joint families have slightly higher mean of academic anxiety score than their counterparts coming from nuclear families but this difference is not significant statistically. IQ and

demographic factors are not key factor in academic stress among high school students.

Singh (2016) conducted a study on Stress among school going Adolescents in relation to Psychological Hardiness and gender and locale-wise differences in various dimensions and components of stress. The study was conducted over a sample of 200 (100 rural and 100 urban) adolescents studying in +1 and +2 classes in four schools (2 rural and 2 urban) of the Muktsar Sahib District of Punjab. The results reported that there exist significant gender differences among school-going adolescents in terms of their existential stress, achievement stress, academic stress, self-concept stress, self-actualization stress, physical stress, social stress, institutional stress, financial stress and superstition stress, whereas significant locale-wise differences among school-going adolescents were found only in terms of existential stress, role stress, institutional stress and financial stress. Apart from the above, stress among school-going adolescents was found to be significantly negatively correlated with the psychological hardiness of the adolescents.

Arslan (2015) examined the relationship between social emotional learning and educational stress. Participants were 321 elementary school students. Social emotional learning and educational stress scale were used in the study. The relationships between social

emotional learning and educational stress were examined using correlation analysis and stepwise regression analysis. Correlation analysis showed that sub scales of educational stress; pressure from study, workload, worry about grades and self-expectation are negatively associated with social emotional learning. In addition, social emotional learning was predicted negatively by pressure from study workload worry about grades and self-expectation.

Lal (2014) studied Academic Stress among adolescents in relation to intelligence and demographic factors. The results show that Intelligence (IQ) and demographic factors such as (Urban and Rural) are not key factor in academic stress among high school students and there exists significant difference in academic stress of male and female students but no significant difference in academic stress of private and government high school students.

Lin and Huang (2013) surveyed Academic burnout and life stresses among college students and further assesses whether reports of life stresses can serve as a predictor of academic burnout. The Undergraduate Life Stress Scale and Learning Burnout Scale are used as research tools, and data from 2640 students were collected. The results showed that both the level of students' burnout and stress are in general not serious. Female students and upper year students reported higher values of life stresses. The self-identity stress, interpersonal stress,

future development stress, and academic stress could jointly predict student academic burnout.

Ray, Halder and Goswami (2012) explored the mental health of students with their academic career-related stressors by collecting data from 400 students of different schools of Eastern part of India using General Information Schedule (GIS), the General Health Questionnaire (GHQ), and the Academic Career Development Stress Scale. The data were subjected to t- tests and ANOVA. The results of the study were (i) academic career development stress along with its ten components revealed dissimilarities with respect to gender and streams of study; (ii) significant relationships were indicated between the mental health status of students and various aspects of academic stress and demographic factors; and (iii) qualitative analyses highlighted the complex of association among academic stress, mental health and other variables.

Kadapathi and Vijayalaxmi (2012) conducted a study to know the stressors of Academic Stress among pre-university students. The sample consisted of 360 pre-university students of both Boys and Girls drawn using random sampling method from four co - educational institutions. The results showed that high aspiration, poor study habits, more study problems, change in medium of institution and low socio-economic conditions are the factors responsible for the academic stress and become stressors for stress among selected respondents.

Hystad, Eid, Laberg, Jhonson and Barton (2009) conducted a study on Academic Stress and health: exploring the moderating role of personality hardiness. The findings of the study revealed that attending university is a pleasurable experience for many students. Yet for others it represents a highly stressful time of extensive studying and pressure to meet the requirements of academic. Academic stress is associated with a variety of negative outcomes such as physical illness and deteriorating mental health.

Ganesh and Magadalin (2007) attempted to study on perceived problems of academic stress in children of disrupted and non-disrupted families. The result of the study revealed that children from non-disrupted families have higher academic stress than children from disrupted families.

Disxen and Kuo-Yi (2007) had attempted to study social support, academic stress and the mattering experience of first year college students. The study revealed that female students reported high academic stress when compared to Boys.

Huan, Yeo, Ang and Chong (2006) conducted a study on the influence of Dispositional Optimism and Gender on Adolescent's perception of Academic stress. The study indicates that a negative relationship between optimism and academic stress and gender was not significant predictor of academic stress.

Kadapatti and Khadi (2005) conducted a study on interrelations of selected factors with Academic Stress. Differential design was employed to know the academic stress of first and second year pre-university college male and female students of science, commerce and arts faculty. The study revealed that male students and science students showed high academic stress when compared to female and Arts faculty respectively.

Macgeorge, Samter and Gilliam (2005) conducted a study on academic stress, supportive communication and health and the result of the analysis indicated that the positive association between academic stress and depression decreased as informational support increased. In addition, emotional support was negatively associated with depression across levels of academic stress.

Chew-Graham, Rogers and Yassin (2003) conducted a study on medical student's experience of help seeking for mental health problems. They identified that student's life is subjected to different kinds of stressors, such as the pressure of academics with an obligation of success, uncertain future and difficulties envisaged for integration into system. These students face social, emotional and physical and family problems which may affect their learning ability and academic performance.

Perry, Hladkyj, Pekrun and Pelletier (2001) studied academic control and action control in the achievement of college students. The study revealed that the transition from high school to college is also accompanied by various personal challenges of a stressful nature, such as changes in interpersonal relationship, living arrangements and personal finances all of which may predispose students to health difficulties.

Conclusion

The investigator made a detailed scanning of the current and relevant literature related to the variables under investigation. The review of related literature helped the investigator to understand the current status of the study.

Child abuse is one of the most wretched and increasing social problems today. Any child can be abused since all children are dependent on adults in one way or another. Exploitation of children is not restricted to the public sphere. Children are too often exposed to different forms of abuse in their own homes with regard to sexual, physical, and psychological abuse.

Childhood is the formative period in human life. Children's mind is very soft, receptive and plastic at this tender age. It has to be shaped in a right manner. A child has to enjoy childhood days with

parents, teachers, friends and relatives. It is the age with fine and long lasting impressions form in child's mind. So parents, teachers and other caregivers should provide suitable atmosphere to their children in order to develop better social and emotional adjustment, high self-esteem and reduced level of academic stress.

Physical Abuse, Psychological Abuse and Sexual Abuses are three important abuses. Most of the studies in this area are conducted in medical setting and the relation of these abuses with anxiety, depression, suicidal ideation, substance abuse, cognitive deficits etc. are found. Among these, most of them are conducted in foreign countries. In India, studies related to these abuses are rare and no studies are found in school level related to Physical, Psychological and Sexual Abuses.

From the review of related literature the investigator identified that abused children showed less confidence and low self-esteem and decline in the intellectual functioning due to their attachment disturbance and subsequent lack of emotion competence in many situations. Most of the cases of Child Abuse remain unreported for various reasons such as fear of being accused, parental desire to curb publicity, fear of relation by the offenders or his friends and fear of police procedures. In India there are several programmes and schemes for the protection of children and in our constitution there are many articles for the protection of children.

The investigator made a detailed review on studies related to the variables from 2000 onwards. The studies helped the investigator to select the method, design, tools and population for the study. The present study will help to break the silence against Physical, Psychological and Sexual abuses and provide ample information about the prevalence and threats of different abuses. So the investigator selected Physical, Psychological and Sexual Abuses in relation to Socio-Emotional Adjustment, Self-esteem and Academic Stress for investigation.

CHAPTER 3

METHODOLOGY

- *Variables of the Study*
- *Objectives*
- *Hypotheses*
- *Method Used*
- *Sample Selected for the Study*
- *Tools Used for Data Collection*
- *Data Collection Procedure*
- *Statistical Techniques Used*

Research methodology involves the systematic procedure by which the researcher starts from the initial identification of the problem to its final conclusions. The role of methodology is to carry on the research work in a scientific and valid manner. The quality of research process depends on how much the investigator scientifically applied the methods for collecting data and analyzed it for getting the accurate results.

The present study is an attempt to find out the relationship of three independent variables namely, Physical Abuse, Psychological Abuse and Sexual Abuse on three dependent variables namely, Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students. The study also aims to find out the significant differences in the Independent variables; Physical Abuse, Psychological Abuse and Sexual Abuse and dependent variables; Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students on the basis of sub samples like Gender and SES.

The methodology adopted for the present study is described under the following headings.

Variables of the Study

Objectives

Hypotheses

Method Used

Sample Selected for the Study

Tools Used for Data Collection

Data Collection Procedure

Statistical Techniques Used

Variables of the Study

In the present study the investigator tried to find out the prevalence of Physical Abuse, Psychological Abuse and Sexual Abuse and to find out the relationship of Physical, Psychological and Sexual Abuses with Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students.

Rationale for Selecting the Variables

Children are the future citizens of the nation. Yet from birth itself, children are always at risk and are faced many challenges in the world today. The number of adolescents who are detected, reported or charged in connection with the delinquent behaviour have rapidly increased now. Children need adult care and protection and they are to be protected from the persons who would exploit them and from the

consequences of their own behaviour. A carelessness and ignorance about the physical and emotional needs of developing children is existing. India's children are India's future as the strength of the nation lies in a healthy, protected, educated and well developed child population that will grow up to be productive citizens of the country. Child abuse is shrouded in secrecy and there is a conspiracy of silence around the entire subject. Certain kinds of traditional practices, that are accepted around the country, knowingly or unknowingly amount to Child Abuse. Existing socio-economic conditions also render some children vulnerable and more at risk to abuse, exploitation and neglect. Traditionally in India, protection of children has been with families and communities. A strong knit patriarchal family that is meant to look after its children well has seldom had the realization that children are individuals with their own rights.

While the constitution of India guarantees many fundamental rights to the children still they are at risk. The Indian society is patriarchal in structure where parents, both fathers and mothers consider their children as their property and assume a freedom to treat them as they like. So for disciplining children they use harsh methods of punishment assuming that Physical and Psychological punishment encourages discipline in children with a belief that it is for their betterment. It is a poisonous pedagogy used both by Parents and

Teachers (Miller & Alice, 1990). But in fact it will affect the cognitive, social and emotional development of children. A survey conducted by Govt. of India Ministry of Women and Child Development (2007) showed that all forms of child abuse is extremely high, ie Physical Abuse (66%), Sexual Abuse (50%), and Emotional Abuse (50%). Several policies, laws and programmes have been introduced in the country for the protection of children. Our constitution also guarantees several rights to children. Sill they are facing many problems. The number of Abuses against children are increasing.

Independent Variables

The independent variables selected for the present study are:

Physical Abuse.

Physical Abuse is the inflicting of physical injury upon a child. This may include burning, hitting, punching, shaking, kicking, beating or otherwise harming a child. The parent or caretaker may not have intended to hurt the child. It may, however be the result of over-discipline or physical punishment that is inappropriate to the child's age (WHO, 1999).

For the present study, Physical Abuse is defined as any physical harm upon a child by caretakers or any other person related to the child which may be intentional or unintentional like beating with hand,

pinching, pulling hair, kicking, making wounds, making burns in the body, pushing, twisting body parts, beating with stick, pulling forcefully, throwing with domestic or other objects, pulling dresses, pinching on the cheeks, beating with belt, biting, shaking angrily, making stand in sunlight, making to kneel down and to make stand by giving weight.

Psychological Abuse.

Psychological Abuse is a repeated pattern of parental or caregiver behaviour that communicates to the child that he/she is worthless, unloved, unwanted or endangered. This behaviour can impair a child's emotional development or sense of self-worth (The Child Abuse Prevention and Treatment Act, 2010).

For the present study, Psychological Abuse is termed as any act by words or deeds from the persons related to the child which debase, degrade or demeans the intrinsic worth and dignity of a child.

Sexual Abuse.

Sexual Abuse is any misuse of a child for sexual pleasure or gratification. It is the involvement of children in sexual activities that they do not fully comprehend, that they are unable to give informed consent to and/or that violates societal taboos (WHO, 1999).

For the present study, Sexual Abuse is defined as inappropriate sexual behaviour from the persons related to the child which creates harmful disturbances to the child, like showing dirty pictures, forcible

kissing, looking in bad manner, showing indecent actions, provoking by showing private parts of the body, forcing to show private body parts, forcing to touch private parts of the body, sexual intercourse, talking in vulgar manner, forcing to massage body parts, creating unwanted attachments, showing photos or pictures of sexual intercourse, touching body parts while travelling in vehicles, peeping into bedroom or bathroom, doing sexual activities in front of the child, telling vulgar stories, making to take nude photos, indecent behaviour during marriage or other functions, giving sexual messages through mobile phone or writings and laughing in bad manner.

Dependent Variables

Dependent variables selected for the present study are;

Socio-Emotional Adjustment.

Socio-Emotional Adjustment includes social adjustment and emotional adjustment.

Social Adjustment.

Social Adjustment means the success with which people adjust to other people in general and to the group with which they are identified in particular (Hurlock, 1978).

For the present study, Social Adjustment means adjustment to teachers, adjustment to school work, adjustment to pupils and adjustment in family and community relations.

Emotional Adjustment.

Emotional Adjustment refers to the degree to which an individual is able to channel his emotions into adaptive patterns determined by the demands of his environment (Good, 1973).

For the present study, Emotional adjustment means adjustment with some positive (Joy, Compassion and Affection) and negative (Shame, Jealousy, Anxiety, Anger and Fear) emotions channelizing into adaptive patterns determined by the demands of one's environment.

Self-esteem.

Self-esteem is defined as the experience of being competent to cope with the basic challenges of life and being worthy of happiness (Branden, 1969).

For the present study, Self-esteem is termed as the experience of being competent to cope with academic, general, parental or home, personal and social challenges of life and being worthy of happiness.

Academic Stress.

Academic Stress is a mental distress with respect to some anticipated frustration associated with academic failure, anticipation of such failure, or even an awareness of the possibility of such failure (Gupta & Khan, 1987).

For the present study, Academic Stress implies the Personal Stressors, Familial Stressors, Classroom Stressors and Peer Stressors.

Classificatory Variables

Gender of the students and Socio-Economic Status of parents of students were taken as the classificatory variables.

Objectives

The objectives of the present study are:

- 1) To find the Prevalence of Physical Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 2) To find the prevalence of Physical Abuse by Sources among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 3) To find the Prevalence of Psychological Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 4) To find the prevalence of Psychological Abuse by Sources among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 5) To find the prevalence of Sexual Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.

- 6) To find the prevalence of Sexual Abuse by Sources among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 7) To study whether there exists any significant difference in Physical Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
- 8) To study whether there exist any significant difference in Psychological Abuse among Higher Secondary School Students based on Gender and Socio Economic Status.
- 9) To study whether there exist any significant difference in Sexual Abuse among Higher Secondary School Students based on Gender and Socio Economic Status.
- 10) To study whether there exists any significant difference in Socio-Emotional Adjustment among Higher Secondary School Students based on Gender and SES.
- 11) To study whether there exists any significant difference in Self-esteem among Higher Secondary School Students based on Gender and SES.
- 12) To study whether there exists any significant difference in Academic Stress among Higher Secondary School Students based on Gender and SES.
- 13) To study the association of Physical Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.

- 14) To study the association of Psychological Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.
- 15) To study the association of Sexual Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.

Hypotheses

The following hypotheses are set for the study.

1. There will be significant difference in Physical Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
2. There will be significant difference in Psychological Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
3. There will be significant difference in Sexual Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
4. There will be significant difference in Socio-Emotional Adjustment among Higher Secondary School Students based on Gender and Socio-Economic Status.

5. There will be significant difference in Self-esteem among Higher Secondary School Students based on Gender and Socio-Economic Status.
6. There will be significant difference in Academic Stress among Higher Secondary School Students based on Gender and Socio-Economic Status.
7. There will be significant association between Physical Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.
8. There will be significant association between Physical Abuse and Self-esteem among Higher Secondary School Students.
9. There will be significant association between Physical Abuse and Academic Stress among Higher Secondary School Students.
10. There will be significant association between Psychological Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.
11. There will be significant association between Psychological Abuse and Self-esteem among Higher Secondary School Students.
12. There will be significant association between Psychological Abuse and Academic Stress among Higher Secondary School Students.

13. There will be significant association between Sexual Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.
14. There will be significant association between Sexual Abuse and Self-esteem among Higher Secondary School Students.
15. There will be significant association between Sexual Abuse and Academic Stress among Higher Secondary School Students.

Method Used

The investigator focused to study the Physical, Psychological and Sexual Abuses in relation to Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students. Considering the nature of the problem under investigation and nature of data required for study, the investigator decided to adopt survey as the method for data collection. During collection of data, due weightage was given to Gender of students and Socio-Economic Status of Parents of Higher Secondary School Students.

Sample Selected for the Study

For the present study Higher Secondary School Students were selected as the sample giving due representation to Gender and Socio-Economic Status. Samples were drawn from six districts of Kerala namely Malappuram, Kozhikode, Trissur, Kannur, Palakkad and Kollam covering north, south and central portions of Kerala. Stratified Random Sampling Technique was used for the selection of sample. Data were

collected from 742 Higher Secondary School students. The incomplete response sheets were discarded and the sample size was reduced to 600.

The details of the sample are presented in Table 1.

Table 1
Details of the Final Sample

Gender		Socio-Economic Status	
Male	Female	Low SES	High SES
274	326	260	340
600		600	

The details of the schools selected for collecting data are given in Table 2.

Table 2
Schools Selected for Collecting Data

Sl. No.	Name of the schools	Gender		Total
		Boys	Girls	
1	Govt HSS Peruvallur Malappuram	16	27	43
2	Govt Technical HSS Manjeri	41	0	41
3	Govt VHSS Chelari	22	25	47
4	Govt Ganapath HSS Feroke	15	24	39
5	Govt VHSS Meechanta	19	24	46
6	Farook HSS, Farook	19	23	42
7	Ansar English Medium HSS Perumbilavu Thrissur	23	22	45
8	TMHSS Akkikavu Thrissur	18	20	38
9	S.N.S.M. HSS Elampalloor, Kundara, Kollam	16	23	39
10	Govt VHSS Thevally Kollam	19	28	47
11	Govt Brennan HSS Thalassery	14	28	42
12	Mubarak HSS Thalassery Kannur	21	27	48
13	Govt Janatha HSS, Naduvattom, Pattambi, Palakkad	16	28	44
14	Govt . HSS, Cherpulassery, Palakkad.	15	27	42

Tools Used for Data Collection

Tool preparation is a very important step in research process. Seven tools were used in the present study. Five of them were constructed and standardized by the investigator with the help of supervising teacher. For measuring Self-esteem the investigator used the adapted (Usha & Suchitra, 2002) version of Culture-free Self-esteem Inventory developed by Battle in 2000. The tools used in the study are the following:

1. Scale of Physical Abuse (Hameed & Jasmine, 2015)
2. Scale of Psychological Abuse (Hameed & Jasmine, 2015)
3. Scale of Sexual Abuse (Hameed & Jasmine, 2015)
4. Socio-Emotional Adjustment Scale (Hameed & Jasmine, 2015)
5. Academic Stress Inventory (Hameed & Jasmine, 2015)
6. Adapted version of Culture Free Self-Esteem Inventory (Usha & Suchitra, 2000)
7. General Data Sheet for Assessing Socio-Economic Status

Scale of Physical Abuse (Hameed & Jasmine, 2015)

Scale of Physical Abuse is developed and standardized by the investigator in consultation with the supervising teacher. The scale is designed to measure the prevalence of different types of Physical Abuses from Father, Mother, Brother, Sister, Grandfather, Grandmother, Teacher,

Neighbour, Relatives, or any Others related to the Child. Physical Abuse is only one among the different types of Abuses on children. Physical Abuse is the inflicting of physical harm or injury upon a child.

Planning of the scale.

In this stage the investigator reviewed a vast amount of literature relating to different types of Child Abuses. In addition to that personal contact with counselors in Higher Secondary Schools and Child Line Directors was also done. The investigator considered the Physical Child Maltreatment Questionnaire (Zelikovsky & Lynn, 1994) for preparing the scale of Physical Abuse. The scale is further based on information from the Ministry of Women and Child Development through a reported study about Child Abuse in 2007. From the review of related literature, the investigator identified that most of the studies on Child Abuse were conducted in foreign countries. In India, studies are very rare in this area and no studies are found in the prevalence of Physical Abuse in relation to Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students. So the investigator decided to construct a new tool on Physical Abuse.

Preparation.

The first step in developing the Scale of Physical Abuse was the identification of different types of Physical Abuses among children

from family members, teachers, relatives, neighbors and any others related to the child. Child Abuse is a state of physical, psychological, economic and sexual maltreatment meted out to a person below the age of eighteen. According to WHO (1999), Child abuse constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. The parent or caretaker may not have intended to hurt the child. It may, however, be the result of over-discipline or physical punishment that is inappropriate to the child's age (WHO, 1999).

According to UK Government Guidance Working Together to Safeguard Children (2010) different dimensions of Physical Abuse are Hitting, Shaking, Throwing, Poisoning, Burning or Scalding, Drowning, Suffocating or otherwise causing any Physical Harm to a child. Based on Child Abuse Prevention and Treatment Act (2010) different types of physical abuses are Punching, Beating, Kicking, Biting, Burning, Breaking bones, Hairpulling, Shaking. The Physical Child Maltreatment Questionnaire (Zelikovsky & Lynn, 1994) consists of eight subscales describing eight parental behaviours that might be considered Physically Abusive. They are Spanking, Slapping, Shaking violently, Punching or Hitting, Beating, Kicking, Cutting and Burning. Report of the Ministry of Women and Child Development on Child Abuse in

India, 2007 also considered for the preparation of the scale. From these studies and reports the investigator selected the most suitable types of Physical Abuses in the Indian context.

Writing items.

While writing the items the investigator considered different types of Physical Abuses related to children. The most repeating Physical Abuses in the Indian context were selected consulting with the supervising teacher. Father, Mother, Brother, Sister, Grandfather, Grandmother, Teacher, Neighbour, Relatives or any Others related to the child were considered as the perpetrators of Abuse. Then the tool was prepared. The investigator ensured the relevance of each type of abuse with the supervising teacher. The different types of Physical Abuses from the selected sources are considered as the items in the Scale. In addition to the given items there is an option 'Others' to write any other Physical Abuses, also given. The items in the Scale are:

- Beating with hand
- Pinching
- Pulling hair
- Kicking
- Making wounds
- Making burns in the body
- Pushing
- Twisting body parts

- Beating with stick
- Pulling forcefully
- Throwing with domestic or other objects
- Pulling dresses
- Pinching on the cheeks
- Beating with belt
- Biting
- Shaking angrily
- Making stand in sunlight
- Making to kneel down
- To make stand by giving weight
- Others

Scoring procedure.

In this scale, different types of Physical Abuses from different sources are noted. The tool is a five point Likert scale and there are five responses as 'Always', 'Often', 'Sometimes', 'Rarely', and 'Never' in order to mark the intensity of Physical Abuse from different sources. Children face abuses from different persons. In this study the investigator selected the sources of Physical Abuse as Father, Mother, Brother, Sister, Grandfather, Grandmother, Teacher, Neighbour, Relatives or any Others related to the child. The total score for Physical Abuse is obtained by summing up the scores for each item from different sources.

Categorization of Physical Abuse as nil, very low, low and high levels.

In Physical Abuse, the students without any kind of Physical Abuse from any sources got the score of zero. If the total score is zero it is considered as 'Nil' level. The score 1 through 15 is categorized as 'Very low' level because Beating with hand, Beating with stick and Pinching like abuses are very prevalent practices in domestic and school contexts, done by Father, Mother, Brother, Sister and Teacher rarely that student gets a score of 15. The score 16 through 30 is categorized as 'Low' level and the score above 30 is categorized as 'High' level.

Establishing validity and reliability.

Validity and reliability of the scale were established by the following method.

Validity.

Content validity and Face validity were established for the Scale of Physical Abuse.

Content validity.

Content Validity was established by the investigator which means that the content in terms of the subject matter as well as the

objectives are tested completely and without going beyond the scope. For establishing the content validity, the investigator conducted informal discussions with the experts to evaluate whether each item assess the defined concept. Review of related literature and reports also contributed for establishing content validity. So it is assumed reasonably that the scale has content validity.

Face validity.

A tool is said to have face validity when it appears to measure what the author had in mind, what he was thought he was measuring (Garret, 1979). The items in the present scale were phrased in the least ambiguous way and the meanings of all unfamiliar terms were clearly defined. The investigator ensured the confidentiality of responses without collecting personal details of the subject and gave awareness about Physical Abuses. The scale was administered to a try out sample of 60 Higher Secondary School Students and it was found that the subjects comprehended the scale clearly and responded to the items without misunderstanding. The scale thus possesses face validity.

Reliability.

The reliability of the scale was established by Test-Retest Method. The test was administered on 40 Higher Secondary School Students and after three weeks the same test was again administered on the same subjects. The response obtained were subjected to Pearson

Product Moment Correlation method and the correlation coefficient obtained was 0.74.

The tool in Malayalam and its English version are given in Appendices A1 and A2 respectively.

Scale of Psychological Abuse (Hameed & Jasmine, 2015)

The scale was used to measure the prevalence of Psychological Abuse among Higher Secondary School Students from Father, Mother, Brother, Sister, Grandfather, Grandmother, Teacher, Neighbour, Relatives or any Others related to the child. The scale was constructed by the investigator in consultation with supervising teacher. The investigator conducted extensive review on various reports and studies related to Child Abuse and also analyzed the reports of various organizations for children. Psychological Abuse is one of the major Child Abuses. Psychological Abuse includes acts or the failure to act by parents, caretakers, peers and others that have caused or could cause serious behavioural, cognitive, emotional, or mental distress/trauma.

Planning of the scale.

In this stage the investigator made adequate planning for the development of the Scale of Psychological Abuse. For this the investigator considered the Psychological Maltreatment Questionnaire (Zelikovsky & Lynn, 1994), Child Abuse Prevention and Treatment Act

(2010) and UK Government Guidance Working Together to Safeguard Children (2010) and selected the most suitable Psychological Abuses in Indian context.

Preparation.

In this stage, the investigator had gone through the literature related to Child Abuse and identified different types of Psychological Abuses among children from family members, teachers, neighbours, relatives or any others related to the child. In the Psychological Child Maltreatment Questionnaire developed by Zelikovsky & Lynn, 1994, there are seven types of Psychological Abuses. They are, Yelling without a reason, Criticizing, Humiliating or Ridiculing in front of others, Insulting or Calling negative names, Telling the child that he/she is not worth his/her time and Being locked in a room. According to UK Government Guidance Working Together to Safeguard Children (2010), different forms of Psychological Abuses are, Conveying the children that they are worthless or unloved, Not giving the child opportunities to express their views, deliberately silencing them, Preventing the child participating in normal social interaction, Serious bullying, Causing children frequently to feel frightened or in danger, Exploitation or corruption of children. WHO (1999) enlisted different types of Psychological Abuses as Extreme and/or bizarre forms of punishment, Threatening or terrorizing a child, Belittling or

rejecting treatment, using derogatory terms to describe the child, Habitual tendency to blame the child or make him/her a scape goat.

The investigator also analyzed different types of Psychological Abuses given by the Child Abuse Prevention and Treatment Act (2010). The different types of Psychological Abuses defined by this Act are;

Rejection and Ignoring.

It includes Telling a child in a variety of ways that he or she is unwanted, having a lack of attachment, showing no interest, not initiating or returning affection, and/or not listening to the child, not validating feelings, breaking promises and cutting the child off while he or she is speaking.

Shame and Humiliation.

It is telling a child that he/she is stupid or evoking criticism when performance is not perfect and judging what the child does as wrong inferior or worthless.

Terrorizing.

It includes accusing, blaming, insulting, criticizing, punishing and threatening with abandonment, physical harm, or death. It also includes Sabotaging success by making unreasonable demands or labeling the person as a loser.

Isolating.

It is not allowing the child to engage with peers or activities, keeping a child in a room or small area, and not exposing the child to stimulation.

Corrupting.

Corrupting means engaging children witness or participate in criminal acts such as stealing drug dealing, etc.

From these theories and reports, the investigator selected the most suitable Psychological Abuses in the Indian context and prepared the tool.

Writing items.

While writing the items the investigator considered different types of Psychological Abuses and selected the most suitable ones in the Indian context consulting with the supervising teacher. Father, Mother, Brother, Sister, Grandfather, Grandmother, Teacher, Neighbour, Relatives or any Others related to the child were considered as the sources of Abuse. Then the draft tool was prepared. The investigator ensured the relevance of each type of Psychological Abuse with the supervising teacher and prepared the tool. The selected items in the scale are:

- Scolding

- Talking threateningly
- Insulting
- Not praising even if good deeds are done
- Mocking at my beauty and ability
- Demean by comparing with others
- Teasing
- Calling abusive names
- Not giving values to opinions
- Become angry without asking the reason for committing mistakes
- Depict as 'good for nothing'
- Threatening of punishment
- Talking in a suppressing manner
- Isolating from household matters
- Not giving enough freedom in academic or any other matters
- Reluctant to talk
- Teasing in the name of religion, caste or SES
- Lack of fulfilling promises
- Under-rating my happiness and miseries
- Fault finding talk
- Isolating by locking inside the room
- Encouraging to do criminal activities like theft, burglary

- Discouraging positive attempts
- Destroying my belongings
- Spreading my mistakes
- Cursing
- Talking rudely
- Taking back the objects already given

Scoring procedure.

Different types of Psychological Abuses from different sources are noted in this scale. The tool is a five point Likert scale and there are five responses as 'Always', 'Often', 'Sometimes', 'Rarely', and 'Never' in order to mark the intensity of Psychological Abuse from different sources. The selected sources are Father, Mother, Brother, Sister, Grandfather, Grandmother, Teacher, Neighbor, Relatives and any Others related to the child. The total score for Psychological Abuse is obtained by summing up the scores for each item from different sources.

Categorization of Psychological Abuse as nil, very low, low and high levels.

In Psychological Abuse, the students without any kind of Psychological Abuse from any sources got the score zero. If the total score is zero it is considered as 'Nil' level. The score 1 through 20 is categorized as 'Very low' level because Scolding, Demean by

comparing with others, Faultfinding talk and Not giving enough freedom in academic or any other matters like abuses are prevalent practices in domestic and school contexts, done by Father, Mother, Brother, Sister and Teacher rarely that student gets a score of 20. The score 21 through 40 is categorized as 'Low' level and the score above 40 is categorized as 'High' level.

Establishing validity and reliability.

The validity and reliability of the scale were ensured by the following method.

Validity.

Content validity and Face validity were established for the Scale of Psychological Abuse.

Content validity.

Content Validity was established by the investigator which refers that the content in terms of the subject matter as well as the objectives to be tested completely and without going beyond the scope. For establishing the content validity, the investigator conducted informal discussions with the experts to evaluate whether each item assess the defined concept. Review of various reports of different organizations for children also contributed for establishing content validity. So it is assumed reasonably that the scale has content validity.

Face validity.

A tool is said to have face validity when it appears to measure what the author had in mind, what he was thought he was measuring (Garret, 1973). The items in the present scale were phrased in the least ambiguous way and the meanings of all unfamiliar terms were clearly defined. The investigator ensured the confidentiality of responses without collecting personal details of the subject and giving needed awareness about Psychological Abuse. The scale was administered to a try out sample of 60 Higher Secondary School Students and it was found that the subjects comprehended the items in the scale clearly and responded without misunderstanding. So the scale possesses face validity.

Reliability.

The reliability of the scale was established by Test-Retest Method. The test was administered on 40 Higher Secondary School Students and after three weeks the same test was again administered on the same subjects. The response obtained were subjected to Pearson Product Moment Correlation method and the correlation coefficient obtained was 0.71.

The tool in Malayalam and its English version are given in the Appendices B1 and B2 respectively.

Scale of Sexual Abuse (Hameed & Jasmine,2015)

The scale of Sexual Abuse is used to find the prevalence of Sexual Abuse among Higher Secondary School Students from Father, Mother, Brother, Sister, Grandfather, Grandmother, Teacher, Neighbour, Relatives or any Others related to the child. The scale was constructed by the investigator in consultation with supervising teacher.

Planning of the scale.

The investigator had gone through the literature related to Sexual Abuse and analyzed various reports of different organizations for preventing Sexual Abuse. Sexual Abuse is one of the major Child Abuses and Sexual Abuse means forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The investigator considered the Sexual Experiences Survey (Koss & Gidycz, 1985) for the preparation of the scale. The Sexual Experience Survey (SES) is a ten item self-report measure that identifies individuals who have been sexually victimized after age 14. The scale is further based on information from the Ministry of Women and Child Development through a reported study about child abuse in 2007. Most

of the studies in this area are conducted in foreign countries and in India studies are very rare in this area and no studies are found in Sexual Abuse in relation to Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students. So the investigator decided to construct a new tool for Sexual Abuse.

Preparation.

For developing the Scale of Sexual Abuse, the investigator identified different types of Sexual Abuses. The Sexual Experiences Survey (Koss & Kidycz, 1985) categorizes five levels of sexual victimization. They are, No sexual victimization, Sexual contact, Sexual coercion, Attempted rape, and Rape. According to UK Government Guidance Working Together to Safeguard Children (2010), different types of Sexual Abuses are, Physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing, Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

WHO (1999) defines different types of sexual abuses as fondling a child's genitals, making the child fondle the adult genitals, sexual intercourse, incest, rape, sodomy, exhibitionism and sexual exploitation.

The Protection of Children from Sexual Offence (POCSO) Act (2011) defines a child as any person below the age of eighteen years old and provides protection to all children under the age of 18 years from the offence of sexual assault, sexual harassment and pornography. The sexual offences under the POCSO Act are Penetrative sexual assault, Sexual assault, Sexual harassment and Use of child for pornographic purposes.

From these reports the investigator selected most suitable Sexual Abuses in Indian context and considered as the items from different sources like Father, Mother, Brother, Sister, Grandfather, Grandmother, Teacher, Neighbour, Relatives or any Others related to the child.

Writing items.

While writing the items the investigator considered different types of Sexual Abuses and selected the most suitable ones in the Indian context consulting with the supervising teacher. Father, Mother, Brother, Sister, Grandfather, Grandmother, Teacher, Neighbour, Relatives or any Others related to the child were considered as the sources of Abuse. Then the tool was prepared. The investigator ensured the relevance of each type of Sexual Abuse with the supervising teacher. The items in the scale are:

- Showing dirty pictures
- Forcible kissing
- Looking in bad manner
- Showing indecent actions

- Provoking by showing private parts of the body
- Forcing to show private body parts
- Forcing to touch private parts of the body
- Sexual intercourse
- Talking in vulgar manner
- Forcing to massage body parts
- Creating unwanted attachments
- Showing photos or pictures of sexual intercourse
- Touching body parts while travelling in vehicles
- Peeping into bedroom or bathroom
- Doing sexual activities in front of the child
- Telling vulgar stories
- Giving sexual messages through mobile phone or writings
- Indecent behaviour during marriage or other functions
- Making to take nude photos
- Laughing in bad manner
- Others

Scoring.

In this scale different Sexual Abuses and different types of Abusers are noted. The tool is a five point Likertscale and there are five responses as 'Always', 'Often', 'Sometimes', 'Rarely', and 'Never' in order to mark the intensity of Sexual Abuse from different sources. The selected sources are Father, Mother, Brother, Sister, Grandfather,

Grandmother, Teacher, Neighbour, Relatives or any Others related to the child. The total score for Sexual Abuse is obtained by summing up the scores for each item from different sources.

Categorization of Sexual Abuse as nil, low and high levels.

In Sexual Abuse, the students without any kind of Sexual Abuse from any sources got the score zero. If the total score is zero it is considered as 'Nil' level. The score 1 through 6 is categorized as 'Low level' because Looking in bad manner, Talking in vulgar manner and Telling vulgar stories like abuses are the most prevalent, were done by Others at least twice that student gets a score of 6. The score above 6 is categorized as 'High' level.

Establishing validity and reliability.

Validity and reliability of the scale of Sexual Abuse were established by the following method.

Validity.

Content Validity and Face validity were established for the Scale of Sexual Abuse.

Content validity.

Content Validity was established by the investigator which refers that the content in terms of the subject matter as well as the objectives to be tested completely and without going beyond the scope. For establishing the content validity the investigator conducted informal

discussions with the experts to evaluate whether each item assess the defined concept. Review of various reports of different organizations for children also contributed for establishing content validity. So it is assumed reasonably that the scale has content validity.

Face validity.

A tool is said to have face validity when it appears to measure what the author had in mind, what he was thought he was measuring (Garrette, 1979). The items in the present scale were phrased in the least ambiguous way and the meanings of all unfamiliar terms were clearly defined. The investigator ensured the confidentiality of responses without collecting personal details of the subject and giving needed awareness about Sexual Abuse. The scale was administered to a try out sample of 60 Higher Secondary School Students and it was found that the subjects comprehended the items in the scale clearly and responded without misunderstanding. So the scale possesses face validity.

Reliability.

The reliability of the scale was established by Test-Retest Method. The test was administered on 40 Higher Secondary School Students and after three weeks the same test was again administered after three weeks on the same subjects. The response obtained were subjected to Pearson Product Moment Correlation method and the correlation coefficient obtained was 0.76. Thus the tool is a valid and reliable one.

The tool in Malayalam and its English version are given in Appendices C1 and C2 respectively.

Socio-Emotional Adjustment Scale (Hameed & Jasmine, 2015)

This scale was used to find out the extent of Social and Emotional Adjustment of Higher Secondary School Students. The draft tool was prepared in consultation with the supervising teacher. This scale has two parts, Part A and Part B. Part A consists of items related to Social Adjustment and Part B consists of items related to Emotional Adjustment. Social Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment (Gates & Jersild, 1948). Emotional Adjustment refers to the emotional aspects in which the individual is able to control his behaviour. Emotional Adjustment refers to the degree to which an individual is able to channel his emotions into adaptive patterns determined by the demands of his environment (Good, 1973)

Identification of the components.

For developing the scale of Socio-Emotional Adjustment, the investigator has gone through the literature. From the review of the literature, the investigator identified the components of Social and Emotional Adjustment. The components of Social Adjustment are;

Adjustment to teachers and adjustment to school work.

A well adjusted child meet his school environment with initiative and not by twisting his personality in unhealthy way. This implies:

- a) Satisfactory adjustment to, academic work, getting most out of specific studies and school activities.
- b) Satisfactory adjustment to learning problems and instructional difficulties.
- c) Satisfactory adjustment to explanatory experiences.
- d) Satisfactory adjustment to teachers.

Example: I can maintain good relationship with my teachers

Adjustment to pupils.

This area assess how far the pupil is adjusted to everyday social requirement and relationship. It include:

- a) How best to get along with boy or girl friend.
- b) Insight into needs, values and attitudes of peers
- c) Affection, cooperation and empathy towards peers
- d) Entertainment with peers
- e) How best to meet people.

Example: I can entertain with my friends

Family and Community relations.

This means meeting effectively social requirements of living in family and community. This implies:

- a) Understanding of familial/social needs and requirements.
- b) How to secure social case
- c) How to overcome bad temper, selfishness and jealousy.
- d) How to develop character and poise and to overcome self consciousness and timidity.

Example: I am not reluctant to participate in public programmes

The components of Emotional Adjustment include the adjustment to some positive and negative emotions which are as follows.

Shame.

Shame is an emotional state involving feelings of inferiority, extreme self consciousness focused on one's short comings, the fear of exposing oneself to ridicule and the tendency to withdraw from social interactions.

Example: I don't ask doubts in class because of shyness

Jealousy.

Jealousy is a form of resentment that arises when threatened by actual or supposed loss of approved affective love or prestige to a rival

Example: I feel envy towards my classmates who scores better than me.

Anxiety.

Anxiety is a diffused emotional state of avoidance that a person feel to a threat or anger, the exact source and nature of which is obscure. It involves intense fear of worry that causes the individual to feel helpless, uncomfortable and non-trusting.

Example: I can address a public audience without anxiety.

Anger.

It is an intense emotional state induced by displeasure or a strong feeling of being upset or annoyed because of something wrong or bad. It is the strong emotion that we feel when we think that someone has behaved in an unfair, cruel or unacceptable way.

Example: I can't control the sudden anger.

Joy.

Joy is a sense of well-being that generates attitudes of good fortune and satisfaction. It involves a sense of validity and excitement.

Example: The success of my brothers and peers makes me happy.

Compassion.

Compassion is an emotional experience which involves entering to relationship with others in any sort of distressful experience such as

sorrow, shame, fear or despair. It generates sympathy and the desire to help those who are in need.

Example: I don't disappoint the beggars when they come to my home.

Affection.

Affection is an emotional state which involves a sense of trust and appreciate on tender attachment and intense positive relationship with another person. It generates feeling reflecting concern, warmth, regard.

Example: I congratulate my peers and friends sincerely on their achievement.

Fear.

It is an unpleasant emotion caused by the threat of danger, pain or harm and it is a distressing emotion aroused by impending danger, evil, pain etc whether the threat is real or imagined, the feeling or condition of being afraid.

Example: I am unable to score high marks in the exam because of fear.

Preparation and writing of items.

While preparing items, careful attention was sought to ensure that each item is measuring only the prescribed dimension of Social and Emotional adjustment. The investigator prepared positive and negative

items and the draft tool was prepared with the help of supervising teacher. Then the investigator discussed the relevance of each statement prepared with the supervising teacher. After a thorough scrutiny and editing the final form of the draft scale was prepared. The draft tool consists of 72 items and the items are arranged in two sections. The component wise item numbers are given in Table 3.

Table 3

Distribution of Items in the Scale of Socio-Emotional Adjustment

Sl No.	Dimensions	Items	Total
PART A – Social Adjustment			
1.	Adjustment to teachers and adjustment to school work	1, 5, 7, 9, 14, 15, 18, 19, 22, 25, 27, 30, 36	13
2.	Adjustment to pupils	2, 6, 8, 10, 13, 16, 17, 23, 26, 28, 32, 34	12
3.	Family and community relations	3, 4, 11, 12, 20, 21, 24, 29, 31, 33, 35	11
Total			36
PART B – Emotional Adjustment			
1.	Shame	37,38,41,44,59,	5
2.	Jealousy	39,57,58	3
3.	Anxiety	42, 45, 53, 61, 66	5
4.	Anger	64, 65, 68, 70, 72	5
5.	Joy	47, 49, 51, 69	4
6.	Compassion	55, 48, 55, 56, 71	5
7.	Affection	43, 50, 54, 60, 67	5
8.	Fear	40, 46, 52, 62, 63	5
Total			36

Scoring procedure.

It is a three point scale in which there are three choices viz., Always True, Sometimes True and 'Never true. Pupils were asked to put a (✓) mark in the appropriate column given in the response sheet against each item. The scoring scheme of 3, 2, 1 was assigned for the response category, 'Always True, 'Sometimes True', 'Never True' respectively. The scoring procedure is reversed in the case of negative items. The overall score gives a measure of Socio-Emotional Adjustment.

Item analysis.

The draft scale was administered to a representative group of 400 Higher Secondary School students giving due weightage to subsamples. Incomplete response sheets are discarded. Then the sample was fixed to 370. The responses of each item were scored and subjected to item analysis. For the finalization of the items of the scale, certain procedure as suggested by Likert (1932) were used. The responses collected from 370 students were arranged in the descending order based on the score obtained and the subjects were grouped as high group and low group. The top 27% students and bottom 27% students were taken as the high group and low group respectively for item analysis. The mean and standard deviation of each item were calculated separately for lower and upper groups and t-value were calculated. Items having the t-value above 2.58/1.96 were selected for the final version of Socio-Emotional

Adjustment Scale. The final version of the scale consists of 61 items. The t value for each item was calculated using the formula (Formula 1)

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sigma_H^2}{n_H} + \frac{\sigma_L^2}{n_L}}}$$

If $n_H = n_L = n$ as well be the case, if some percentage of the total number of subjects selected for high and low groups, then the formula can be written as

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{(X_H - \bar{X}_H)^2 + (X_L - \bar{X}_L)^2}{n(n-1)}}$$

Where

\bar{X}_H = The mean score on a given statement for the high group

\bar{X}_L = The mean score on the statement for the low group

X_H - score of the individual item in the high group

X_L - score of the individual item in the low group

σ_H^2 = The variance of the distribution of the response of the upper group to the students.

σ_L^2 = The variance of the distribution of the response of the lower group to the students.

n_H = The number of the subject in the upper group

n_L = The number of the subject in the lower group

n - Size of the sample

The t-values of each item are presented in Table 4.

Table 4

Data and Results of Item Analysis of Socio-Emotional Adjustment Scale

Item no	t values	Status	Item no	t values	Status
1	2.64	Accepted	37	2.83	Accepted
2	5.04	Accepted	38	3.50	Accepted
3	0.00	Rejected	39	5.71	Accepted
4	3.82	Accepted	40	2.52	Accepted
5	1.53	Rejected	41	1.85	Rejected
6	2.88	Accepted	42	0.57	Rejected
7	0.91	Rejected	43	3.93	Accepted
8	3.85	Accepted	44	3.59	Accepted
9	1.81	Rejected	45	4.16	Accepted
10	7.32	Accepted	46	3.89	Accepted
11	2.51	Accepted	47	3.58	Accepted
12	5.18	Accepted	48	3.12	Accepted
13	4.11	Accepted	49	3.73	Accepted
14	2.59	Accepted	50	3.03	Accepted
15	4.63	Accepted	51	5.79	Accepted
16	3.79	Accepted	52	2.71	Accepted
17	3.44	Accepted	53	0.49	Rejected
18	2.29	Accepted	54	5.79	Accepted
19	3.92	Accepted	55	4.44	Accepted
20	3.72	Accepted	56	2.03	Accepted
21	5.66	Accepted	57	3.29	Accepted
22	2.47	Accepted	58	3.84	Accepted
23	3.07	Accepted	59	3.73	Accepted
24	3.72	Accepted	60	5.82	Accepted
25	2.94	Accepted	61	0.76	Rejected
26	2.42	Accepted	62	0.86	Rejected
27	2.08	Accepted	63	1.98	Accepted
28	3.91	Accepted	64	5.15	Accepted
29	3.05	Accepted	65	4.56	Accepted
30	5.69	Accepted	66	3.43	Accepted
31	2.27	Accepted	67	4.19	Accepted
32	1.91	Rejected	68	0.77	Rejected
33	5.16	Accepted	69	3.22	Accepted
34	3.77	Accepted	70	4.64	Accepted
35	3.48	Accepted	71	5.61	Accepted
36	4.38	Accepted	72	2.61	Accepted

Establishing Validity and Reliability

The validity and reliability of the scale were established by the following method.

Validity.

An index of validity shows the degree to which a test measures what it intends to measure. Validity as the quality of data gathering instrument or procedure that ensures to measure what is supposed to measure. (Best & Khan, 2001).

The validity of the present scale was ensured through Content validity and Face validity.

Content validity.

To ensure the Content Validity, the investigator determined the areas of content domain of Socio-Emotional Adjustment and the present scale was compared with the structure of the content domain under the supervision of experts. Thus the scale possesses content validity.

Face validity.

A test is said to have face validity when it appears to measures whatever the author had in mind (Garrette, 1979). The items in the present scale were phrased in the least ambiguous way and the meaning

of all the terms were clearly defined, so that the subjects responded to the items without differently and misunderstanding. Hence the scale possesses face validity.

Reliability.

Reliability of the scale was established by the Test-Retest Method. For this purpose the test was readministered to a sample of 40 students after an interval of three weeks. The value of the reliability coefficient is 0.76.

The draft and final tools in Malayalam and their English version are given as Appendices D1, D2, D3 and D4 respectively.

Self-esteem Inventory (Usha & Suchitra, 2002)

Self-esteem of the sample was measured using adapted version of Culture Free-Self-esteem Inventory developed by Battle (2000). The tool was adapted by Usha and Suchithra (2002). The subscales of Culture-free Self-esteem inventory are the following.

Academic Self-esteem.

This subscale measures Self-esteem in academic and intellectual situations. Ten items in the subscale ask about the student's perception of his or her abilities, attitudes and values as they relate to school, academic skills and intelligence.

Example: Do you enjoy learning?

General Self-esteem.

General Self-esteem measures an individual's overall perceptions about himself or herself as a person. The individual's perception of self-worth such as his or her emotional states, physical characteristics, successfulness and self-acceptance are elicited through eleven items.

Example: Do you feel you are important as most people?

Parental/Home Self-esteem.

This subscale consisting of twelve items measures Self-esteem within the family unit. The items ask about the individual's perception of his or her status at home including abilities, attitudes, interests and values as they relate to the quality of interactions within the home and family unit.

Example: Do you trust your family?

Social Self-esteem.

Social Self-esteem measures Self-esteem in social situations and interpersonal relationships with peers. Twelve items included in this subscale elicit the individual's perceptions of his or her abilities, attitudes, interests, and values as they relates to the quality of interactions with peers outside the family unit.

Example: Are you popular with other people of your age?

Personal Self-esteem.

This subscale measures the individual's most intimate perceptions of anxiety and self worth.

Example: Are you easily depressed?

The 67 items including 8 defensive items are included in the inventory. The items were presented at random in the inventory.

Scoring procedure.

There are positive and negative items in the inventory. The subjects have to respond to each of the items either as 'Yes' or 'No'. Scoring procedure is , 1 score for a 'Yes' response and 0 score for a 'No' response for a positive item. The scoring scheme is reversed for negative items. The response sheets of subjects whose defensive score reach or exceed four out of eight were not considered for further analysis.

Validity.

Content and Construct validity of the inventory were well established by the author (Battle, 2000) in a series of studies. Criterion related validity of the inventory was found out after the adoption of the tool by Suchitra and Usha (2002). Total score of the Self-esteem Inventory was correlated with the score of Self-esteem Inventory developed by Raj and Thomas (1985). The validity coefficient is found out to be 0.49.

Reliability.

To determine the degree of homogeneity among items within the inventory, the internal consistency of test items was calculated using

Cronbach's alpha coefficient. Alpha coefficient for the various subscales are Academic-0. 68; General-0. 70; Parental/Home-0. 69; Social-0. 72; Personal-0. 68.

The Test-Retest Reliability also estimated by the investigator administering the tool after a gap of three weeks and the reliability coefficient was found to be 0. 80. So the inventory is highly reliable.

Malayalam and English versions of the inventory are given as Appendices E1 and E2 respectively.

Academic Stress Inventory (Hameed & Jasmine, 2015)

This inventory is used to find out the extent of Academic Stress among Higher Secondary School students. Academic Stress is a mental distress with respect to some anticipated frustration associated with academic failure, anticipation of such failure, or even an awareness of the possibility of such failure (Gupta and Khan, 1987).

Planning of the inventory.

The inventory was prepared by the investigator with the help of supervising teacher. From the review of different tools for assessing Academic stress, researcher found that those instruments were inadequate to go deep into the stressors of students concerning their academic field. So the investigator decided to construct a new tool for measuring Academic stress based on Likert scale format.

Identification of the components.

Academic Stress is the adjustive demand caused by academic factors placed on the organism. It is a mental distress with respect to some anticipated frustration associated with academic failure, anticipation of such failure or even an awareness of the possibility of such failure. From the review of literature the investigator identified the components of Academic Stress. They are;

Personal Stressors.

Personal Stressors include stress related to personal inadequacy, fear of failure, anticipation on academic performance, anticipation about job or carrier, financial problem and major change in life events.

Example: I don't feel difficulty to express opinion in the classroom discussions.

Familial Stressors.

It includes the stress related to parental pressure, lack of parental support, lack of interaction between parents and children, lack of parental involvement in studies, attitude of parents and lack of study facilities at home.

Example: I am disturbed when my parents often compels me to study.

Classroom Stressors.

It includes the stress related to classroom activities, teacher student relationship, examination system, homework and attitude of teachers.

Example: The incessant assignment and project works often exhaust me mentally and physically.

Peer Stressors. Peer stress as such is taken as a component and different aspects of peer relations are included in the inventory which almost cover the areas that add to the academic distress of the students.

Example: The notion of being mocked by my friends often puts me in mental stress.

Preparation and writing of items.

Based on the models of Academic Stress inventories and discussion with experts the investigator prepared the items. The items were evaluated in consultation with the supervising teacher and required changes were made to improve their clarity and worthiness. The investigator prepared positive and negative items. There are 45 items in the draft inventory of Academic Stress.

The component-wise item numbers are given in Table 5.

Table 5
Distribution of the Items in the Academic Stress Inventory

Sl. No.	Dimension	Items	Total
1.	Personal Stressors	1, 7, 11, 12, 14, 15, 22, 27, 38	9
2.	Familial Stressors	3, 9, 18, 21, 25, 28, 31, 32, 34, 39, 40, 42, 43, 44	14
3.	Classroom Stressors	2, 4, 6, 8, 13, 16, 17, 19, 23, 24, 26, 29, 30, 41, 45	15
4.	Peer Stressors	5, 10, 20, 33, 35, 36, 37	7
Total			45

Scoring procedure.

The inventory was administered on Higher Secondary School students. Students were asked to read each item and have to decide how far each situation is stressful to them. Responses were made in a five point scale as 'Always true, 'Often true, 'Sometimes true, 'Rarely true' and 'Never true'. There are positive and negative items in the scale. The scoring scheme of 5, 4, 3, 2, 1 was assigned for the response category, 'Always True, Often true 'Sometimes True', Rarely true and Never True' respectively for a positive item. The scoring procedure is reversed in the case of negative items. The total score was taken as the stress level of each subject.

Item analysis.

The draft inventory was administered to a representative group of 400 Higher Secondary School students giving due weightage to subsamples. Incomplete response sheets are eliminated. Then the sample was fixed to 370. The responses of each item were scored and subjected to item analysis. For the finalization of the items of the scale certain procedure that suggested by Likert (1932) were used. The responses

collected from 370 students were arranged in the descending order based on the score obtained and the subjects were grouped as high group and low group. The top 27% students and bottom 27% students were taken as the high group and low group respectively for item analysis. The mean and standard deviation of each item were calculated separately for lower and upper groups and t-value were calculated. Items having the t-value above 2. 58/1. 96 were selected for the final version of Academic stress inventory. The final version consists of 37 items. The t value for each item was calculated using the formula :

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sigma_H^2}{n_H} + \frac{\sigma_L^2}{n_L}}}$$

If $n_H = n_L = n$ as well be the case, if some percentage of the total number of subjects selected for high and low groups, then the formula can be written as

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{(X_H - \bar{X}_H)^2 + (X_L - \bar{X}_L)^2}{n(n-1)}}}$$

Where

\bar{X}_H = The mean score on a given statement for the high group

\bar{X}_L = The mean score on the statement for the low group

X_H = Score of the individual item in the high group

X_L = Score of the individual item in the low group

σ_H^2 = The variance of the distribution of the response of the upper group to the students.

σ_L^2 = The variance of the distribution of the response of the lower group to the students.

n_H = The number of the subject in the upper group

n_L = The number of the subject in the lower group

n - Size of the sample

The t values for each item are given in Table 6.

Table 6

Data and Results of Item Analysis of Academic Stress Inventory

Item no	t values	Status	Item no	t values	Status
1	2.08	Accepted	24	6.91	Accepted
2	7.60	Accepted	25	3.41	Accepted
3	2.52	Accepted	26	4.85	Accepted
4	6.26	Accepted	27	6.16	Accepted
5	2.26	Accepted	28	2.37	Accepted
6	4.65	Accepted	29	8.14	Accepted
7	1.76	Rejected	30	7.88	Accepted
8	5.99	Accepted	31	6.13	Accepted
9	4.64	Accepted	32	3.38	Accepted
10	3.48	Accepted	33	0.83	Rejected
11	0.00	Rejected	34	3.77	Accepted
12	4.73	Accepted	35	4.33	Accepted
13	5.76	Accepted	36	0.37	Rejected
14	4.10	Accepted	37	4.21	Accepted
15	3.29	Accepted	38	0.94	Rejected
16	0.09	Rejected	39	4.28	Accepted
17	1.65	Rejected	40	3.69	Accepted
18	6.87	Accepted	41	5.44	Accepted
19	11.50	Accepted	42	0.51	Rejected
20	3.96	Accepted	43	2.79	Accepted
21	6.07	Accepted	44	2.99	Accepted
22	2.89	Accepted	45	5.38	Accepted
23	2.78	Accepted			

Establishing Validity and Reliability

Content validity and face validity were established for Academic Stress Inventory. Test- Retest Method was used to establish reliability.

Content validity.

Content validity was established by evaluating the relevance of the test items individually and as a whole. Each item should represent the aspects which were measured as a whole. The items should constitute a representative sample of the measured variable. Review of related literature and experts in the field also contributed for establishing content validity.

Face validity.

In order to ensure face validity, the statements in the inventory were prepared with least ambiguous way to assess the Academic Stress of Higher Secondary School Students. It was also assessed by the experts in the field of education.

Reliability.

The Test-Retest Method was used to establish reliability. The test was administered on 40 students and after three weeks, the same test was again administered on the same subjects. The response obtained

were subjected to Pearson Product Moment Correlation method and correlation coefficient obtained was 0.71.

The draft and final tools in Malayalam and their English version are given as Appendices F1, F2, F3 and F4 respectively.

General Data Sheet for Assessing Socio-Economic Status (SES)

To assess the Socio-Economic Status of Higher Secondary School Students, the investigator depended on the Education, Occupation and Income of the father and mother to fix up the Socio-Economic Status scores of the family. The details regarding the categories and the respective weightages to each components are given below. Malayalam and English version of the General Data Sheet are given as Appendices G1 and G2 respectively.

The subdivisions and weightage of the three categories are given in Table 7.

Table 7

Subdivisions and Weightage of the Categories of SES

Categories	Subdivisions	Weightage
Parental education.	Illiterate	5
	Std 1-4	10
	Std 5-7	15
	Std 8-10	20
	Pre- University/ Pre degree/TTC/Intermediate	25
	BA/BSc/BCom/Engineering Diploma	30
	MA/MSc/M. com/BSc. Engineering/MBBS/LLB	35
Occupation	Unemployed	5
	Unskilled	10
	Semiskilled	15
	Skilled	20
	Semi-Professional	25
	High-Professional	30
Monthly Income	Below Rs 1000/-	5
	Rs. 1001-4000/-	10
	Rs. 4001-8000/-	15
	Rs. 8001-12,000/-	20
	Rs. 12,001-16,000/-	25
	Rs. 16,001-20000/-	30
	Above Rs. 20000/-	35

Data Collection Procedure

The investigator administered the tools after getting permission from the Principals of selected Higher Secondary Schools. Before administering the tools, the investigator had given a good description and enough awareness about Physical, Psychological and Sexual Abuses. The

investigator did not collect any information which reveal the personal identity of the students in order to ensure the truthfulness of the data. The investigator had given a detailed description about the purpose of the data collection and ensured their co-operation to make the study as successful as possible. After that copies of the tools were distributed and collected back.

Statistical Techniques Used

Different statistical techniques were used for testing the hypotheses formulated for the present study.

Techniques used for Preliminary Analysis

For the preliminary analysis the investigator used the statistical techniques like,

- A. Measures of Central Tendency - Mean, Median and Mode
- B. Measures of Dispersion - Standard Deviation
- C. Measures of Divergence from normality- Skewness and Kurtosis

Techniques Used for Major Analysis

The collected data were analyzed by using appropriate statistical techniques viz., Percentage Analysis, Mean difference Analysis and Chi-Square Test of Independence.

Percentage Analysis.

Percentage analysis was used in this study, to find out the prevalence of Physical Abuse, Psychological Abuse and Sexual Abuse in the total sample and subsamples. Further, Percentage Analysis was carried out to find out the percentage of prevalence of Physical, Psychological and Sexual Abuses from the selected sources.

$$\% = \left[\frac{\text{Particular Score on Relevant Scale}}{\text{Total Score}} \right] \times 100$$

Mean Difference Analysis.

Mean difference analysis for large independent samples is used in this study. It is used to find the significant difference in Socio-Emotional Adjustment, Self-esteem and Academic Stress based on Gender and SES. For large sample,

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where; M_1 and M_2 = Mean scores of two samples

σ_1 and σ_2 = Standard deviation of the two samples

N_1 and N_2 = Number of observation in the two samples.

Chi-square Test of Independence.

The Chi-square is an important non-parametric test and as such no rigid assumptions are necessary in respect of the type of population.

Chi-square Test can be used i) as a test of goodness of fit and ii) as a test of independence.

In this study the Chi-square Test of Independence is applied to find the significant difference in Physical Abuse, Psychological Abuse and Sexual Abuse based on Gender and SES and to find the association between these abuses with Socio-Emotional Adjustment, Self-esteem and Academic Stress.

The Chi-square Test represents a useful method of comparing obtained results with those to be expected theoretically on some hypotheses. The equation for Chi-square (χ^2) is stated as follows:

$$\chi^2 = \left[\frac{\sum (f_0 - fe)^2}{fe} \right]$$

In f_0 = Observed frequency of occurrence

fe = Expected frequency of occurrence on some hypotheses

To evaluate χ^2 values, we enter table value with the computed value of χ^2 and the appropriate number of degrees of freedom (df). The number of df = $(r-1)(c-1)$, in which 'r' is the number of rows and 'c' is the number of columns in which data are tabulated. The calculated value of χ^2 is equal or exceeds the table value, we can say that there exist significant association, but the table value is more than the calculated value of ' χ^2 ', there is no significant association.

Conversion of Chi-square into Coefficient of Contingency (C).

The Coefficient of Contingency, C, provides a measure of correlation when each of the two variables under study has been classified into two or more categories.

Chi-square value was converted into Coefficient of Contingency to investigate the relationship between traits or attributes. The equation of coefficient of contingency (C) is stated as follows:

$$C = \sqrt{\frac{\chi^2}{\chi^2 + N}}$$

CHAPTER 4

ANALYSIS AND INTERPRETATIONS

- *Preliminary Analysis*
- *Major Analysis - I*
 - *Percentage Analysis*
- *Major Analysis –II*
 - *Chi-square Test of Independence*
 - *Mean Difference Analysis*

The present study is envisaged to find out the prevalence of Physical, Psychological and Sexual Abuses among Higher Secondary School Students and to find out the relation of Physical, Psychological and Sexual Abuses with Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students. For the analysis of the present data, relevant statistical techniques such as Basic descriptive statistics, Percentage analysis and Chi square Test were used. On the basis of the results of the statistical analysis, the investigator tested the hypotheses formulated. The whole analysis done for the present study is described under the following headings.

Preliminary Analysis

Major Analysis - I

Percentage Analysis

Major Analysis -II

Chi-square Test of Independence

Mean Difference Analysis

Preliminary Analysis

Before major analysis, preliminary analysis was carried out to understand the basic properties of the independent variables namely Physical Abuse, Psychological Abuse and Sexual Abuse and of the dependent variables Socio-Emotional Adjustment, Self-esteem and Academic Stress. Preliminary analysis was carried out for the Total sample and sub samples based on Gender and SES. The investigator studied the nature of the distribution of the variables by calculating the

major statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the Total sample and subsamples based on gender and SES. The results are presented in the Table 8.

Table 8

Data and Results of Important Statistical Constants for Dependent and Independent Variables for the Total sample and subsamples Based on Gender and SES

Variables	Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Physical Abuse	Male	12.10	7.00	0	16.370	4.184	28.182
	Female	8.37	5.00	0	9.907	2.093	7.102
	Low SES	8.70	4.00	0	12.265	5.137	43.79
	High SES	8.16	4.00	0	10.847	2.84	13.493
	Total	10.08	5.00	0	13.384	4.144	32.204
Psychological Abuse	Male	38.53	21.00	0	57.43	6.195	63.95
	Female	23.93	14.00	0	29.52	2.549	9.08
	Low SES	30.87	18.00	0	38.048	2.302	6.37
	High SES	30.39	17.00	0	49.788	7.757	96.04
	Total	30.60	17.00	0	45.04	6.507	81.992
Sexual Abuse	Male	3.32	0	0	10.32	9.209	114.16
	Female	1.14	0	0	4.84	6.373	43.86
	Low SES	2.13	0	0	5.619	4.04	19.42
	High SES	2.14	0	0	9.28	10.64	146.27
	Total	2.14	0	0	7.90	10.373	159.2
Socio-Emotional Adjustment	Male	145.08	146.00	152	15.13	-.188	-.171
	Female	151.98	153.00	155	13.89	-.588	.481
	Low SES	147.65	148	148	14.97	-.268	.133
	High SES	149.67	152	152	14.75	-.520	-.050
	Total	148.80	150.00	152	14.87	-.406	-.009
Self-esteem	Male	37.15	37.00	34	8.475	-.258	.188
	Female	39.09	40.00	45	10.304	-.461	-.276
	Low SES	37.02	37.00	34	9.23	-.201	.102
	High SES	39.10	40	45	9.69	-.463	-.172
	Total	38.20	38.00	34	9.548	-.337	-.134
Academic Stress	Male	80.30	75.00	71	24.607	.873	.494
	Female	76.61	71.00	79	21.856	.877	.453
	Low SES	79.47	76.50	65	23.29	.631	.015
	High SES	77.43	71	71	23.161	1.110	1.075
	Total	71.00	73.00	71	23.220	.897	.554

This section of the study analyses the basic properties possessed by the score distribution of independent variables and dependent variables for the Total sample and subsamples based on Gender and SES. From the Table, it is clear that the three measures of central tendency viz., Mean, Median and Mode of the independent variables Physical Abuse, Psychological Abuse and Sexual Abuse are not equal. The values of Skewness and Kurtosis also indicates that the distributions of Physical Abuse, Psychological Abuse and Sexual Abuse are not normal. The Mean, Median and Mode of the dependent variables are approximately equal. The distribution of scores of select dependent variables are found to be nearly normal and is not badly skewed. The distribution of scores of the independent variables and dependent variable for the Total sample and the subsamples were studied by plotting the frequency distribution which are presented in Figures 1 & 2.

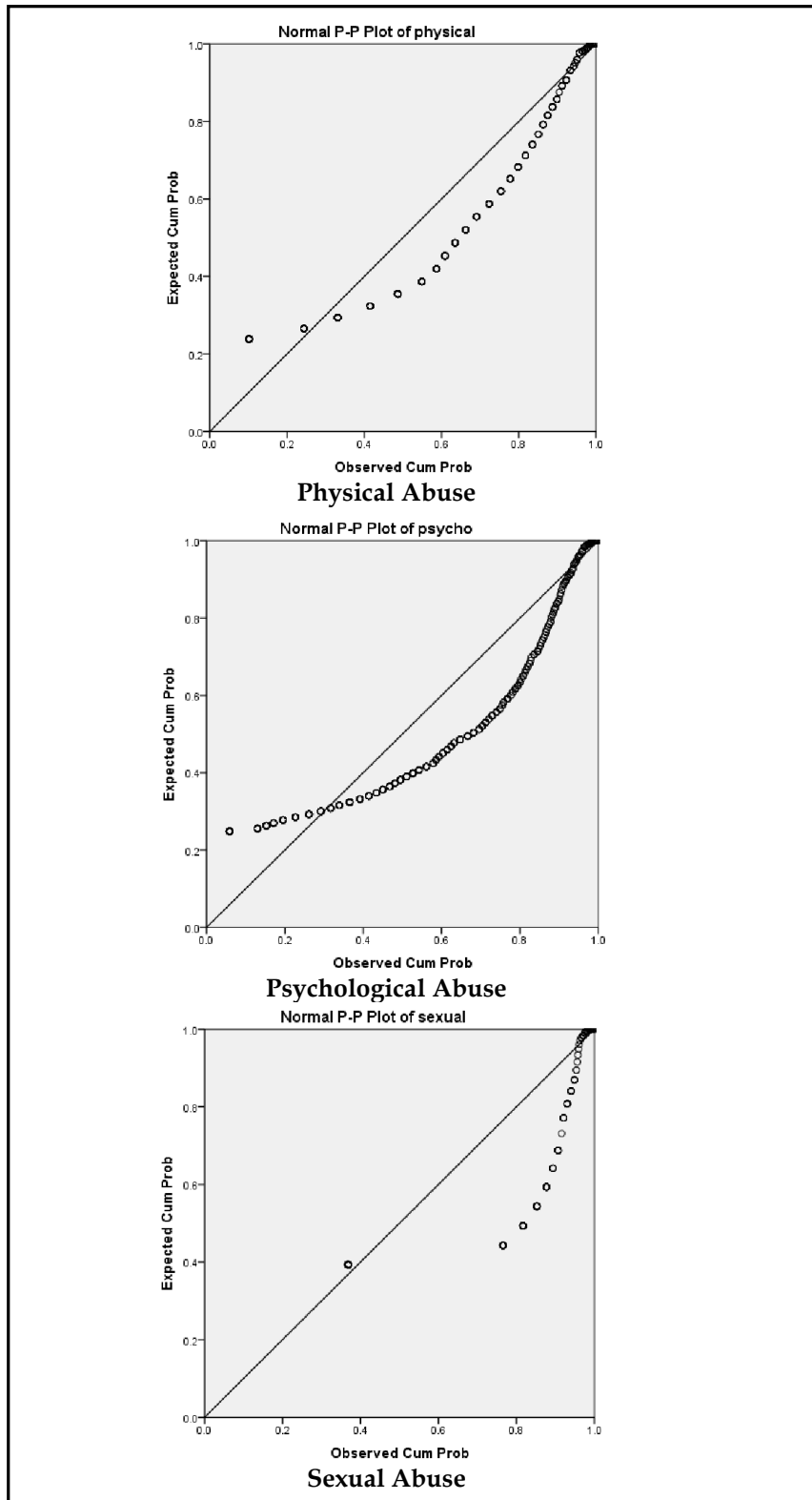


Figure 1. Normal P-P Plots of Physical Abuse, Psychological Abuse and Sexual Abuse

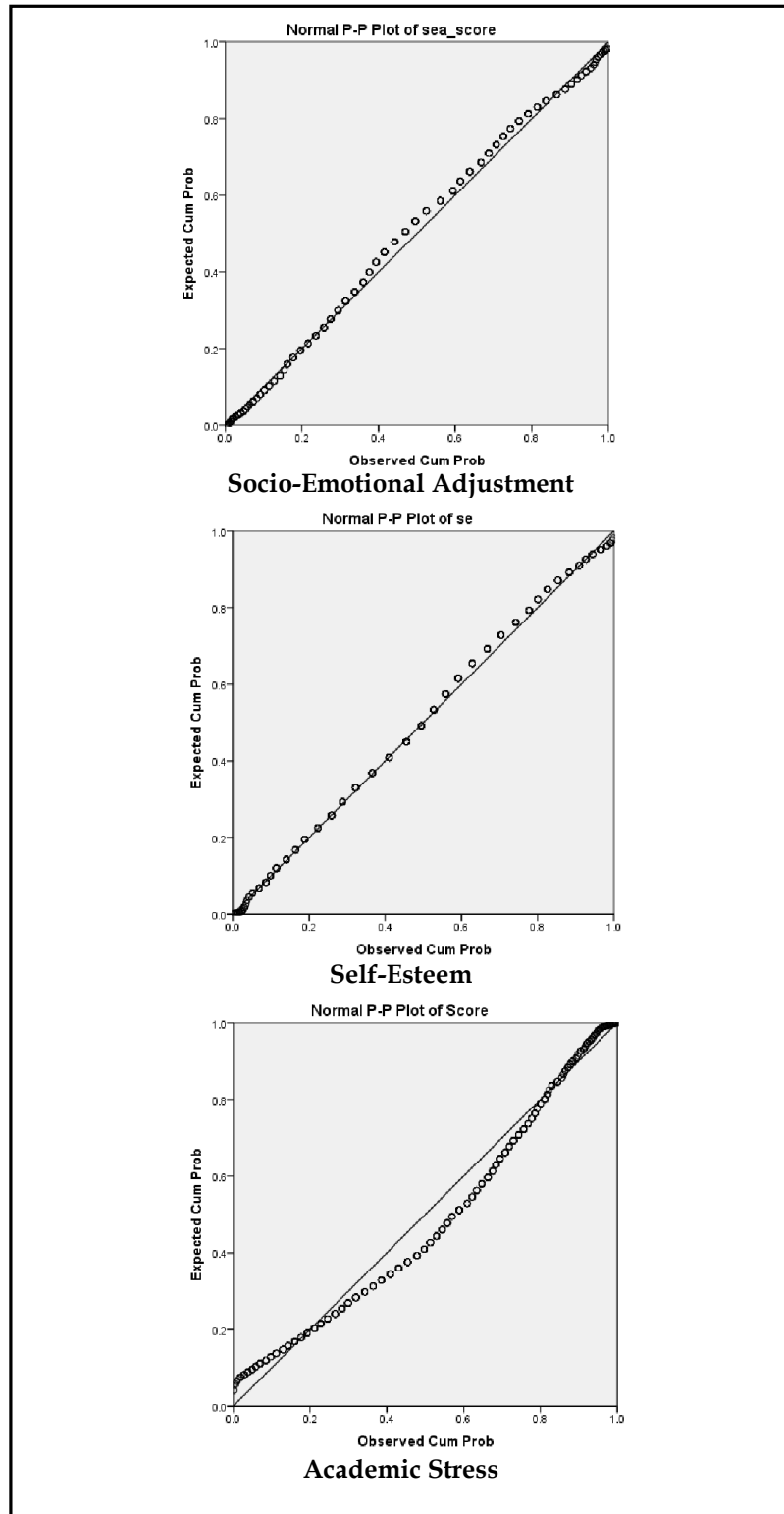


Figure 2. Normal P-P plots of Socio-Emotional Adjustment, Self-esteem and Academic Stress

The p-p plots of Physical Abuse, Psychological Abuse and Sexual Abuse revealed that the observed frequencies are deviated from the diagonals. So the distributions are not normal. The p-p plots of Socio-Emotional Adjustment, Self-esteem and Academic Stress are approximately normal.

Since the independent variables vary seriously from the normality the investigator carried out non-parametric tests for further analysis.

Major Analysis - I

Percentage Analysis is used as the major analysis in this section. In the present study Percentage Analysis was used to find the prevalence of Physical Abuse, Psychological Abuse and Sexual Abuse from the selected sources for the Total sample and the subsamples based on Gender and SES.

Percentage Analysis

Simple Percentage Analysis was used to find out the prevalence of Physical Abuse, Psychological Abuse and Sexual Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and SES. The prevalence of Physical, Psychological and Sexual Abuses from father, mother, brother, sister, grandfather, grandmother, teacher, relatives, neighbour and any

others related to the child for the Total sample and the subsamples based on Gender and SES was also found by Percentage Analysis.

Prevalence of Physical Abuse among Higher Secondary School Students for the Total sample.

The percentage of the Prevalence of Physical Abuse for the Total sample in the descending order of the magnitude is given in Table 9.

Table 9

Prevalence of Physical Abuse among Higher Secondary School Students for the Total Sample

Sl. No.	Physical Abuses	% of Prevalence
1	Beating with hand	25.8
2	Beating with stick	13.8
3	Pinching	10.7
4	Pushing	8.3
5	Throwing with domestic or other objects	6.7
6	Twisting body parts	6.6
7	Pulling hair	3.6
8	Pulling dresses	3.3
9	Pinching on the cheeks	3.0
10	Pulling forcefully	2.8
11	Any other situations	2.8
12	Shaking angrily	2.7
13	Making wounds	2.4
14	Kicking	2.0
15	Beating with belt	1.7
16	Biting	1.4
17	Making burns in the body	0.8
18	Making stand in sunlight	0.6
19	Making to kneel down	0.6
20	Making stand, by giving weight	0.5

The most frequent Physical Abuses are Beating with hand (25.8%), Beating with stick (13.8%), and Pinching (10.7%). The percentage of Pushing is 8.3, Throwing with domestic or other objects is 6.7 and Twisting body parts is 6.6. The prevalence of Pulling hair (3.6%), Pulling dresses (3.3%), Pinching on the cheeks (3%), Pulling forcefully (2.8%), Any other situations (Hitting on the body, 2.8 %), Shaking angrily (2.7%), Making wounds (2.4%), Kicking (2%), Beating with belt (1.7%) and Biting (1.4%) is low. The least prevalent Physical Abuses are Making burns in the body (0.8%), Making stand in sunlight (0.6%), Making to kneel down (0.6%) and To make stand by giving weight (0.5%).

So among the Physical Abuses; *Beating with hand, Beating with stick and Pinching are the most prevalent* and Making burns in the body, Making stand in sunlight, Making to kneel down and to make stand by giving weight are the least prevalent.

Prevalence of Physical Abuse by Sources among Higher Secondary School Students for the Total sample.

To find out the prevalence of Physical Abuse by sources, Percentage Analysis is used. The percentage of Physical Abuse (Total) from father, mother, brother, sister, grandfather, grandmother, teacher, relatives, Neighbour and others for the Total sample in the descending order of the magnitude is given in Table 10.

Table 10

Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for the Total Sample

Sl. No.	Sources	% of Prevalence
1	Mother	27.5
2	Teacher	17.5
3	Father	16.2
4	Brother	14.7
5	Sister	13.4
6	Others	4.2
7	Relatives	2.6
8	Grandfather	1.4
9	Grandmother	1.4
10	Neighbour	1.2

For the Total sample, most of the Physical Abuses are from Mother (27.5%) then from Teacher (17.5%) and Father (16.2%). The percentage of Physical Abuse from Brother is 14.7 and from Sister is 13.4. The prevalence of Physical Abuse from Others (Stepmother & Friends) is 4.2% and from Relatives is 2.6%. Physical Abuse from Grandfather (1.4%), Grandmother (1.4%) and Neighbour (1.2%) is very low.

From the Table, it is clear that *most of the Physical Abuses are from Mother followed by Teacher and Father* and Physical Abuse from Grandfather, Grandmother and Neighbour is very low.

The Prevalence of Physical Abuse (Total) by Sources for the Total sample is presented in Figure 3.

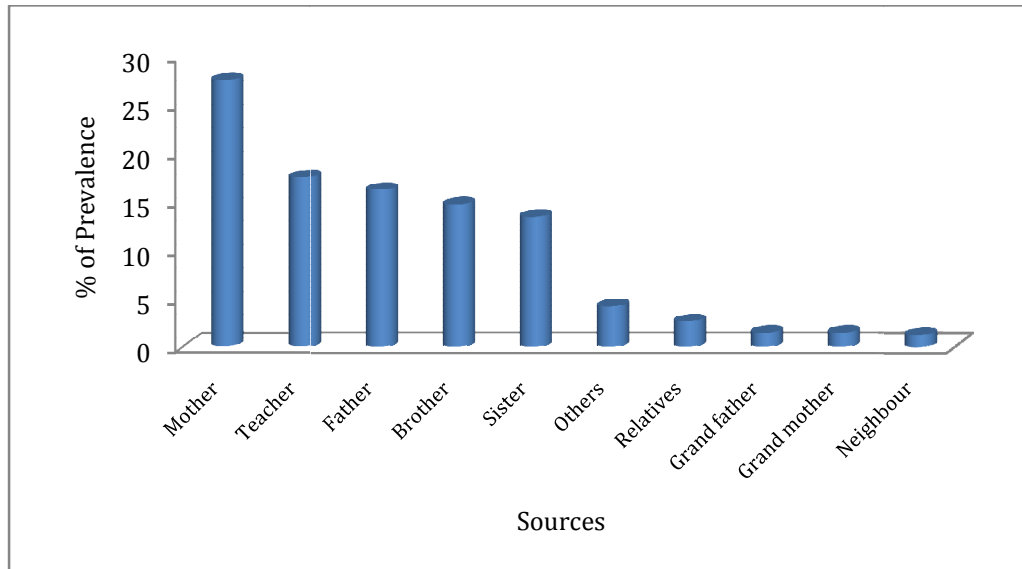


Figure 3. Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for the Total Sample

The graphical representation of the prevalence of Physical Abuse (Total) by sources for the Total sample confirm to the data and results as shown in Table 10.

Prevalence of Physical Abuse among Higher Secondary School Students for Boys.

Prevalence of Physical Abuse for the subsample Boys in the descending order of the magnitude is given in Table 11.

Table 11

Prevalence of Physical Abuse among Higher Secondary School Students for Boys

Sl. No.	Physical Abuses	% of Prevalence
1	Beating with hand	23.8
2	Beating with stick	13.7
3	Pinching	10.3
4	Twisting body parts	8.4
5	Pushing	8.1
6	Throwing with domestic or other objects	6.2
7	Pulling dresses	3.7
8	Pulling forcefully	3.6
9	Shaking angrily	3.2
10	Pulling hair	3.1
11	Making wounds	3.0
12	Pinching on the cheeks	2.6
13	Any other situations	2.6
14	Beating with belt	2.0
15	Kicking	1.8
16	Biting	1.0
17	Making stand in sunlight	0.8
18	Making stand, by giving weight	0.8
19	Making burns in the body	0.7
20	Making to kneel down	0.7

Among Boys the most frequent Physical Abuse is Beating with hand (23.8%) followed by Beating with stick (13.7%) and Pinching (10.3%). The percentage of the prevalence of Abuses like Twisting body parts is 8.4, Pushing is 8.1 and Throwing with domestic or other objects is 6.2. The prevalence of Pulling dresses (3.7%), Pulling forcefully (3.6%), Shaking angrily (3.2%), Pulling hair (3.1%), Making wounds (3%), Pinching on the cheeks (2.6%), Any other situations (Hitting on the body, 2.6 %), Beating with belt (2%), Kicking (1.8%) and Biting (1%) is low. The least prevalent Physical Abuses are Making stand in

sunlight (0.8%), To make stand by giving weight (0.8%), Making burns in the body (0.7%) and Making to kneel down (0.7%).

For Boys, the most prevalent Physical Abuses are Beating with hand, Beating with stick and Pinching and the least prevalent Physical Abuses are Making stand in sunlight, To make stand by giving weight, Making burns in the body and Making to kneel down.

Prevalence of Physical Abuse by Sources among Higher Secondary School Students for Boys.

The percentage of Physical Abuse from father, mother, brother, sister, grandfather, grandmother, teacher, relatives, neighbour and others for Boys in the descending order of the magnitude is given in Table 12.

Table 12

Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Boys

Sl. No.	Sources	% of Prevalence
1	Teacher	26.6
2	Mother	21.8
3	Father	18.4
4	Brother	9.8
5	Sister	9.0
6	Others	5.8
7	Relatives	3.2
8	Grandfather	1.9
9	Grandmother	1.9
10	Neighbour	1.7

From Table 12 it is clear that Boys experienced more Physical Abuse from Teacher (26.6%) followed by Mother (21.8%) and Father (18.4%). Physical Abuse from Brother, Sister, Others (Stepmother & Friends) and Relatives are 9.8%, 9%, 5.8% and 3.2% respectively. Physical Abuse from Grandfather (1.9%), Grandmother (1.9%) and Neighbour (1.7%) is very low.

So among Boys Teacher is the most frequent abuser followed by Mother and Father and Physical Abuse from Grandfather, Grandmother and Neighbour is very low.

The prevalence of Physical Abuse (Total) by Sources for Boys is presented in Figure 4.

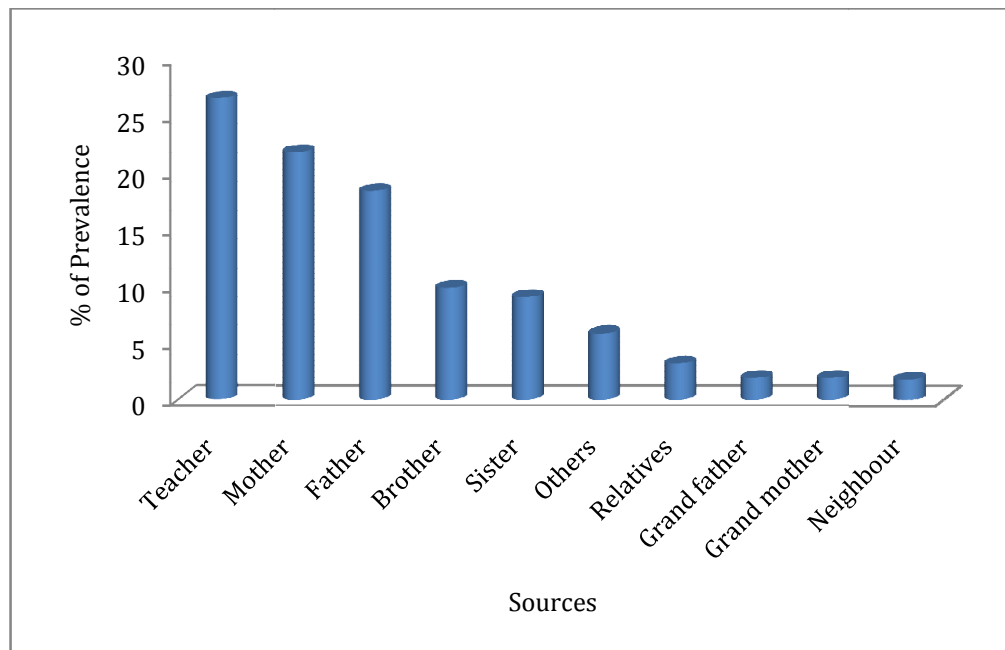


Figure 4. Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Boys

The graphical representation of the prevalence of Physical Abuse (Total) from the selected sources for Boys confirm to the data and results as shown in Table 12.

Prevalence of Physical Abuse among Higher Secondary School Students for Girls.

The percentages of different Physical Abuses for the Subsample Girls in the descending order of their magnitude is given in Table 13.

Table 13

Prevalence of Physical Abuse among Higher Secondary School Students for Girls

Sl. No.	Physical Abuses	% of Prevalence
1	Beating with hand	28.1
2	Beating with stick	13.9
3	Pinching	11.1
4	Pushing	8.4
5	Throwing with domestic or other objects	7.3
6	Twisting body parts	4.5
7	Pulling hair	4.1
8	Pinching on the cheeks	3.3
9	Any other situations	3.1
10	Pulling dresses	2.8
11	Kicking	2.2
12	Shaking angrily	2.1
13	Biting	2.0
14	Pulling forcefully	2.0
15	Making wounds	1.9
16	Beating with belt	1.4
17	Making burns in the body	0.9
18	Making to kneel down	0.4
19	Making stand in sunlight	0.3
20	Making stand, by giving weight	0.1

Among Girls, the most prevalent Physical Abuse is Beating with hand (28.1%) followed by Beating with stick (13.9%) and Pinching (11.1%). The prevalence of Abuses like Pushing, Throwing with domestic or other objects, Twisting body parts, Pulling hair, Pinching on the cheeks, Any other situations (Hitting on the body) are 8.4%, 7.3%, 4.5%, 4.1%, 3.3% and 3.1%. Prevalence of Pulling dresses is 2.8%, Kicking is 2.2%, Shaking angrily is 2.1%, Biting is 2%, Pulling forcefully is 2%, Making wounds is 1.9% and Beating with belt is 1.4%. The percentages of Making burns in the body (0.9%), Making to kneel down (0.4%), Making stand in sunlight (0.3%) and To make stand by giving weight (0.1%) are very low.

Table reveals that *among Girls, the prevalence of Abuses like Beating with hand, Beating with stick and Pinching are high* while the percentages of Making burns in the body, Making to kneel down, Making stand in sunlight and To make stand by giving weight is very low.

Prevalence of Physical Abuse by Sources among Higher Secondary School Students for Girls.

The percentage of Physical Abuse from father, mother, brother, sister, grandfather, grandmother, teacher, relatives, neighbour and others for Girls in the descending order of the magnitude is given in Table 14.

Table 14

Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Girls

Sl. No.	Sources	% of Prevalence
1	Mother	33.9
2	Brother	20.1
3	Sister	18.5
4	Father	13.7
5	Teacher	7.2
6	Others	2.5
7	Relatives	1.9
8	Grandmother	0.8
9	Grandfather	0.7
10	Neighbour	0.7

Among Girls, most of the Physical Abuse is from Mother (33.9%) followed by Brother (20.1%) and Sister (18.5%). Physical Abuse from Father is 13.7% and from Teacher is 7.2%. Physical Abuse from Others (Stepmother) is 2.5% and from Relatives is 1.9%. Grandmother (0.8%), Grandfather (0.7%) and Neighbour (0.7%) are the least important sources of Physical Abuse.

So among Girls, the percentages of Physical Abuse from Mother is high followed by Brother and Sister and Physical Abuse from Grandmother, Grandfather and Neighbour is very low.

The prevalence of Physical Abuse (Total) by Sources for Girls is visually presented in Figure 5.

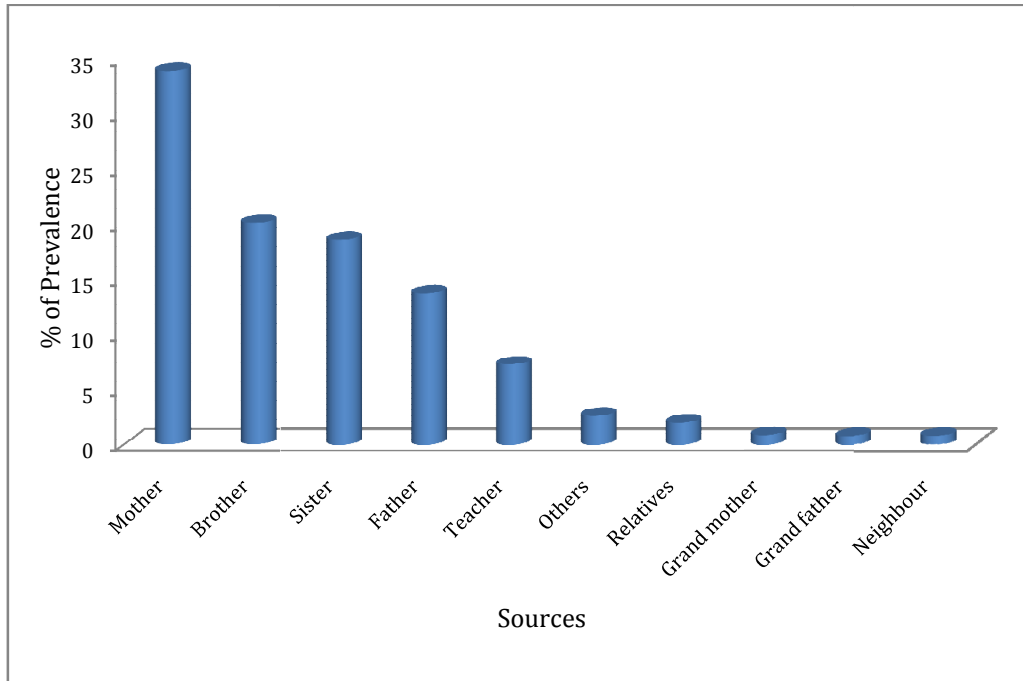


Figure5. Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Girls

The graphical representation of the prevalence of Physical Abuse (Total) by sources for Girls confirm to the data and results as shown in Table 14.

Prevalence of Physical Abuse among Higher Secondary School Students for Low SES group.

The percentage of the prevalence of Physical Abuse for Low SES group from in the order of the magnitude is given in Table 15.

Table 15

Prevalence of Physical Abuse among Higher Secondary School Students for Low SES Group

Sl. No.	Physical Abuses	% of Prevalence
1	Beating with hand	19.4
2	Beating with stick	14.7
3	Pinching	9.4
4	Throwing with domestic or other objects	8.1
5	Pushing	7.4
6	Twisting body parts	7.1
7	Pulling hair	5.5
8	Pulling dresses	3.7
9	Pinching on the cheeks	3.5
10	Pulling forcefully	3.5
11	Shaking angrily	2.9
12	Beating with belt	2.7
13	Kicking	2.6
14	Biting	2.5
15	Making wounds	2.4
16	Any other situations	2.0
17	Making stand, by giving weight	1.1
18	Making to kneel down	0.7
19	Making stand in sunlight	0.4
20	Making burns in the body	0.2

Among the students from Low SES group, the most prevalent Physical Abuse is Beating with hand (19.4%) followed by Beating with stick (14.7%). Percentages of Pinching, Throwing with domestic or other objects, Pushing, Twisting body parts and Pulling hair are 9.4, 8.1, 7.4, 7.1 and 5.5 respectively. The prevalence of Abuses like Pulling dresses (3.7%), Pinching on the cheeks (3.5%), Pulling forcefully (3.5%), Shaking angrily (2.9%), Beating with belt (2.7%), Kicking (2.6%), Biting (2.5%), Making wounds (2.4%) and Any other situations (Hitting on the

body, 2%) are low. The prevalence of Making stand by giving weight (1.1%), Making to kneel down(0.7%), Making stand in sunlight (0.4%) and Making burns in the body (0.2%) are very low.

Table 15 reveals that *for the students from Low SES group, the prevalence of Beating with hand and Beating with stick are high and the prevalence of Making stand by giving weight, Making to kneel down, Making stand in sunlight and Making burns in the body are very low.*

Prevalence of Physical Abuse by Sources among Higher Secondary School Students for Low SES group.

The percentage of Physical Abuse from father, mother, brother, sister, grandfather, grandmother, teacher, relatives, Neighbour and others for the subsample Low SES group in the descending order of the magnitude is given in Table 16.

Table 16

Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group

Sl. No.	Sources	% of Prevalence
1	Mother	25.5
2	Father	17.9
3	Teacher	15.7
4	Brother	14.9
5	Sister	13.7
6	Others	4.2
7	Relatives	3.5
8	Grandmother	1.7
9	Neighbour	1.5
10	Grandfather	1.5

Students in Low SES group experienced more Physical Abuse from Mother (25.5%) followed by Father (17.9%), Teacher (15.7%), Brother (14.9%) and Sister (13.7%). Percentage of Physical Abuse from Others (Stepmother & Friends) is 4.2 and from Relatives is 3.5. Physical Abuse from Grandmother (1.7%), Neighbour (1.5%) and Grandfather (1.5%) is very low.

Among the students with low SES, most of the Physical Abuses are from Mother followed by Father and Teacher and Physical Abuse from Grandmother, Neighbour and Grandfather is very low.

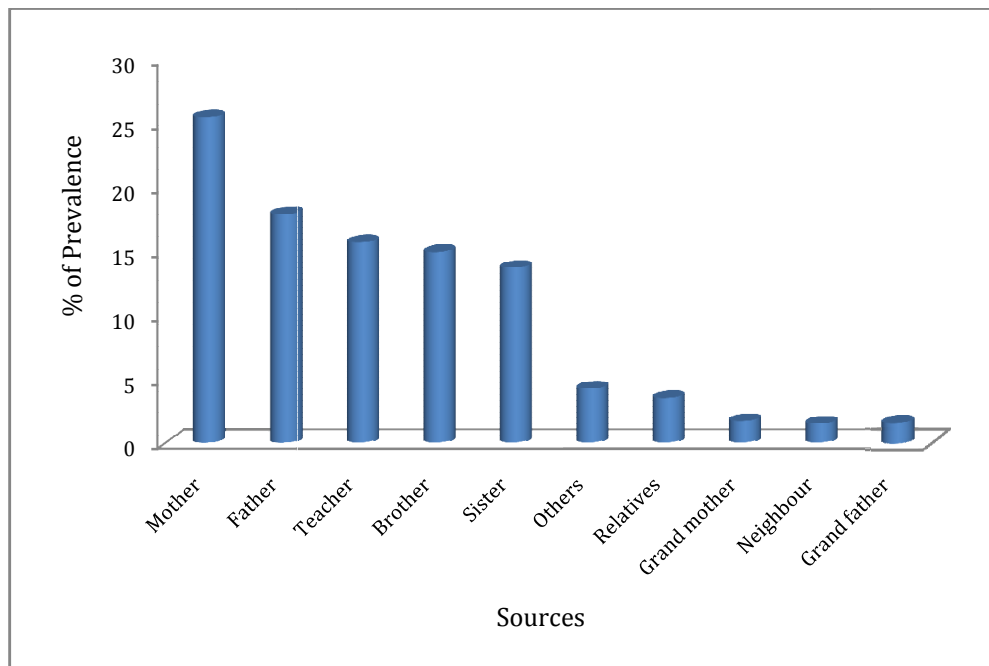


Figure 6. Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group

The graphical representation of the prevalence of Physical Abuse (Total) by sources for Low SES group confirm to the data and results as shown in Table 16.

Prevalence of Physical Abuse among Higher Secondary School Students for High SES group.

The percentage of prevalence of Physical Abuse for High SES group in the descending order of the magnitude is given in Table 17.

Table 17

Prevalence of Physical Abuse among Higher Secondary School Students for High SES Group

Sl. No.	Physical Abuses	% of Prevalence
1	Beating with hand	20.2
2	Beating with stick	13.9
3	Pinching	10.9
4	Throwing with domestic or other objects	7.6
5	Pushing	7.5
6	Twisting body parts	7.3
7	Pulling hair	4.6
8	Pulling dresses	3.8
9	Pulling forcefully	3.7
10	Pinching on the cheeks	3.5
11	Shaking angrily	2.9
12	Making wounds	2.9
13	Any other situations	2.4
14	Biting	2.0
15	Beating with belt	2.0
16	Kicking	2.0
17	Making stand in sunlight	1.1
18	Making to kneel down	1.0
19	Making stand by giving weight	0.4
20	Making burns in the body	0.4

Among the students with High SES, the most frequent Physical Abuses are Beating with hand (20.2%), then Beating with stick (13.9%)

and Pinching (10.9%). The percentage of Throwing with domestic or other objects is 7.6, Pushing is 7.5, Twisting body parts is 7.3, Pulling hair is 4.6, Pulling forcefully is 3.7 and Pinching on the cheeks is 3.5. The prevalence of Abuses like Shaking angrily (2.9%), Making wounds (2.9%), Any other situations (Hitting on the body, 2.4%), Biting (2%), Beating with belt (2%) and Kicking are low and the prevalence of Making stand in sunlight (1.1%), Making to kneel down (1%), Making stand by giving weight(0.4%) and Making burns in the body (0.4%) are very low.

So, for the students from High SES group, the most prevalent Physical Abuses are Beating with hand, Beating with stick and Pinching and the least prevalent Physical Abuses are Making stand in sunlight, Making to kneel down, Making stand by giving weight and Making burns in the body.

Prevalence of Physical Abuse by sources among Higher Secondary School Students for High SES group.

The percentage of Physical Abuse from father, mother, brother, sister, grandfather, grandmother, teacher, relatives, Neighbour and others for the subsample High SES group is given in Table 18.

Table 18

Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for High SES Group

Sl. No.	Sources	% of Prevalence
1	Mother	27.2
2	Father	16.7
3	Teacher	15.7
4	Brother	14.1
5	Sister	11.2
6	Others	4.8
7	Relatives	2.8
8	Grandmother	2.7
9	Grandfather	2.7
10	Neighbour	2.3

For the subsample with High SES, majority of Physical Abuse is from Mother(27.2%) followed by Father (16.7%), Teacher (15.7%), Brother (14.1%) and Sister (11.2%). Physical Abuse from Others (Stepmother & Friends) is 4.8%. Percentages of physical Abuse from Relatives (2.8%), Grandmother (2.7%), Grandfather (2.7%) and Neighbour (2.3%) are very low.

Among the students with High SES, the most prevalent sources of Physical Abuse are Mother followed by Father, Teacher and Brother and the least prevalent sources are Grandmother, Grandfather and Neighbour.

The graphical representation of the prevalence of Physical Abuse (Total) for High SES group is given in Figure 7.

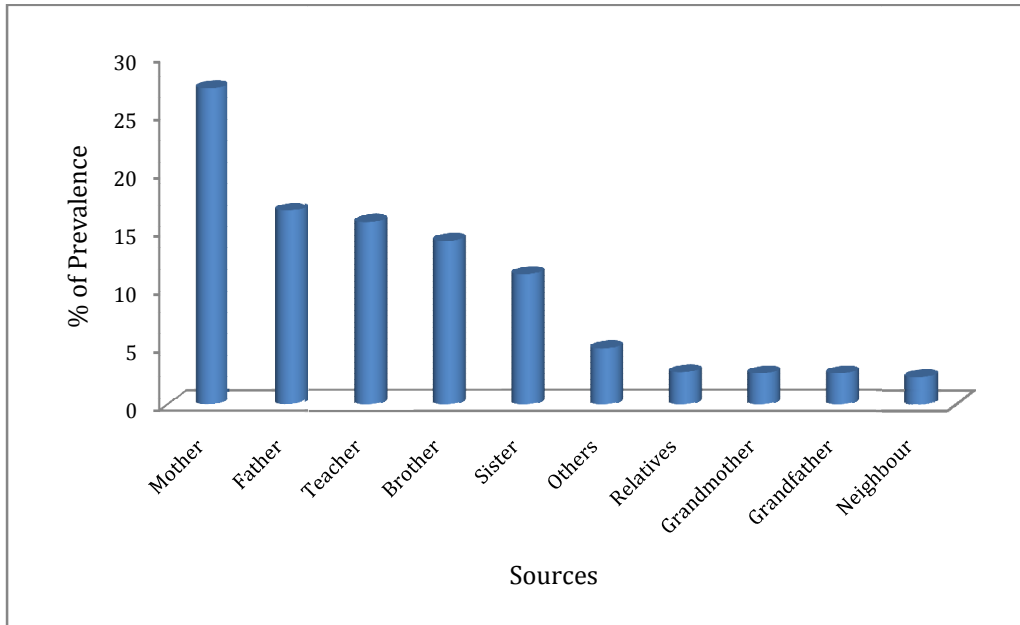


Figure 7. Prevalence of Physical Abuse (Total) by Sources among Higher Secondary School Students for High SES group

The graphical representation of the prevalence of Physical Abuse (Total) by sources for High SES group confirm to the data and results as shown in Table 18.

Levels of Physical Abuse among Higher Secondary School Students.

The frequencies and percentages of students in high, low, very low and nil levels of Physical Abuse are given in Table 19.

Table 19

Levels of Physical Abuse among Higher Secondary School Students

Levels of Physical Abuse	Frequency	%
High (score above 30)	28	4.7
Low (score 16- 30)	76	12.7
Very low (score 1-15)	374	62.3
Nil (score of 0)	122	20.3
Total	600	100

Table 19 reveals that 4.7 % of students experienced high level of Physical Abuse and 12.7 % of students have experienced low level of Physical Abuse. At the same time majority of students (62.3%), experienced very low level of Physical Abuse and 20.3% students are safe from any kind of Physical Abuse.

So, most of the Higher Secondary School Students faced very low level of Physical Abuse.

The levels of Physical Abuse among Higher Secondary School Students is presented in Figure 8.

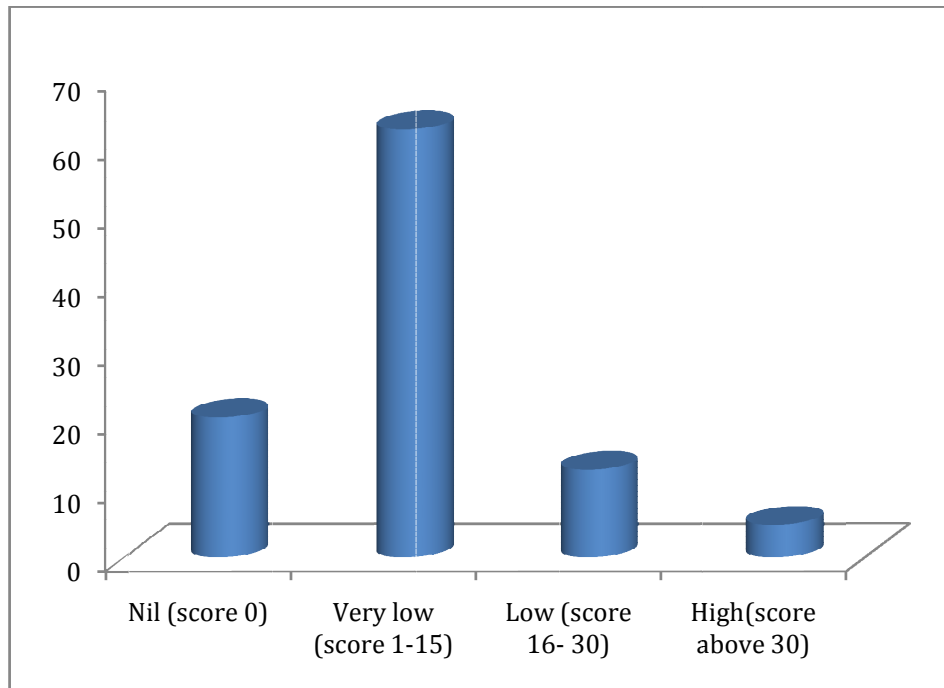


Figure 8. Levels of Physical Abuse among Higher Secondary School Students

The graphical representation of the percentages of Higher Secondary School Students in the nil, very low, low and high levels of Physical Abuse confirm to the data and results given in Table 19.

Prevalence of Psychological Abuse among Higher Secondary School Students for the Total sample.

To find out the prevalence of different types of Psychological Abuses among Higher Secondary School Students for the Total sample, Percentage Analysis was used. 28 types of Psychological Abuses are identified and included in the Scale of Psychological Abuse. Percentage of the prevalence of each abuse in the scale in the descending order of magnitude is given in Table 20.

Table 20

Prevalence of Psychological Abuse among Higher Secondary School Students for the Total Sample

Sl. No	Psychological Abuses	% of Prevalence
1	Demean by comparing with others	9.2
2	Scolding	9.1
3	Not giving enough freedom in academic or any other matters	8.1
4	Fault finding talk	6.4
5	Lack of fulfilling promises	5.5
6	Insulting	5.0
7	Become angry without asking the reason for committing mistakes	5.0
8	Not giving value to my opinions	4.6
9	Talking threateningly	4.2
10	Spreading my mistakes	3.9
11	Depict me as 'good for nothing'	3.7
12	Teasing	3.5
13	Calling abusive names	3.4
14	Under-rating my happiness and miseries	3.3
15	Isolating from household matters	2.5
16	Not praising even if good deeds are done	2.4
17	Discouraging positive attempts	2.4
18	Threatening of punishment	2.3
19	Talking in a suppressing manner	2.3
20	Destroying my belongings	2.3
21	Talking rudely	2.1
22	Mocking at my beauty and ability	2.0
23	Cursing	1.9
24	Taking back the objects already given	1.9
25	Reluctant to talk	1.8
26	Isolating by locking inside the room	0.5
27	Teasing in the name of religion, caste or SES	0.4
28	Encouraging to do criminal activities like theft and burglary	0.1

Table 20 reveals that for the Total sample, the most prevalent Psychological Abuses are Demean by comparing with others (9.2%), Scolding (9.1%) and Not giving enough freedom in academic or any other matters (8.1%). Percentages of Fault finding talk, Lack of fulfilling promises, Insulting, and Become angry without asking the reason for committing mistakes are 6.4, 5.5, 5.0 and 5.0 respectively. Percentage of Not giving value to my opinions is 4.6 and the percentage of Talking threateningly is 4.2. The percentages of Spreading my mistakes, Depict me as 'good for nothing', Teasing, Calling abusive names and Under-rating my happiness and miseries are 3.9, 3.7, 3.5, 3.4 and 3.3 respectively. The percentages of Isolating from household matters (2.5%), Not praising even if good deeds are done (2.4%), Discouraging positive attempts (2.4%), Threatening of punishment (2.3%), Talking in a suppressing manner (2.3%), Destroying my belongings (2.3%), Talking rudely (2.1%), Mocking at my beauty and ability (2%), cursing (1.9%), Taking back the objects already given (1.9%) and Reluctant to talk (1.8%) are low. The least prevalent Abuses are Isolating by locking inside the room (0.5%), Teasing in the name of religion, caste or SES (0.4%) and Encouraging to do criminal activities like theft and burglary (0.1%).

So, for the Total sample, the most prevalent Psychological Abuses are Demean by comparing with others, Scolding and Not giving enough freedom in academic or any other matters and the least prevalent Psychological Abuses are Isolating by locking inside the room, Teasing in the name of religion, caste or SES and Encouraging to do criminal activities like theft and burglary.

Prevalence of Psychological Abuse among Higher Secondary School Students by Sources for the Total sample.

The prevalence of Psychological Abuse for the Total sample from different sources like father, mother, brother, sister, grandfather, grandmother, teacher, relatives, neighbour and any others related to the child in the descending order of the magnitude is given in Table 21.

Table 21

Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for the Total Sample

Sl. No.	Sources	% of Prevalence
1	Mother	27.7
2	Father	19.9
3	Brother	11.6
4	Teacher	11.4
5	Sister	10.4
6	Others	5.3
7	Relatives	4.4
8	Grandmother	3.7
9	Neighbour	2.9
10	Grandfather	2.6

Table 21 reveals that for the Total sample, majority of Psychological Abuses are from Mother (27.7%) followed by Father (19.9%), Brother (11.6%), Teacher (11.4%) and Sister (10.4%). Psychological Abuse from the sources like Others (Stepmother & Friends, 5.3%), Relatives (4.4%) and Grandmother (3.7%) is low. And Psychological Abuse from Neighbour (2.9%) and Grandfather (2.6%) is very low.

So, for the Total sample, major sources of Psychological Abuses are Mother and Father followed by Brother, Teacher and Sister and Psychological Abuses from Neighbour and Grandfather is very low.

The prevalence of Psychological Abuse (Total) for the Total sample is visually represented in Figure 9.

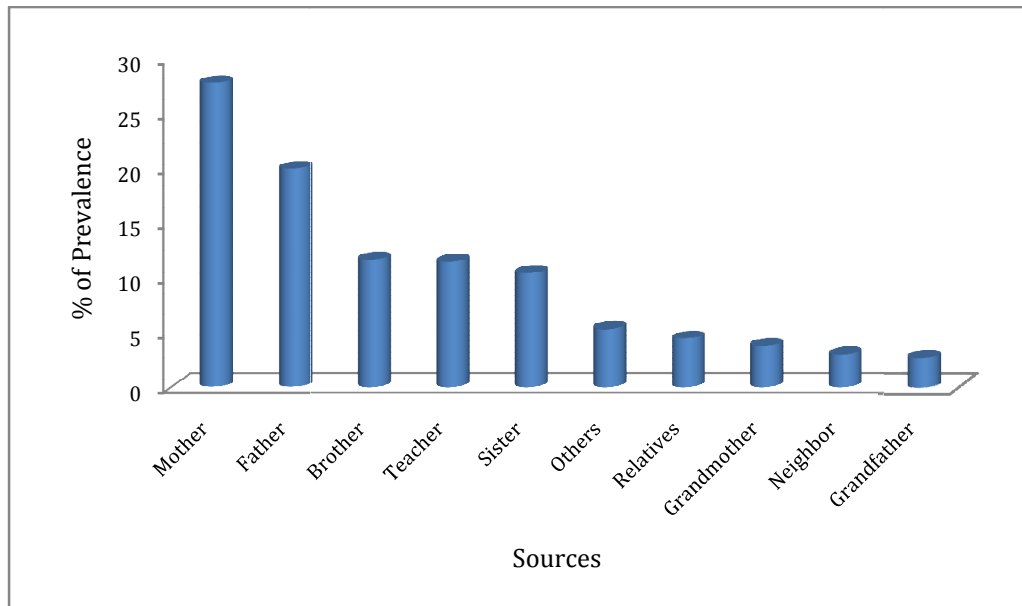


Figure 9. Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for the Total sample

The graphical representation of the prevalence of Psychological Abuse (Total) from the selected sources for the Total sample confirm to the data and results as shown in Table 21.

Prevalence of Psychological Abuse among Higher Secondary School Students for Boys.

The percentage of the prevalence of different Psychological Abuses for the subsample Boys in the descending order of the magnitude is given in Table 22.

Table 22

Prevalence of Psychological Abuse among Higher Secondary School Students for Boys

Sl No	Psychological Abuses	% of Prevalence
1	Demean by comparing with others	9.8
2	Not giving enough freedom in academic or any other matters	8.8
3	Scolding	8.1
4	Insulting	5.6
5	Fault finding talk	5.5
6	Lack of fulfilling promises	5.3
7	Talking threateningly	4.9
8	Become angry without asking the reason for committing mistakes	4.8
9	Not giving value to my opinions	4.0
10	Spreading my mistakes	3.9
11	Depict me as 'good for nothing'	3.8
12	Under-rating my happiness and miseries	3.2
13	Teasing	3.1
14	Calling abusive names	2.9
15	Talking in a suppressing manner	2.8
16	Isolating from household matters	2.8
17	Threatening of punishment	2.4
18	Discouraging positive attempts	2.3
19	Taking back the objects already given	2.3
20	Not praising even if good deeds are done	2.2
21	Destroying my belongings	2.1
22	Mocking at my beauty and ability	2.1
23	Reluctant to talk	2.0
24	Talking rudely	2.0
25	Cursing	1.7
26	Isolating by locking inside the room	0.7
27	Teasing in the name of religion, caste or SES	0.6
28	Encouraging to do criminal activities like theft and burglary	0.2

Among Boys, the most frequent Psychological Abuses are Demean by comparing with others (9.8%), Not giving enough freedom in academic or any other matters (8.8%) and Scolding (8.1%).

Percentages of Insulting, Fault finding talk, Lack of fulfilling promises, Talking threateningly and Become angry without asking the reason for committing mistakes are 5.6, 5.5, 5.3, 4.9 and 4.8 respectively. Percentages of Not giving value to my opinions, Spreading my mistakes, Depict me as 'good for nothing', Under-rating my happiness and miseries and Teasing are 4.0, 3.9, 3.8, 3.2 and 3.1 respectively. The prevalence of Abuses like Calling abusive names (2.9%), Talking in a suppressing manner (2.8%), Isolating from household matters (2.8%), Threatening of punishment (2.4%), Discouraging positive attempts (2.3%), Taking back the objects already given (2.3%), Not praising even if good deeds are done (2.2%), Destroying my belongings (2.1%), Mocking at my beauty and ability (2.1%), Reluctant to talk (2%), Talking rudely (2%) and Cursing (1.7%) are low. The percentages of Isolating by locking inside the room (0.7%), Teasing in the name of religion, caste or SES (0.6%) and Encouraging to do criminal activities like theft and burglary (0.2%) are very low.

For Boys, the percentages of Psychological Abuses like, Demean by comparing with others, Not giving enough freedom in academic or any other matters and Scolding are high and the percentages of Abuses like, Isolating by locking inside the room, Teasing in the name of religion, caste or SES and Encouraging to do criminal activities like theft and burglary are very low.

Prevalence of Psychological Abuse by Sources among Higher Secondary School Students for Boys.

The prevalence of Psychological Abuse among Boys from different sources like father, mother, brother, sister, teacher, neighbour, relatives and any others related to the child in the descending order of the magnitude is given in Table 23.

Table 23

Prevalence of Psychological Abuse(Total) among Higher Secondary School Students by Sources for Boys

Sl. No.	Sources	% of Prevalence
1	Mother	22.9
2	Father	21.4
3	Teacher	16.5
4	Brother	9.3
5	Sister	7.8
6	Others	7.2
7	Relatives	4.9
8	Neighbour	3.8
9	Grandfather	3.3
10	Grandmother	2.9

Table 23 shows that Boys experienced majority of Psychological Abuse from Mother (22.9%) followed by Father (21.4%) and from Teacher (16.5%). The percentages of Psychological abuses from Brother, Sister, Others (Stepmother & Friends) are 9.3%, 7.8% and 7.2%. Neighbour (3.8%), Grandfather (3.3%) and Grandmother are the least important sources of Psychological Abuse for Boys.

Among Boys, the major sources of Psychological Abuses are Mother and Father followed by Teacher and the least important sources are Neighbour, Grandfather and Grandmother.

The graphical representation of the prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Boys is given in Figure 10.

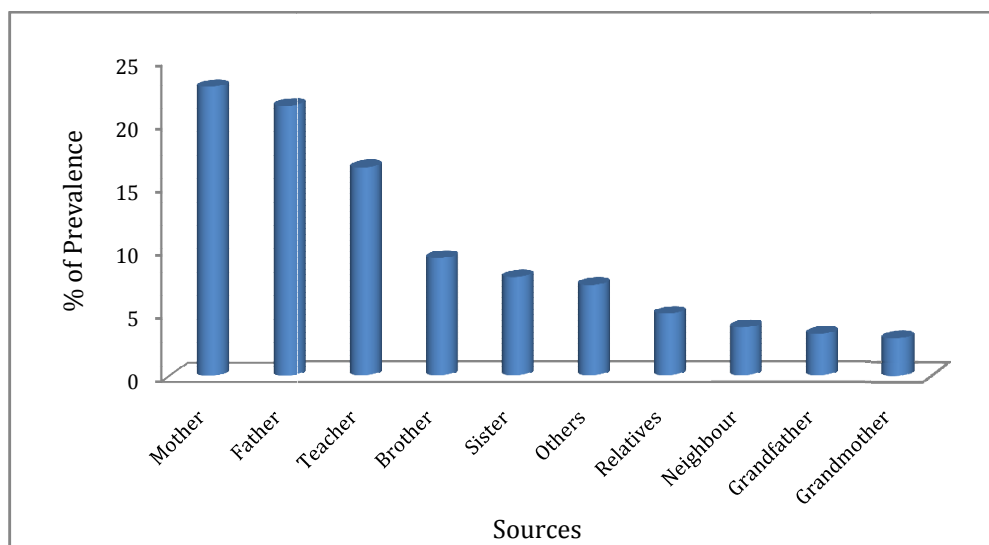


Figure 10. Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Boys

The graphical representation of the prevalence of Psychological Abuse (Total) by sources for Boys confirm to the data and results as shown in Table 23.

Prevalence of Psychological Abuse among Higher Secondary School Students for Girls.

The percentage of the prevalence of different Psychological Abuses among Girls in the descending order of the magnitude is given in Table 24.

Table 24

Prevalence of Psychological Abuse among Higher Secondary School Students for Girls

Sl. No.	Psychological Abuses	% of Prevalence
1	Scolding	10.3
2	Demean by comparing with others	8.5
3	Fault finding talk	7.6
4	Not giving enough freedom in academic or any other matters	7.3
5	Lack of fulfilling promises	5.7
6	Not giving value to my opinions	5.3
7	Become angry without asking the reason for committing mistakes	5.3
8	Insulting	4.4
9	Calling abusive names	4.1
10	Spreading my mistakes	3.9
11	Teasing	3.9
12	Depict me as 'good for nothing'	3.7
13	Under-rating my happiness and miseries	3.3
14	Talking threateningly	3.3
15	Not praising even if good deeds are done	2.7
16	Discouraging positive attempts	2.5
17	Destroying my belongings	2.5
18	Cursing	2.2
19	Talking rudely	2.2
20	Threatening of punishment	2.1
21	Isolating from household matters	2.1
22	Mocking at my beauty and ability	1.9
23	Talking in a suppressing manner	1.7
24	Reluctant to talk	1.5
25	Taking back the objects already given	1.5
26	Isolating by locking inside the room	0.3
27	Teasing in the name of religion, caste or SES	0.1
28	Encourage to do criminal activities like theft and burglary	0.0

Among Girls, the most prevalent Psychological Abuses are Scolding (10.3%), Demean by comparing with others (8.5%), Fault finding talk (7.6%) and Not giving enough freedom in academic or any other matters (7.3%). The percentages of prevalence of Psychological Abuses like Lack of fulfilling promises, Not giving value to my opinions, Become angry without asking the reason for committing mistakes, Insulting, Calling abusive names, Spreading my mistakes, Teasing, Depict me as 'good for nothing', Under-rating my happiness and miseries and Talking threateningly are 5.7, 5.3, 5.3, 4.4, 4.1, 3.9, 3.9, 3.7, 3.3 and 3.3 respectively. The prevalence of Not praising even if good deeds are done (2.7%), Discouraging positive attempts (2.5%), Destroying my belongings (2.5%), Cursing (2.2%), Talking rudely (2.2%), Threatening of punishment (2.1%), Isolating from household matters (2.1%), Mocking at my beauty and ability (1.9%), Talking in a suppressing manner (1.7%), Reluctant to talk (1.5%) and Taking back the objects already given (1.5%) are low. The percentages of Psychological Abuses like, Isolating by locking inside the room (0.3%), Teasing in the name of religion, caste or SES (0.1%) are very low and the percentage of Encouraging to do criminal activities like theft and burglary is zero.

So, among Girls, the most prevalent Psychological Abuses are Scolding, Demean by comparing with others, Fault finding talk and Not giving enough freedom in academic or any other matters and the least prevalent Psychological Abuses are Isolating by locking inside the room, Teasing

in the name of religion, caste or SES and Encouraging to do criminal activities like theft and burglary.

Prevalence of Psychological Abuse by Sources among Higher Secondary School Students for Girls.

The percentage of Psychological Abuse among Girls from different sources like father, mother, brother, sister, teacher, grandfather, grandmother, relatives, neighbour and any others related to the child in the descending order of the magnitude is given in Table 25.

Table 25

Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Girls

Sl. No.	Sources	% of Prevalence
1	Mother	33.2
2	Father	18.2
3	Brother	14.3
4	Sister	13.5
5	Teacher	5.4
6	Grandmother	4.5
7	Relatives	3.9
8	Others	3.1
9	Grandfather	1.9
10	Neighbour	1.9

Among Girls, majority of students experienced Psychological Abuse from Mother (33.2%) followed by Father (18.2%), Brother (14.3%) and Sister (13.5%). The percentages of Psychological Abuse from Teacher (5.4%), Grandmother (4.5%), Relatives (3.9%) and Others (Stepmother & Friends, 3.1%) are low and Psychological Abuse from Grandfather (1.9%) and Neighbour (1.9%) is very low.

For Girls, the most important sources of Psychological Abuses are Mother followed by Father, Brother and Sister and the least important sources are Grandfather and Neighbour.

The prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Girls is visually represented in Figure 11.

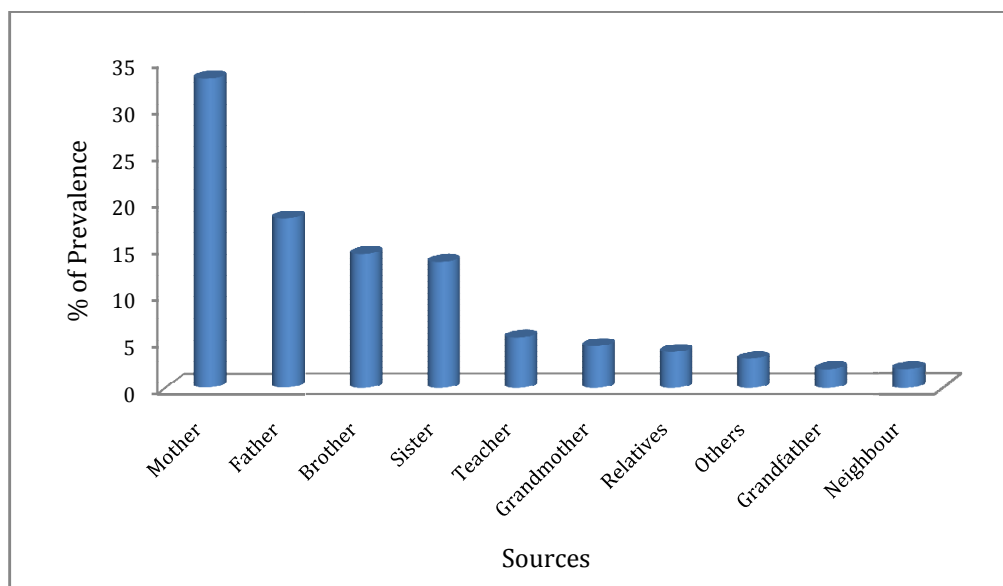


Figure 11. Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Girls

The graphical representation of the prevalence of Psychological Abuse (Total) by sources for Girls confirm to the data and results as shown in Table 25.

Prevalence of Psychological Abuse among Higher Secondary School Students for Low SES group.

Percentages of different Psychological Abuses for Low SES group in the descending order of the magnitude is given in Table 26.

Table 26

Prevalence of Psychological Abuse among Higher Secondary School Students for Low SES Group

Sl. No.	Psychological Abuses	% of Prevalence
1	Demean by comparing with others	8.8
2	Scolding	6.9
3	Fault finding talk	6.9
4	Insulting	6.6
5	Not giving enough freedom in academic or any other matters	5.9
6	Become angry without asking the reason for committing mistakes	4.9
7	Spreading my mistakes	4.5
8	Calling abusive names	4.5
9	Teasing	4.2
10	Lack of fulfilling promises	4.2
11	Depict me as 'good for nothing'	4.0
12	Not giving value to my opinions	3.9
13	Talking threateningly	3.8
14	Talking rudely	3.0
15	Destroying my belongings	2.9
16	Cursing	2.8
17	Discouraging positive attempts	2.7
18	Under-rating my happiness and miseries	2.7
19	Not praising even if good deeds are done	2.7
20	Threatening of punishment	2.6
21	Isolating from household matters	2.5
22	Talking in suppressing manner	2.3
23	Reluctant to talk	2.1
24	Mocking at my beauty and ability	2.1
25	Taking back the objects already given	1.9
26	Teasing in the name of religion, caste or SES	0.4
27	Isolating by locking inside the room	0.3
28	Encouraging to do criminal activities like theft and burglary	0.0

Among the students with low SES, the most prevalent Psychological Abuse is Demean by comparing with others (8.8 %), followed by Scolding (6.9%), Fault finding talk (6.9%) and Insulting (6.6 %). The percentages of Not giving enough freedom in academic or any other matters, Become angry without asking the reason for committing mistakes, Spreading my mistakes, Calling abusive names, Teasing, Lack of fulfilling promises, Depict me as 'good for nothing and Not giving value to my opinions are 5.9, 4.9, 4.5, 4.5, 4.2, 4.2, 4 and 3.9 respectively. The prevalence of Abuses like, Talking threateningly (3.8%), Talking rudely (3%), Destroying my belongings (2.9%), Cursing (2.8%), Discouraging positive attempts (2.7%), Under-rating my happiness and miseries (2.7%), Not praising even if good deeds are done (2.7%), Threatening of punishment (2.6%), Isolating from household matters (2.5%), Talking in suppressing manner (2.3%), Reluctant to talk (2.1%), Mocking at my beauty and ability (2.1%) and Taking back the objects already given (1.9%) are low. The prevalence of Teasing in the name of religion, caste or SES (0.4%), Isolating by locking inside the room (0.3%) is very low. The prevalence of Encouraging to do criminal activities like theft and burglary is zero.

Among Low SES group, the most prevalent Psychological Abuses are Demean by comparing with others, Scolding, Fault finding talk and Insulting and the least prevalent Psychological Abuses are Teasing in the name of religion, caste or SES, Isolating by locking inside the room and Encouraging to do criminal activities like theft and burglary.

Prevalence of Psychological Abuse by Sources among Higher Secondary School Students for Low SES Group.

Psychological Abuse from different sources for the students with Low SES in the descending order of the magnitude is given in Table 27.

Table 27

Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group

Sl. No.	Sources	% of Prevalence
1	Mother	20.4
2	Father	17.2
3	Brother	14.4
4	Sister	11.7
5	Teacher	10.3
6	Relatives	6.8
7	Others	6.2
8	Neighbour	5.4
9	Grandmother	4.1
10	Grandfather	3.5

Table 27 reveals that majority of Psychological Abuse is from Mother (20.4%) followed by Father (17.2%), Brother (14.4%), Sister (11.7%) and Teacher (10.3%). Abuse from Relatives, Others (Stepmother & Friends) and Neighbour are 6.8%, 6.2% and 5.4% respectively. Psychological Abuse from Grandmother (4.1%) and Grandfather (3.5%) is low.

Among the students with Low SES, majority of Psychological Abuses are from Mother followed by Father, Brother, Sister and Teacher and Psychological Abuse from Grandmother and Grandfather is low.

The prevalence of Psychological Abuse by Sources among Higher Secondary School Students for Low SES group is visually represented in Figure 12.

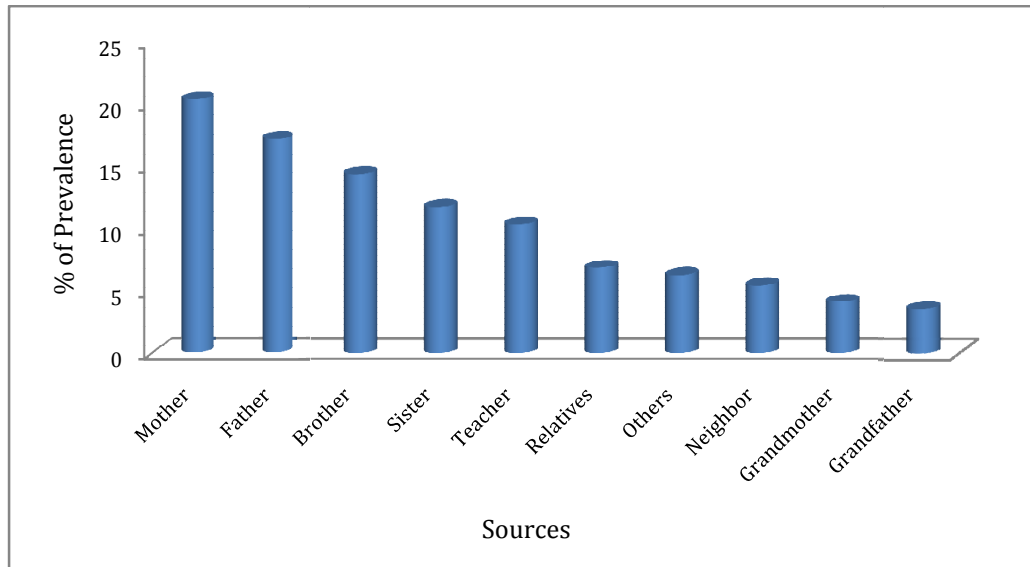


Figure 12. Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group.

The graphical representation of the prevalence of Psychological Abuse (Total) from the selected sources for Low SES group confirm to the data and results as shown in Table 27.

Prevalence of Psychological Abuse among Higher Secondary School Students for High SES group.

The percentages of different Psychological Abuses among the students with High SES in the descending order of the magnitude is given in Table 28.

Table 28

Prevalence of Psychological Abuse among Higher Secondary School Students for High SES Group

Sl.No.	Psychological Abuses	% of Prevalence
1	Demean by comparing with others	9.2
2	Scolding	8.0
3	Fault finding talk	6.7
4	Not giving enough freedom in academic or any other matters	6.7
5	Insulting	5.8
6	Become angry without asking the reason for committing mistakes	5.4
7	Lack of fulfilling promises	4.5
8	Talking threateningly	4.3
9	Calling abusive names	4.3
10	Not giving value to my opinions	4.3
11	Teasing	3.8
12	Spreading my mistakes	3.5
13	Depict me as 'good for nothing'	3.4
14	Threatening of punishment	2.8
15	Destroying my belongings	2.8
16	Mocking at my beauty and ability	2.8
17	Not praising even if good deeds are done	2.7
18	Talking rudely	2.7
19	Cursing	2.6
20	Talking in a suppressing manner	2.4
21	Isolating from household matters	2.4
22	Under-rating my happiness and miseries	2.3
23	Taking back the objects already given	2.3
24	Discouraging positive attempts	1.9
25	Reluctant to talk	1.7
26	Teasing in the name of religion, caste or SES	0.5
27	Isolating by locking inside the room	0.3
28	Encouraging to do criminal activities like theft and burglary	0.0

Among the high SES group, the most frequent Psychological Abuses are Demean by comparing with others (9.2%) followed by Scolding (8%), Fault finding talk (6.7%) and Not giving enough freedom in academic or any other matters (6.7%). The prevalence of Insulting, Become angry without asking the reason for committing mistakes, Lack of fulfilling promises, Talking threateningly, Calling abusive names, Not giving value to my opinions, Teasing, Spreading my mistakes and Depict me as 'good for nothing' are 5.8%, 5.4%, 4.5%, 4.3%, 4.3%, 4.3%, 3.8%, 3.5% and 3.4% respectively. The percentage of the prevalence of Abuses like Threatening of punishment (2.8%), Destroying my belongings (2.8%), Mocking at my beauty and ability (2.8%), Not praising even if good deeds are done (2.7%), Talking rudely (2.7%), Cursing (2.6%), Talking in a suppressing manner (2.4%), Isolating from household matters (2.4%), Under-rating my happiness and miseries (2.3%), Taking back the objects already given (2.3%), Discouraging positive attempts (1.9%) and Reluctant to talk (1.7%) are low. The percentages of Psychological Abuses like Teasing in the name of religion, caste or SES (0.5%), Isolate by locking inside the room (0.3%) are very low. The prevalence of Encourage to do criminal activities like theft, burglary is zero.

So, among the high SES group, the percentages of Psychological Abuses like Demean by comparing with others, Scolding, Fault finding talk and Not giving enough freedom in academic or any other matters are high and the percentages of Teasing in the name of religion, caste or SES, Isolating by locking inside the room and Encourage to do criminal activities like theft and burglary is very low.

Prevalence of Psychological Abuse by Sources among Higher Secondary School Students for High SES Group.

Prevalence of Psychological Abuse from different sources for the students with High SES in the descending order of the magnitude is given in Table 29.

Table 29

Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for High SES Group

Sl. No.	Sources	% of Prevalence
1	Mother	21.1
2	Father	18.2
3	Brother	11.1
4	Teacher	11.0
5	Sister	10.1
6	Others	6.9
7	Grand mother	6.5
8	Relatives	6.1
9	Grand father	4.6
10	Neighbour	4.4

Table 29 reveals that majority of Psychological Abuse is from Mother (21.1%) for the students with High SES followed by Father (18.2%), Brother (11.1%), Teacher (11%) and Sister (10.1%). Prevalence of Psychological Abuse from Others (Stepmother & Friends), Grandmother and Relatives are 6.9%, 6.5% and 6.1% respectively. Abuse from Grandfather (4.6%) and Neighbour (4.4%) is low.

For the students with High SES, majority of Psychological Abuses are from Mother and Father followed by Brother, Teacher and Sister and Psychological Abuse from Grandfather and Neighbour is very low.

The prevalence of Psychological Abuse (Total) by Sources for High SES group is represented in Figure 13.

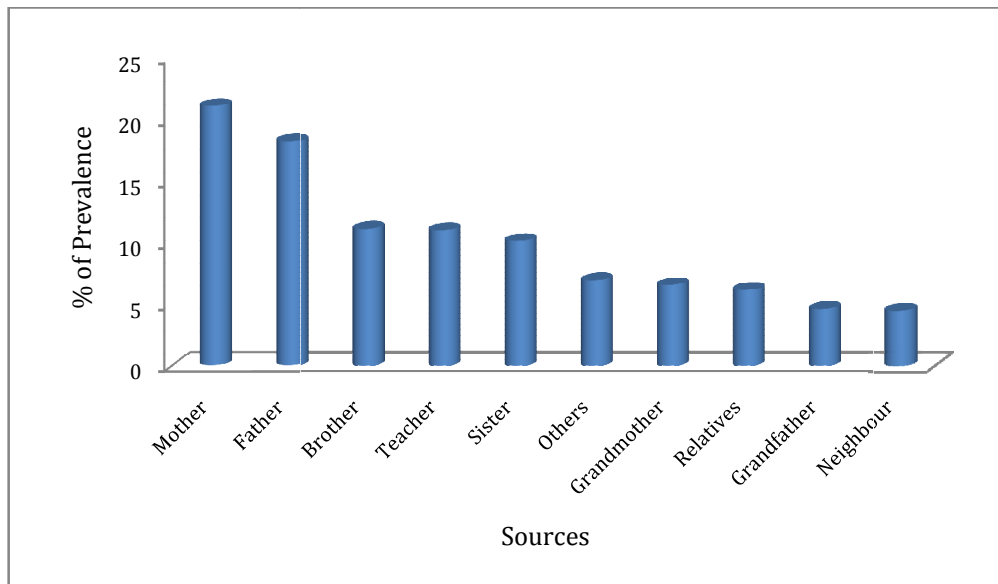


Figure 13. Prevalence of Psychological Abuse (Total) by Sources among Higher Secondary School Students for High SES Group

The graphical representation of the prevalence of Psychological Abuse (Total) by sources for High SES group confirm to the data and results as shown in Table 29.

Levels of Psychological Abuse among Higher Secondary School Students.

The number and percentage of students in high, low, very low and nil levels of Psychological Abuse are given in Table 30.

Table 30

Levels of Psychological Abuse among Higher Secondary School Students

Levels of Psychological Abuse	Frequency	%
High (Score above 40)	143	23.8
Low (score 21-40)	127	21.2
Very low (score 1-20)	260	43.3
Nil (score of 0)	70	11.7
Total	600	100

From Table 30, it is clear that most of the students experienced Psychological Abuse in very low level (43.3%). 23.8% of students experienced Psychological Abuse in high level and 21.2% of students have experienced Psychological Abuse in low level. Only 11.7% of students are free from any kind of Psychological Abuse.

So in the case of Psychological Abuse, most of the students are in the very low level and the percentage of students in the high level is more than the percentage in the low level.

The levels of Psychological Abuse among Higher Secondary School Students is presented in Figure 14.

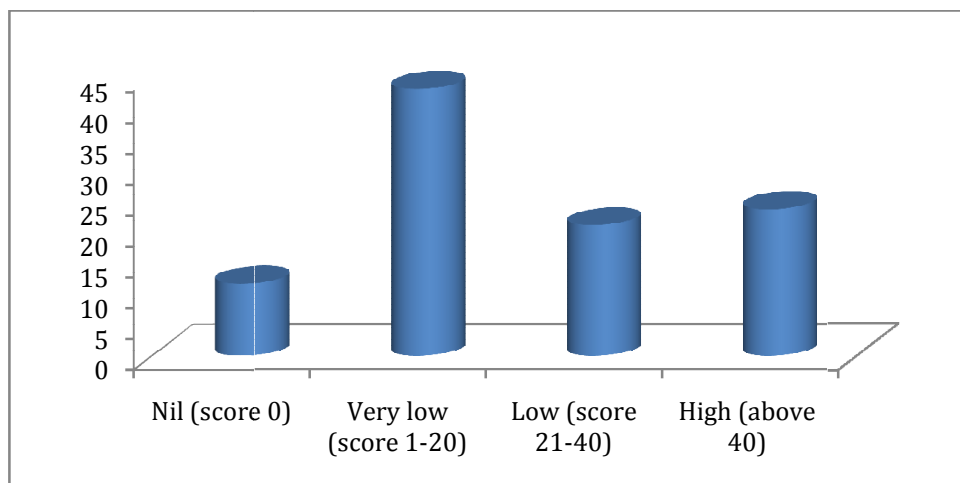


Figure 14. Levels of Psychological Abuse among Higher Secondary School Students

The graphical representation of the levels of Psychological Abuse among Higher Secondary School Students confirm to the data and results as shown in Table 30.

Prevalence of Sexual Abuse among Higher Secondary School Students for the Total Sample.

To find out the prevalence of Sexual Abuse for the Total sample, the investigator used Percentage Analysis. The data and results in the descending order of the magnitude are given in Table 31.

Table 31

Prevalence of Sexual Abuse among Higher Secondary School Students for the Total Sample

Sl. No.	Sexual Abuses	% of Prevalence
1	Telling vulgar stories	10.1
2	Talking in vulgar manner	9.6
3	Touching body parts while travelling in vehicles	7.4
4	Looking in bad manner	7.4
5	Creating unwanted attachments	7.3
6	Showing indecent actions	7.3
7	Showing photos or pictures of sexual intercourse	6.2
8	Showing dirty pictures	6.2
9	Giving sexual messages through mobile phones or writings	5.9
10	Laughing in bad manner	5.8
11	Provoking by showing private parts of the body	4.7
12	Forcing to massage body parts of other persons	3.6
13	Any other situations	3.6
14	Making to take nude photos	3.0
15	Sexual intercourse	2.4
16	Forcing to show my private body parts	2.2
17	Forcible kissing	2.1
18	Forcing to touch private parts of the body of other persons	2.1
19	Doing sexual activities in front of me	1.5
20	Peeping into bed room or bathroom	1.0
21	Indecent behaviour during marriage or other functions	0.6

From Table 31, it is clear that the most prevalent Sexual Abuses among Higher Secondary School Students are Telling vulgar stories (10.1%) and Talking in vulgar manner (9.6%). The next prevalent Sexual Abuses are, Touching body parts while travelling in vehicles (7.4%), Looking in bad manner (7.4%), Creating unwanted attachments (7.3%) and Showing indecent actions (7.3%). The prevalence of Sexual Abuses like Showing photos or pictures of sexual intercourse, Showing dirty pictures, Giving sexual messages through mobile phones or writings, Laughing in bad manner and Provoking by showing private parts of the body are 6.2%, 6.2%, 5.9%, 5.8% and 4.7% respectively. The percentages of Forcing to massage body parts of other persons (3.6%), Any other situations (Behaving in vulgar manner, 3.6%), Making to take nude photos (3%), Sexual intercourse (2.4%), Forcing to show my private body parts (2.2%), Forcible kissing (2.1%) and Forcing to touch private parts of the body of other persons (2.1%) are low. The least prevalent Sexual Abuses are Doing sexual activities in front of me (1.5%), Peeping into bedroom or bathroom (1%) and Indecent behaviour during marriage or other functions (0.6%).

So for the Total sample, the prevalence of Sexual Abuses like, Telling vulgar stories and Talking in vulgar manner are high and the prevalence of Sexual Abuses like, Doing sexual activities in front of me, Peeping into bedroom or bathroom and Indecent behaviour during marriage or other functions are very low.

Prevalence of Sexual Abuse by Sources among Higher Secondary School Students for the Total sample.

The percentage of Sexual Abuse from the sources; father, mother, brother, sister, grandfather, grandmother, teacher, relatives, neighbour and any others related to the child is given in Table 32.

Table 32

Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for the Total Sample

Sl. No.	Sources	% of Prevalence
1	Others (Friends & Strangers)	59.6
2	Neighbour	12.5
3	Teacher	7.1
4	Father	7.0
5	Relatives	4.5
6	Brother	3.0
7	Sister	1.6
8	Grandfather	1.6
9	Mother	1.6
10	Grandmother	1.5

For the Total sample, the highest percentage of Sexual Abuse is from Others including Friends and Strangers (59.6%) followed by Neighbour (12.5%). The percentage of Sexual Abuse from Father is 7.1 % and from the Teacher is 7 %. Sexual Abuse from Relatives is 4.5% and from Brother is 3%. The percentage of Sexual Abuse from Sister (1.6%), Grandfather (1.6%), Mother (1.6%) and Grandmother are very low.

So for the Total sample, most of the Sexual Abuses are from Others (Friends & Strangers) and Sexual Abuses from Sister, Grandfather, Mother and Grandmother are very low.

The prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for the Total sample is presented in Figure 15.

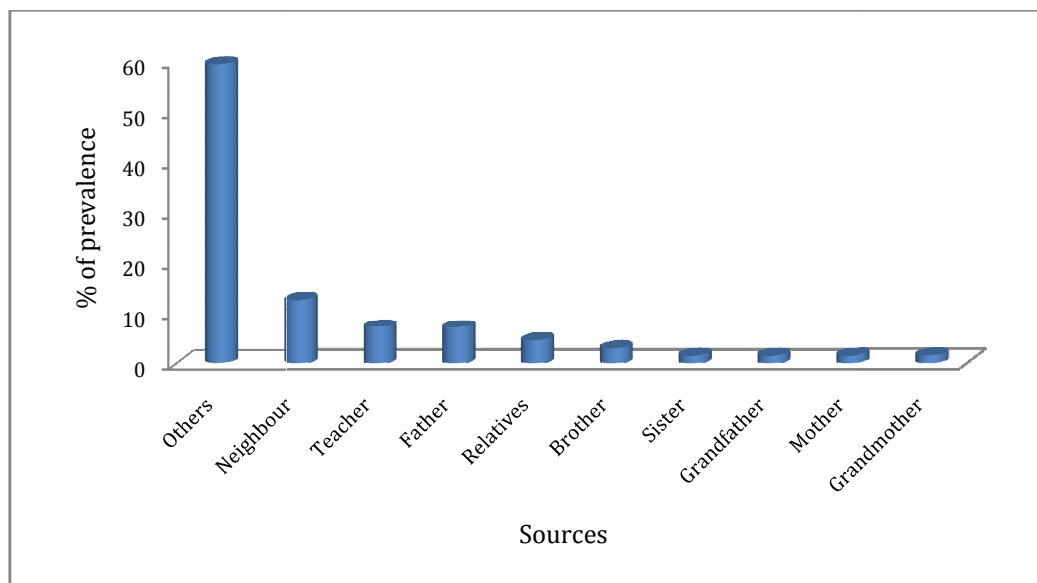


Figure 15. Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for the Total sample

The graphical representation of the prevalence of Sexual Abuse (Total) from different sources for the Total sample confirm to the data and results as shown in Table 32.

Prevalence of Sexual Abuse among Higher Secondary School Students for Boys.

The percentage of the prevalence of different Sexual Abuses for Boys in the descending order of the magnitude is given in Table 33.

Table 33

Prevalence of Sexual Abuse among Higher Secondary School Students for Boys

Sl. No.	Sexual Abuses	% of Prevalence
1	Telling vulgar stories	12.0
2	Talking in vulgar manner	12.0
3	Showing photos or pictures of sexual intercourse	8.0
4	Showing indecent actions	8.0
5	Giving sexual messages through mobile phones or writings	7.0
6	Showing dirty pictures	7.0
7	Provoking by showing private parts of the body	6.0
8	Creating unwanted attachments	6.0
9	Touching body parts while travelling in vehicles	6.0
10	Laughing in bad manner	6.0
11	Looking in bad manner	4.0
12	Sexual intercourse	3.0
13	Forcing to massage body parts of other persons	3.0
14	Forcing to show my private body parts	2.0
15	Forcing to touch private parts of the body of other persons	2.0
16	Indecent behaviour during marriage or other functions	2.0
17	Doing sexual activities in front of me	2.0
18	Any other situations	2.0
19	Making to take nude photos	1.0
20	Forcible kissing	1.0
21	Peeping into bedroom or bathroom	0.0

Among Boys, the most prevalent Sexual Abuses are; Telling vulgar stories (12%) and Talking in vulgar manner (12%). Other frequent Sexual Abuses are; Showing photos or pictures of sexual intercourse (8%), Showing indecent actions (8%), Giving sexual

messages through mobile phone or writings (7%), Showing dirty pictures (7%), Provoking by showing private parts of the body (6%), Creating unwanted attachments (6%), Touching body parts while travelling in vehicles (6%) and Laughing in bad manner (6%). The prevalence of Abuses like Looking in bad manner (4%), Sexual intercourse (3%), Forcing to massage body parts of other persons (3%), Forcing to show private body parts (2%), Forcing to touch private parts of the body of other persons (2%), Indecent behaviour during marriage or other functions (2%), Doing sexual activities in front of the child (2%) and Any other situations (Behaving in vulgar manner, 2%) are low. The least prevalent Sexual Abuses are, Making to take nude photos (1%) and Forcible kissing (1%). The percentage of Peeping into bedroom or bathroom is zero.

For Boys, the most prevalent Sexual Abuses are Telling vulgar stories and Talking in bad manner and the least prevalent Sexual Abuses are Making to take nude photos, Forcible kissing and Peeping into bedroom or bathroom.

Prevalence of Sexual Abuse by Sources among Higher Secondary School Students for Boys.

The percentage of Sexual Abuse from different sources; father, mother, brother, sister, grandfather, grandmother, teacher, relatives, Neighbour and any others related to the child for Boys in the descending order of the magnitude is given in Table 34.

Table 34

Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Boys

Sl. No.	Sources	% of Prevalence
1	Others (Friends & Strangers)	61.6
2	Neighbour	11.9
3	Teacher	9.2
4	Father	3.7
5	Relatives	3.5
6	Brother	3.1
7	Sister	1.8
8	Grandfather	1.8
9	Grandmother	1.8
10	Mother	1.6

For the subsample Boys, majority of Sexual Abuse is from Others including Friends and Strangers (61.6%). Sexual Abuse from Neighbour is 11.9% and from Teacher is 9.2%. Percentage of Sexual Abuse from Father is 3.7% and from Relatives is 3.5%. Sexual Abuse from Sister (1.8%), Grandfather (1.8%), Grandmother (1.8%) and Mother (1.6%) is very low.

Among Boys, Sexual Abuse from Others (Friends & Strangers) is high and Sexual Abuses from Sister, Grandfather, Grandmother and Mother are very low.

The graphical representation of the prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Boys is given in Figure 16.

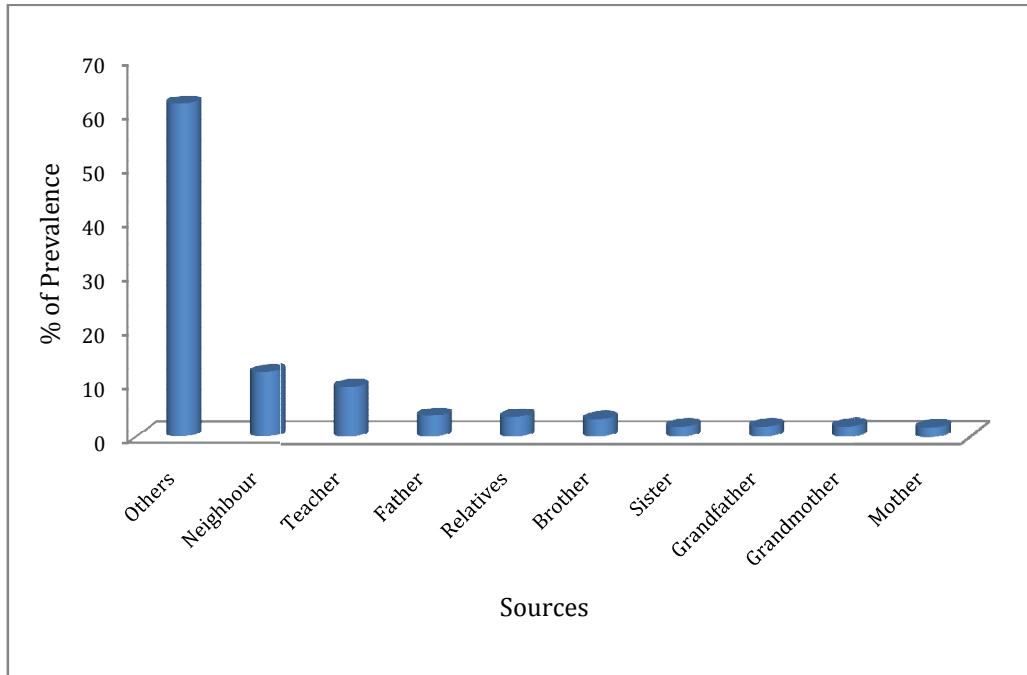


Figure 16. Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Boys

The graphical representation of the prevalence of Sexual Abuse (Total) by sources for Boys confirm to the data and results as shown in Table 34.

Prevalence of Sexual Abuse among Higher Secondary School Students for Girls.

The percentages of different Sexual Abuses among Girls are identified and the data and results in the descending order of the magnitude are given in Table 35.

Table 35

Prevalence of Sexual Abuse among Higher Secondary School Students for Girls

Sl. No.	Sexual Abuses	% of Prevalence
1	Looking in bad manner	16.0
2	Touching body parts while travelling in vehicles	12.0
3	Creating unwanted attachments	10.0
4	Showing indecent actions	7.0
5	Forcible kissing	6.0
6	Any other situations	5.0
7	Laughing in bad manner	5.0
8	Indecent behaviour during marriage or other functions	5.0
9	Talking in vulgar manner	4.0
10	Forcing to massage body parts of other persons	4.0
11	Telling vulgar stories	4.0
12	Showing dirty pictures	3.0
13	Forcing to show my private body parts	3.0
14	Showing photos or pictures of sexual intercourse	3.0
15	Peeping into bedroom or bathroom	3.0
16	Provoking by showing private parts of the body	2.0
17	Forcing to touch private parts of the body of other persons	2.0
18	Sexual intercourse	2.0
19	Giving sexual messages through mobile phones or writings	2.0
20	Doing sexual activities in front of me	1.0
21	Making to take nude photos	1.0

Table 35 reveals that, Looking in bad manner (16%), Touching body parts while travelling in vehicles (12%) and Creating unwanted attachments (10%) are the most prevalent Sexual Abuses among Girls. Other prevalent Abuses are; Showing indecent actions (7%), Forcible

kissing (6%), Any other situations (Behaving in vulgar manner, 5%), Laughing in bad manner (5%) and Indecent behaviour during marriage or other functions (5%). Percentages of Talking in vulgar manner (4%), Forcing to massage body parts of other persons (4%), Telling vulgar stories (4%), Showing dirty pictures (3%), Forcing to show my private body parts (3%), Showing photos or pictures of sexual intercourse (3%), Peeping into bedroom or bathroom (3%), Provoking by showing private parts of the body (2%), Forcing to touch private parts of the body of other persons (2%), Provoking for sexual intercourse (2%) and giving sexual messages through mobile phone or writings (2%) are low. The percentages of Doing sexual activities in front of me (1%) Making to take nude photos (1%) is very low.

So, among girls the prevalence of Sexual Abuses like, Looking in bad manner, Touching body parts while travelling in vehicles and Creating unwanted attachments are high and the prevalence of Sexual Abuses like, Doing sexual activities in front of me and Making to take nude photos are very low.

Prevalence of Sexual Abuse by Sources among Higher Secondary School Students for Girls.

The percentage of Sexual Abuse for Girls from different sources like father, mother, brother, sister, teacher, grandfather, grandmother, relatives, Neighbour and any others related to the child in the descending order of the magnitude is given in Table 36.

Table 36

Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Girls

Sl. No.	Sources	% of Prevalence
1	Others (Friends & Strangers)	54.6
2	Father	15.7
3	Neighbour	14.1
4	Relatives	7.0
5	Brother	2.7
6	Teacher	1.6
7	Mother	1.6
8	Grandfather	1.1
9	Sister	1.1
10	Grandmother	0.5

Table 36 reveals that among Girls, the major source of Sexual Abuse is Others including Friends and Strangers (54.6%) followed by Father (15.7%) and Neighbour (14.1%). Sexual Abuse from relatives is 7% and from Brother is 2.7%. Among Girls, Sexual Abuse from Teacher (1.6%), Mother (1.6%), Grandfather (1.1%), Sister (1.1%) and Grandmother (0.5%) is very low.

So, among Girls, most of the Sexual Abuses are from Others (Friends & Strangers) and Sexual Abuses from Teacher, Mother, Grandfather, Sister and Grandmother are very low.

The prevalence of Sexual Abuse (Total) by Sources among Higher Secondary school Students for Girls is presented in Figure 17.

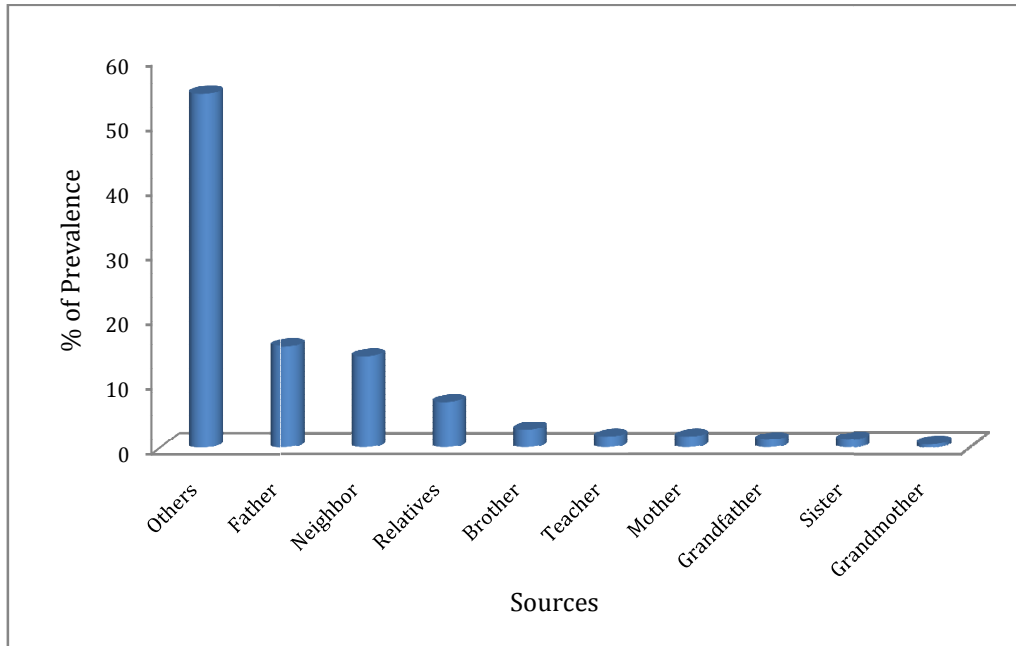


Figure 17. Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Girls

The graphical representation of the prevalence of Sexual Abuse (Total) by sources for Girls confirm to the data and results as shown in Table 36.

Prevalence of Sexual Abuse among Higher Secondary School Students for Low SES group.

The prevalence of different Sexual Abuses among the students with Low SES in the descending order of the magnitude is given in Table 37.

Table 37

Prevalence of Sexual Abuse among Higher Secondary School Students for Low SES group

Sl. No.	Sexual Abuses	% of Prevalence
1	Telling vulgar stories	11.5
2	Talking in vulgar manner	10.1
3	Showing indecent actions	7.7
4	Looking in bad manner	7.7
5	Showing dirty pictures	7.3
6	Showing photos or pictures of sexual intercourse	7.0
7	Touching body parts while travelling in vehicles	6.3
8	Giving sexual messages through mobile phones or writings	5.2
9	Laughing in bad manner	4.9
10	Creating unwanted attachments	4.5
11	Provoking by showing private parts of the body	4.5
12	Forcing to massage body parts of other persons	3.8
13	Sexual intercourse	3.5
14	Indecent behaviour during marriage or other functions	3.1
15	Forcing to show my private body parts	3.1
16	Forcible kissing	2.8
17	Forcing to touch private parts of the body of other persons	2.4
18	Doing sexual activities in front of me	1.7
19	Any other situations	1.0
20	Peeping into bedroom or bathroom	0.7
21	Making to take nude photos	0.7

The most prevalent Sexual Abuses among the students with Low SES are Telling vulgar stories (11.5%) and Talking in vulgar manner (10.1%). Other prevalent Sexual Abuses are Showing indecent actions (7.7%), Looking in bad manner (7.7%), Showing dirty pictures (7.3%), Touching body parts while travelling in vehicles (6.3%), Giving sexual

messages through mobile phone or writings (5.2%), Laughing in bad manner (4.9%), Creating unwanted attachments (4.5%) and Provoking by showing private parts of the body (4.5%). The prevalence of Abuses like Forcing to massage body parts of other persons (3.8%), Sexual intercourse (3.5%), Indecent behaviour during marriage or other functions (3%), Forcing to show my private body parts (3.1%), Forcible kissing (2.8%), Forcing to touch private parts of the body of other persons (2.4%), Doing sexual activities in front of the child (1.7%) and Any other situations (Behaving in vulgar manner, 1%) are low. The least prevalent Sexual Abuses are Peeping into bedroom or bathroom (0.7%) and Making to take nude photos (0.7%).

Among the students with Low SES, the most prevalent Sexual Abuses are Telling vulgar stories and Talking in vulgar manner and the least prevalent Sexual Abuses are Peeping into bedroom or bathroom and Making to take nude photos.

Prevalence of Sexual Abuse by Sources among Higher Secondary School Students for Low SES Group.

Percentage of Sexual Abuse from different sources like father, mother, brother, sister, grandfather, grandmother, teacher, relatives, neighbour for Low SES group in the descending order of the magnitude is given in Table 38.

Table 38

Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group

Sl. No.	Sources	% of Prevalence
1	Others (Friends & Strangers)	52.5
2	Teacher	11.0
3	Neighbour	10.2
4	Relatives	6.8
5	Brother	5.1
6	Father	4.2
7	Sister	2.6
8	Grandfather	2.5
9	Grandmother	2.5
10	Mother	2.5

From Table 38, it is clear that majority of the Sexual Abuse among the students with Low SES is from Others including Friends and Strangers (52.5%) followed by Teacher (11%) and Neighbour (10.2%). Sexual Abuse from Relatives is 6.8%, from Brother (5.1%) and from Father is 4.2%. Sexual Abuse from Sister (2.6%), Grandfather (2.5%), Grandmother (2.5%) and Mother (2.5%) is low.

Among the students with Low SES, the percentage of Sexual Abuse from Others (Friends & Strangers) are high and the percentages of Sexual Abuses from Sister, Grandfather, Grandmother and Mother are low.

The prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Low SES group is presented in Figure 18.

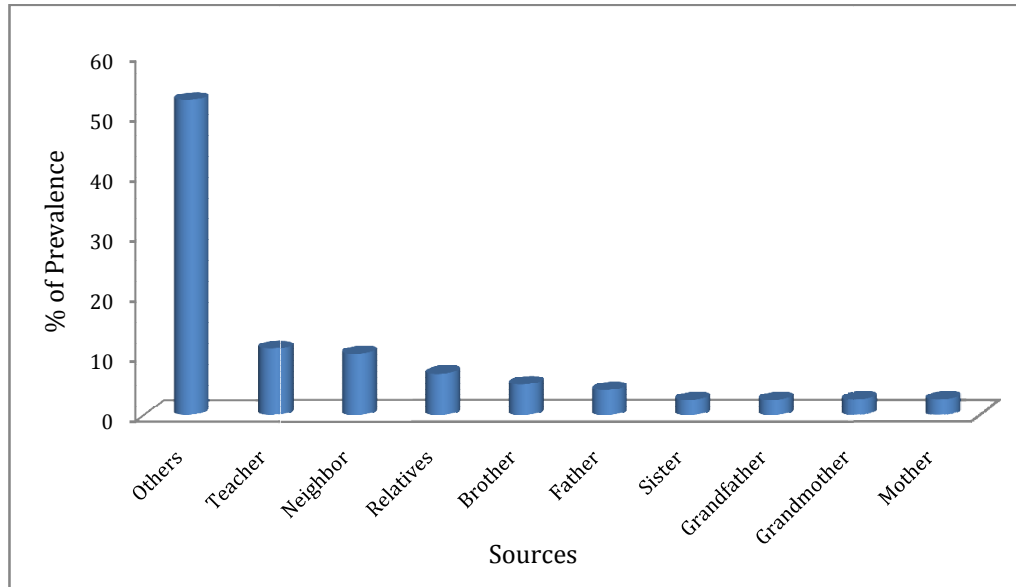


Figure 18. Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for Low SES Group

The graphical representation of the prevalence of Sexual Abuse (Total) by sources for Low SES group confirm to the data and results as shown in Table 38.

Prevalence of Sexual Abuse among Higher Secondary School Students for High SES group.

The percentages of different Sexual Abuses for the students with High SES in the descending order of the magnitude is given in Table 39.

Table 39

Prevalence of Sexual Abuse among Higher Secondary School Students for High SES Group

Sl. No.	Sexual Abuses	% of Prevalence
1	Talking in vulgar manner	9.7
2	Showing indecent actions	9.7
3	Telling vulgar stories	9.4
4	Looking in bad manner	9.0
5	Creating unwanted attachments	7.9
6	Touching body parts while travelling in vehicle	7.9
7	Showing dirty pictures	6.5
8	Showing photos or pictures of sexual intercourse	5.8
9	Laughing in bad manner	5.8
10	Giving sexual messages through mobile phones or writings	5.4
11	Forcing to massage body parts of other persons	4.3
12	Indecent behaviour during marriage or other functions	3.2
13	Provoking by showing private parts of the body	2.9
14	Forcing to touch private parts of the body of other persons	2.5
15	Forcing to show my private body parts	2.2
16	Forcible kissing	2.2
17	Sexual intercourse	1.4
18	Peeping into bedroom or bathroom	1.4
19	Any other situations	1.1
20	Doing sexual activities in front of me	1.1
21	Making to take nude photos	0.7

From Table 39, it is clear that the most frequent Sexual Abuses of students with High SES are; Talking in vulgar manner (9.7%), Showing indecent actions (9.7%), Telling vulgar stories (9.4%) and Looking in bad manner (9%). Other prevalent Sexual Abuses are Creating unwanted

attachments (7.9%), Touching body parts while travelling in vehicles (7.9%), Showing dirty pictures (6.5%), Showing photos or pictures of sexual intercourse (5.8%), Laughing in bad manner (5.8%) and Giving sexual messages through mobile phone or writings (5.4%). The prevalence of Abuses like, Forcing to massage body parts of other persons (4.3%), Indecent behaviour during marriage or other functions (3.2%), Provoking by showing private parts of the body (2.9%), Forcing to touch private parts of the body of other persons (2.5%), Forcing to show my private body parts (2.2%), Forcible kissing (2.2%), Sexual intercourse (1.4%) and Peeping into bedroom or bathroom (1.4%). The least prevalent Sexual Abuses are Any other situations (Behaving in vulgar manner, 1.1%), Doing sexual activities in front of me (1.1%) and Making to take nude photos (0.7%).

Among the students with High SES, the most prevalent Sexual Abuses are Talking in vulgar manner, Showing indecent actions, Telling vulgar stories and Looking in bad manner and the prevalence of Sexual Abuses like, Doing sexual activities in front of me and Making to take nude photos is very low.

Prevalence of Sexual Abuse by Sources among Higher Secondary School Students for High SES Group.

The percentage of the prevalence of Sexual Abuse from different sources like father, mother, brother, sister, grandfather, grandmother, teacher, relatives, Neighbour and any others related to the child for

High SES group in the descending order of the magnitude is given in Table 40.

Table 40

Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for High SES Group

Sl. No.	Sources	% of Prevalence
1	Others (Friends & Strangers)	56.3
2	Neighbour	10.1
3	Teacher	7.6
4	Relatives	6.7
5	Father	5.9
6	Brother	4.2
7	Grandfather	2.5
8	Sister	2.5
9	Mother	2.5
10	Grandmother	1.7

Among the students with High SES, the highest percentage of Sexual Abuse is from Others including Friends and Strangers (56.3%) then from Neighbour (10.1%). The next prevalent sources are; Teacher (7.6%), Relatives (6.7%), Father (5.9%) and Brother (4.2%). Sexual Abuse from Grandfather (2.5%), Sister (2.5%), Mother (2.5%) and Grandmother (1.7%) is very low.

For the students with High SES, the percentage of Sexual Abuse from Others (Friends & Strangers) is high and Sexual Abuse from Grandfather, Sister, Mother and Grandmother are very low.

The prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for High SES group is presented in Figure 19.

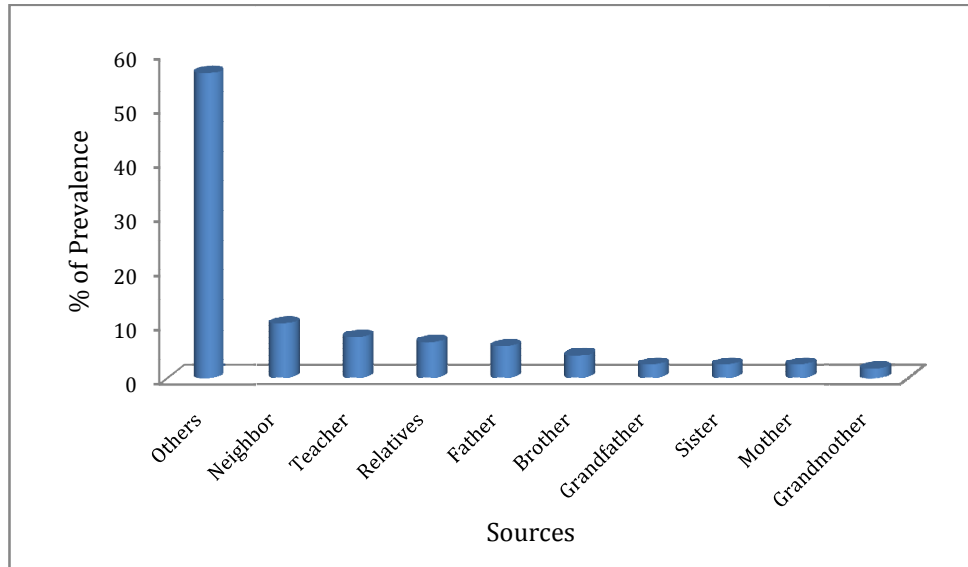


Figure 19. Prevalence of Sexual Abuse (Total) by Sources among Higher Secondary School Students for High SES Group

The graphical representation of the prevalence of Sexual Abuse (Total) from various sources for High SES group confirm to the data and results as shown in Table 40.

Levels of Sexual Abuse among Higher Secondary School Students.

The frequency and percentage of students in high, low and nil levels of Sexual Abuse are given in Table 41.

Table 41

Levels of Sexual Abuse among Higher Secondary School Students

Levels of Sexual Abuse	Frequency	%
High (score above 6)	51	8.5
Low (score 1-6)	107	17.8
Nil (score of 0)	442	73.7
Total	600	100

Table 41 shows that 8.5% of students experienced Sexual Abuse in high level, 17.8% of students experienced Sexual Abuse in low level and 73.7% of students did not experienced any kind of Sexual Abuse.

So, most of the Higher Secondary School Students did not experienced any kind of Sexual Abuse.

The levels of Sexual Abuse among Higher Secondary School Students is presented in Figure 20.

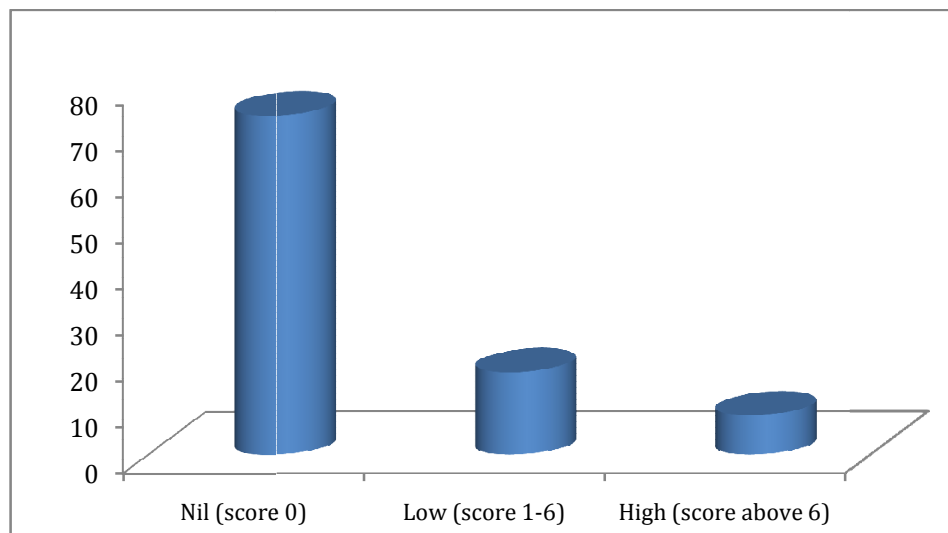


Figure 20. Levels of Sexual Abuse among Higher Secondary School Students

The graphical representation of the levels of Sexual Abuse among Higher Secondary School Students confirm to the data and results as shown in Table 41.

Levels of Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students

The classification of the dependent variables, Socio-Emotional Adjustment, Self-esteem and Academic Stress into high, average and low

levels were done on the basis of conventional procedure of sigma distance from the mean. Students with a score of mean + sigma and above for the variables Socio-Emotional Adjustment, Self-esteem and Academic Stress were treated as high level. Students with a score of mean - sigma and below were treated as low level and those having score in between mean + sigma and mean - sigma were treated as in average level. The data and results of the levels of Socio-Emotional Adjustment, Self-esteem and Academic Stress are given in Table 42.

Table 42

Levels of Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students

Variables	Sample	Low		Average		High	
		N	%	N	%	N	%
Socio-Emotional Adjustment	600	160	26.7	293	48.8	147	24.5
Self-Esteem	600	166	27.7	293	48.8	141	23.5
Academic Stress	600	153	25.5	297	49.5	150	25.0

Table 42 reveals that 48.8% (293) of students have average level of Socio-Emotional Adjustment, 26.7%(160) of students have low level of Socio-Emotional Adjustment and 24.5%(147) of students have high level of Socio-Emotional Adjustment.

For the variable Self-esteem, 27.7%(166) of students have low level of Self-esteem, 48.8% (293) students are with average level of Self-esteem and 23.5% (141) students are with high level of Self-esteem.

Out of 600 students, 25.5% (153) students have low level of Academic Stress, 49.5%(297) of students have average level of Academic Stress and 25%(150) students are with high level of Academic Stress.

Major Analysis-II

In this section, Chi-square Test of Independence and Mean Difference Analysis were used as the techniques for major analysis.

Chi-square Test of Independence

Chi-square Test is a non-parametric Test which is used to determine whether there is a significant association between two Nominal (Categorical) variables. The frequency of one Nominal (Categorical) variable is compared with different values of the second Nominal (Categorical) variable. The data can be displayed in a contingency table form.

In the present study, the investigator is used the Chi-square Test of Independence to study whether the Independent variables namely, Physical Abuse, Psychological Abuse and Sexual Abuse are independent or not of Gender and Socio-Economic Status among Higher Secondary School Students. The Chi-square Test is also used to find the significant association of Physical Abuse, Psychological Abuse and Sexual Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students.

Investigation of Group Differences in Independent Variables.

The distributions of independent variables namely Physical Abuse, Psychological Abuse and Sexual Abuse among Higher Secondary School Students are not normal. So Chi-square Test of Independence was carried out to find whether significant difference

exists in the prevalence of Physical Abuse, Psychological Abuse and Sexual Abuse between Boys and Girls and between Low SES and High SES groups among Higher Secondary School Students preparing data in contingency table form.

Group differences in Physical Abuse, Psychological Abuse and Sexual Abuse among Higher Secondary School Students.

Group differences in Physical Abuse, Psychological Abuse and Sexual Abuse based on Gender and Socio-Economic Status were found using Chi-square Test, preparing data in contingency table form.

Gender Difference in Physical Abuse among Higher Secondary School Students.

The data and results of Chi-square Test to find out the Gender difference in Physical Abuse is given in Table 43.

Table 43

Data and Results of Chi-square Test for the Levels of Physical Abuse by Gender

Variable	Level	Count & % within the Subsample	Gender		Total	χ^2 C=0.13
			Boys	Girls		
Physical Abuse	Nil (Score of 0)	Count %	60 21.9	62 19.0	122 20.3	9.50*
	Very low (Score 1-15)	Count %	156 56.9	218 66.9	374 62.3	
	Low (Score 16-30)	Count %	39 14.2	37 11.3	76 12.7	
	High (Score above 30)	Count %	19 6.9	9 2.8	28 4.7	
	Total	Count %	274 45.7	326 54.3	600 100	

* indicates $p < .05$

Table 43 shows that 56.9% Boys and 66.9% Girls experienced Physical Abuse in very low level, 14.2% Boys and 11.3% Girls experienced Physical Abuse in low level and 6.9% Boys and 2.8% Girls experienced Physical Abuse in high level. 21.9% Boys and 19% Girls are safe from any kind of Physical Abuse.

Table 43 shows that high and low levels of Physical Abuse are more among Boys than Girls. The chi-square value [$\chi^2(3, N=600)= 9.50, p < .05$] indicates that the percentage of students who were Physically Abused differ by Gender. The contingency coefficient value is 0.13.

So Gender difference in Physical Abuse among Higher Secondary School Students is significant.

The Levels of Physical Abuse among Boys and Girls are presented in Figure 21.

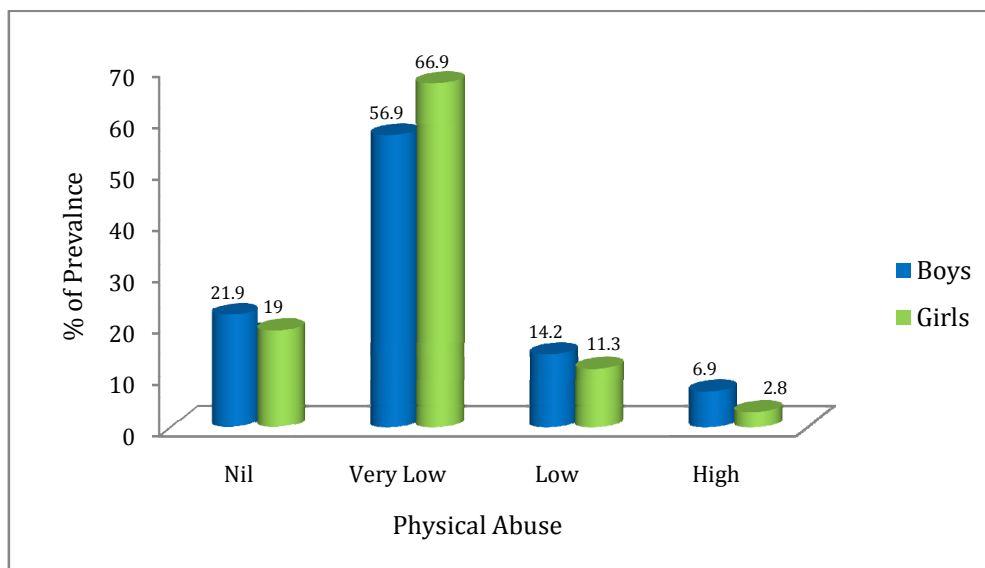


Figure 21. Levels of Physical Abuse among Higher Secondary School Students based on Gender

The graphical representation of the levels of Physical Abuse based on Gender confirm to the data and results as shown in Table 43.

SES Difference in Physical Abuse among Higher Secondary School Students.

To find the significant difference in Physical Abuse between Low SES and High SES groups, the investigator administered Chi-square Test of Independence preparing data in contingency table. The data and results are given in Table 44.

Table 44

Data and Results of Chi-square Test for the Levels of Physical Abuse by SES

Variable	Level	Count & % within the Subsample	SES		Total	χ^2 C=0.04
			Low	High		
Physical Abuse	Nil (Score of 0)	Count	49	73	122	0.81 ^{NS}
		%	18.9	21.5	20.3	
	Very low (Score 1-15)	Count	167	207	374	
		%	64.2	60.9	62.3	
	Low (Score 16-30)	Count	32	44	76	
		%	12.3	12.9	12.7	
	High (Score above 30)	Count	12	16	28	
		%	4.6	4.7	4.7	
	Total	Count	260	340	600	
		%	43.3	56.7	100	

NS indicates not significant

Table 44 shows that 64.2% of students with Low SES and 60.9% of students with High SES experienced Physical Abuse in very low level, 12.3% of students with Low SES and 12.9% with High SES experienced

low level of Physical Abuse and 4.6% of students with Low SES and 4.7% with High SES experienced Physical Abuse in high level.

The Chi-square value [$\chi^2(3, N= 600) = 0.81, p > .05$] indicates that the percentage of students who were Physically Abused did not differ by SES. The contingency coefficient value is 0.04.

So there is no significant difference in Physical Abuse between Low SES and High SES groups among Higher Secondary School Students.

The percentage of students with Low SES and High SES among Higher Secondary School Students in different Levels of Physical Abuse is presented in Figure 22.

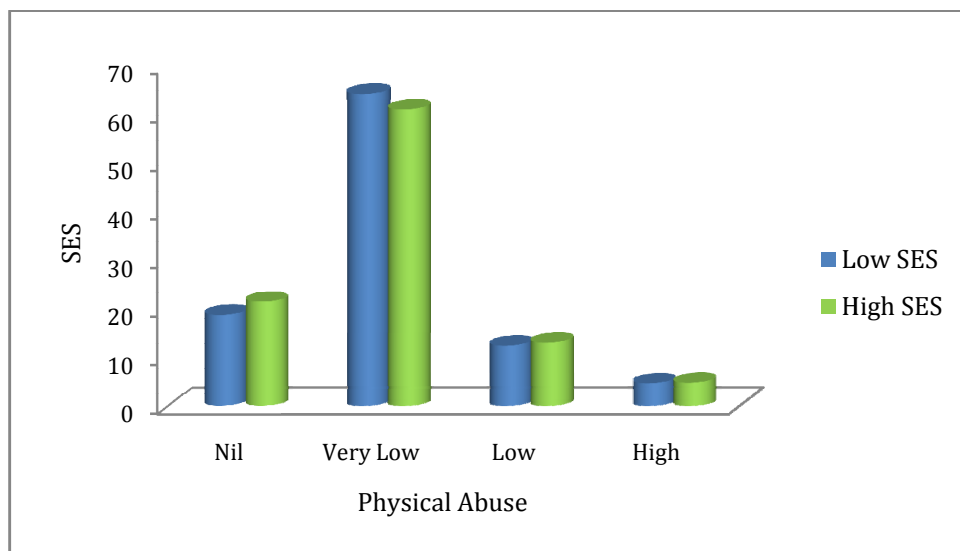


Figure 22. Levels of Physical Abuse among Higher Secondary School Students based on SES

The graphical representation of the levels of Physical Abuse based on SES confirm to the data and results as shown in Table 44.

Gender Difference in Psychological Abuse among Higher Secondary School Students.

The data and results of Chi-square Test for finding Gender Difference in Psychological Abuse is given in Table 45.

Table 45

Data and Results of Chi-square Test for the Levels of Psychological Abuse by Gender

Variable	Level	Count & % within the Subsample	Gender		Total	χ^2 C=0.15
			Boys	Girls		
Psychological Abuse	Nil (Score 0)	Count	33	37	70	14.33**
		%	12.0	11.3	11.7	
	Very low (Score 1-20)	Count	100	160	260	
		%	36.5	49.1	43.3	
	Low (Score 21-40)	Count	58	69	127	
		%	21.2	21.2	21.2	
	High (Score above 40)	Count	83	60	143	
		%	30.3	18.4	23.8	
	Total	Count	274	326	600	
		%	45.7	54.3	100	

** indicates $p < .01$

From Table 45, it is clear that 36.5% of Boys and 49.1% of Girls experienced Psychological Abuse in very low level, 21.2% of Boys and Girls experienced Psychological Abuse in low level and 30.3% of Boys and 18.4% of Girls experienced Psychological Abuse in high level. Only 12% Boys and 11.3% Girls are safe from any kind of Psychological Abuse.

High level of Psychological Abuse is more among Boys (30.3%) than Girls (18.4%). The Chi-square value [$\chi^2(3, N= 600) = 14.33, p < .01$] indicates that the percentage of students who were Psychologically Abused differ by Gender. The contingency coefficient value is 0.15.

So, *Gender difference in Psychological Abuse among Higher Secondary School Students is significant.*

The percentage of Boys and Girls among Higher Secondary School Students in different Levels of Psychological Abuse is presented in Figure 23.

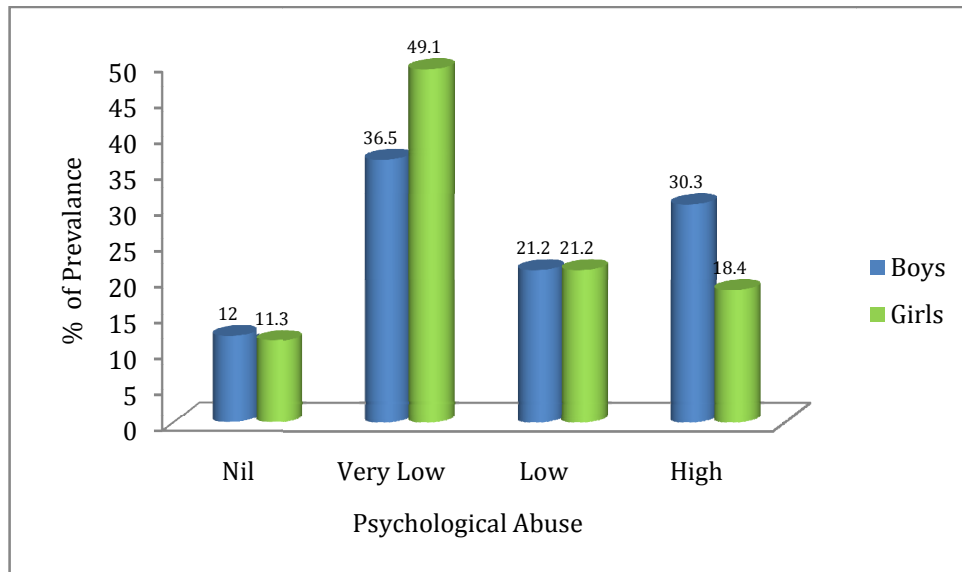


Figure 23. Levels of Psychological Abuse among Higher Secondary School Students based on Gender.

The graphical representation of the levels of Psychological Abuse based on Gender confirm to the data and results as shown in Table 45.

SES Difference in Psychological Abuse among Higher Secondary School Students.

To find the significant difference in Psychological Abuse between Low SES and High SES groups the investigator administered Chi-square Test of Independence preparing data in contingency table. The data and results are given in Table 46.

Table 46

Data and Results of Chi-square Test for the Levels of Psychological Abuse based on SES

Variable	Level	Count & % within the Subsample	SES		Total	χ^2 C=0.03
			Low	High		
Psychological Abuse	Nil (Score of 0)	Count	30	40	70	0.51 ^{NS}
		%	11.5	11.8	11.7	
	Very low (Score 1-20)	Count	109	151	260	
		%	41.9	44.4	43.3	
	Low (Score 21-40)	Count	56	71	127	
		%	21.5	20.9	21.2	
	High (Score above40)	Count	65	78	143	
		%	25.0	22.9	23.8	
	Total	Count	260	340	600	
		%	43.3	56.7	100	

NS indicates Not Significant

From Table 46, it is clear that 41.9% of students with Low SES and 44.4% of students with High SES experienced Psychological Abuse in very low level, 21.5% of students with Low SES and 20.9% of students with High SES have experienced Psychological Abuse in low level and 25% of students with Low SES and 22.9% of students with High SES experienced high level of Psychological Abuse.

The Chi-square value [$\chi^2(3, N= 600) = 0.51, p > .05$] indicates that the percentage of students who were Psychologically Abused did not differ by SES. The contingency coefficient value is 0.03.

Among Higher Secondary School Students, *there is no significant difference in Psychological Abuse between Low SES and High SES groups.*

The percentage of students with Low SES and High SES among Higher Secondary School Students in different Levels of Psychological Abuse is presented in Figure 24.

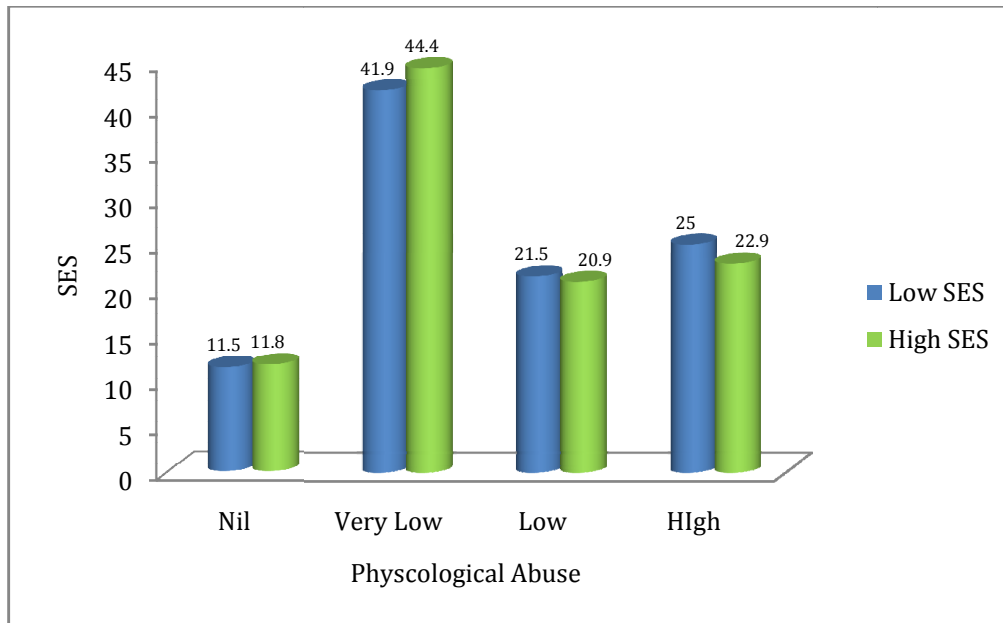


Figure 24. Levels of Psychological Abuse among Higher Secondary School Students based on SES.

The graphical representation of the levels of Psychological Abuse based on SES confirm to the data and results as shown in Table 46.

Gender Difference in Sexual Abuse among Higher Secondary School Students.

To find out the Gender Difference in Sexual Abuse, Chi-square Test of Independence is carried out preparing data in contingency table form. The data and results are given in Table 47.

Table 47

Data and Results of Chi-square Test for the Levels of Sexual Abuse by Gender

Variable	Level	Count & % within the Subsample	Gender		Total	χ^2 C=0.24
			Boys	Girls		
Sexual Abuse	Nil (Score of 0)	Count	173	269	442	35.20**
		%	63.1	82.5	73.7	
	Low (Score 1-6)	Count	61	46	107	
		%	22.3	14.1	17.8	
	High (Score above 6)	Count	40	11	51	
		%	14.6	3.4	8.5	
Total	Count	274	326	600		
	%	45.7	54.3	100		

** indicates $p < .01$

Table 47 reveals that 22.3% Boys and 14.1% Girls experienced Sexual Abuse in low level, 14.6% Boys and 3.4% Girls experienced Sexual Abuse in high level and 63.1% Boys and 82.5% girls are did not experienced any kind of Sexual Abuse.

High and low levels of Sexual Abuse are more among Boys than Girls. The Chi-square value [$\chi^2(2, N= 600) = 35.20, p < .01$] indicates that the percentage of students who were Sexually Abused differ by Gender. The contingency coefficient value is 0.24.

So, there is significant difference in Sexual Abuse between Boys and Girls among Higher Secondary School Students.

The percentage of Boys and Girls among Higher Secondary School Students in the different Levels of Sexual Abuse is visually represented in Figure 25.

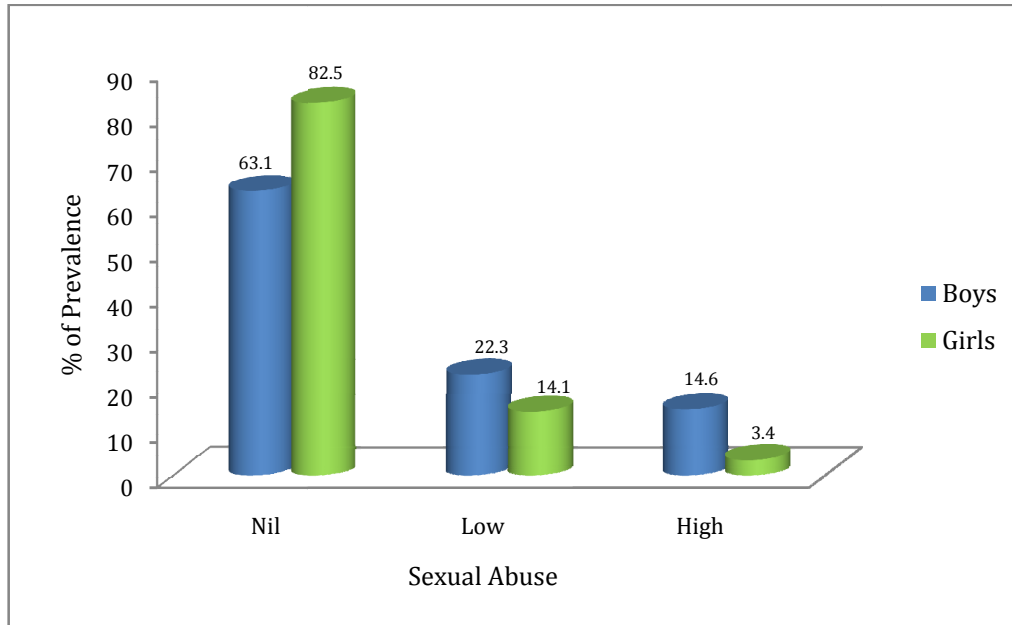


Figure 25. Levels of Sexual Abuse among Higher Secondary School Students based on Gender.

The graphical representation of the levels of Sexual Abuse based on Gender confirm to the data and results as shown in Table 47.

SES Difference in Sexual Abuse among Higher Secondary School Students.

To find out the significant difference in Sexual Abuse between Low SES and High SES groups, the investigator administered Chi-square Test of Independence preparing data in contingency table. The data and results are given in Table 48.

Table 48

Data and Results of Chi-square Test for the Levels of Sexual Abuse by SES

Variable	Level	Count & % within the Subsample	SES		Total	χ^2 C=0.07
			Low	High		
Sexual Abuse	Nil (Score of 0)	Count	182	260	442	3.18 ^{NS}
		%	70.0	76.5	73.7	
	Low (Score 1-6)	Count	53	54	107	
		%	20.4	15.9	17.8	
	High(Score above 6)	Count	25	26	51	
		%	9.6	7.6	8.5	
Total	Count	260	340	600		
	%	43.3	56.7	100		

NS indicates not significant

Table 48 shows that 20.4% of students with Low SES and 15.9% of students with High SES experienced Sexual Abuse in low level and 9.6% of students with Low SES and 7.6% of students with High SES experienced Sexual Abuse in high level. 70% of students with Low SES and 76.5% of students with High SES are safe from any kind of Sexual Abuse.

The Chi-square value [$\chi^2(2, N= 600) = 3.18, p > .05$] indicates that the percentage of students who were Sexually Abused did not differ by SES. The contingency coefficient value is 0.07.

No significant difference exists in Sexual Abuse between Low SES and High SES groups among Higher Secondary School Students.

The percentage of students with Low SES and High SES among Higher Secondary School Students in different Levels of Sexual Abuse is presented in Figure 26.

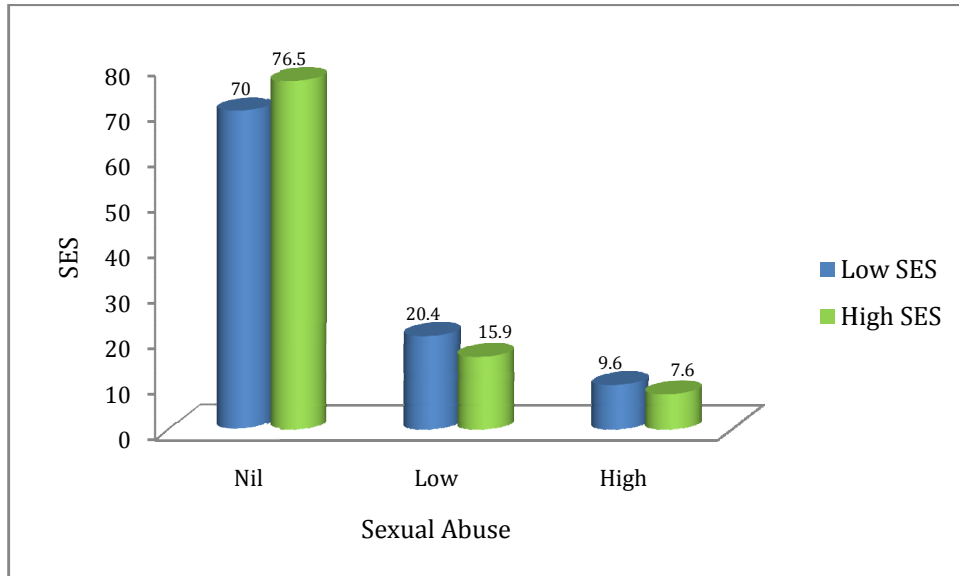


Figure 26. Levels of Sexual Abuse among Higher Secondary School Students based on SES.

The graphical representation of the levels of Sexual Abuse based on SES confirm to the data and results as shown in Table 48.

Mean Difference Analysis

In the present study Mean Difference Analysis is used to find out the significant difference in the Dependent Variables based on Gender and Socio-Economic Status among Higher Secondary School Students.

Investigation of Group difference in Dependent Variables.

To find out whether there exists any significant difference in Dependent Variables namely, Socio-Emotional Adjustment, Self-esteem and Academic Stress based on Gender and Socio-Economic Status, the investigator administered t -Test.

Gender difference in Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.

To find out the Gender differences in the select dependent variables namely, Socio-Emotional Adjustment, Self-esteem and Academic Stress, the data were analyzed using t test and the results are given in Table 49.

Table 49

Data and Results of the Test of Significance of Difference between the Mean Scores of the Dependent Variables based on Gender

Variables	Groups compared	N	Mean	Standard Deviation	t- value
Socio-Emotional Adjustment	Male	274	145.08	15.13	5.819**
	Female	326	151.98	13.89	
Self-Esteem	Male	274	37.15	8.475	2.531*
	Female	326	39.09	10.304	
Academic Stress	Male	274	80.30	24.607	1.948 ^{NS}
	Female	326	76.61	21.856	

** indicates P< .01

* indicates P< .05

NS: indicates not significant

From Table 49, the t- value (5.819) obtained for the variable Socio-Emotional Adjustment indicates that there exists significant difference between the mean scores of Male and Female students among Higher Secondary School Students. The mean score indicates that Socio-Emotional Adjustment is more among Girls than Boys.

The t- value obtained for Male and Female students for the variable Self-esteem is 2.531 which is significant at 0.05 level of significance. It indicates that the mean scores of Self-esteem of Male and

Female students differ significantly. The mean score indicates that self-esteem is more among Female students than Male students.

The t value (1.948) obtained for the variable Academic Stress indicates that there is no significant difference between the mean scores of Male and Female students.

So among Higher Secondary School Students, *there exists significant difference in Socio- Emotional Adjustment and Self-esteem based on Gender* and there is no significant difference in Academic Stress based on Gender.

SES difference in Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.

To find out the SES differences for the select dependent variables namely, Socio-Emotional Adjustment, Self-esteem and Academic Stress, the data were analyzed using t test and the results are given in Table 50.

Table 50

Data and Results of Test of Significance of Difference between the Mean Scores of Dependent Variables based on SES

Variables	Groups Compared	N	Mean	SD	t- value
Socio-Emotional Adjustment	Low SES	260	147.65	14.97	1.649 ^{NS}
	High SES	340	149.67	14.75	
Self-esteem	Low SES	260	37.02	9.23	2.663 ^{**}
	High SES	340	39.10	9.69	
Academic Stress	Low SES	260	79.47	23.29	1.063 ^{NS}
	High SES	340	77.43	23.16	

** indicates P< .01

NS indicates not significant

From Table 50, it is clear that for the variables Socio-Emotional Adjustment and Academic Stress there exists no significant difference between Low SES and High SES groups. The t value (2.66) obtained for the comparison between the Self-esteem based on SES indicates that there exists significant difference in Self-esteem between Low SES and High SES groups at 0.01 level.

So among Higher Secondary School Students, *there exists significant difference in Self-esteem based on SES* and there is no significant difference in Socio-Emotional Adjustment and Academic Stress based on SES.

Association of Independent Variables with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students

To find out the association of independent variables viz., Physical Abuse, Psychological Abuse and Sexual Abuse with dependent variables viz., Socio-Emotional Adjustment, Self-esteem and Academic Stress, the investigator carried out the Chi-square Test of Independence preparing data in contingency table form.

Association between Physical Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.

Chi-square Test of Independence is used for finding the association between Physical Abuse and Socio-Emotional Adjustment

among Higher Secondary School Students. For this the investigator considered Low, Average and High levels of Socio-Emotional Adjustment and four categories of Physical Abuse namely, Nil, Very low, Low and High. The data and results are given in Table 51.

Table 51

Data and Results of Chi-square Test for the Association between Physical Abuse and Socio-Emotional Adjustment

Variable	Level	Count & % within the level of Physical Abuse	Level of Physical Abuse				Total	χ^2
			Nil (Score of 0)	Very low (Score 1-15)	Low (Score 16-30)	High (Score above 30)		C=0.17
Socio-Emotional Adjustment	Low	Count	32	90	22	16	160	18.82**
		%	26.2	24.1	28.9	57.1	26.7	
	Average	Count	53	191	40	9	293	
		%	43.4	51.1	52.6	32.1	48.8	
	High	Count	37	93	14	3	147	
		%	30.3	24.9	18.4	10.7	24.5	
Total	Count	122	374	76	28	600		
	%	100	100	100	100	100		

** indicates $p < .01$

Table 51 shows that in case of students with nil level of Physical Abuse; 26.2% have low Socio-Emotional Adjustment (SEA), 43.4% students have average SEA and 30.3% students have high SEA. In the very low level of Physical Abuse; 24.1% students have low SEA, 51.1% students have average level of SEA and 24.9 percent students have high level of SEA. In the low level of Physical Abuse; 28.9% students have low level of SEA, 52.6% students have average level of SEA and 18.4% students have high level of SEA. For the students with high level

of Physical Abuse; 57.1% shown to have low level of SEA, 32.1% students have average level of SEA and 10.7% students have high level of SEA.

Table 51 also shows that high level of SEA is more among the nil and very low level of Physical Abuse and low level of SEA is more among Higher Secondary School Students in the high and low levels of Physical Abuse. That means, the students without any kind of Physical Abuse and the students with very low level of physical Abuse shown to have high level of Socio-Emotional Adjustment and the students with low and high level of Physical Abuse shown to have low level of Socio-Emotional Adjustment. To find out whether the level of incidence of Physical Abuse has any significant association with Socio-Emotional Adjustment, the investigator administered the Chi-square Test of Independence preparing data in contingency table form.

The association between level of Physical Abuse and level of Socio-Emotional Adjustment was significant, [$\chi^2(6, N= 600) = 18.82, p < .01$]. The contingency coefficient value is 0.17.

Among Higher Secondary School Students, there is significant association between Physical Abuse and Socio-Emotional Adjustment.

The association between level of Physical Abuse and Socio-Emotional Adjustment among Higher Secondary School Students is presented in Figure 27.

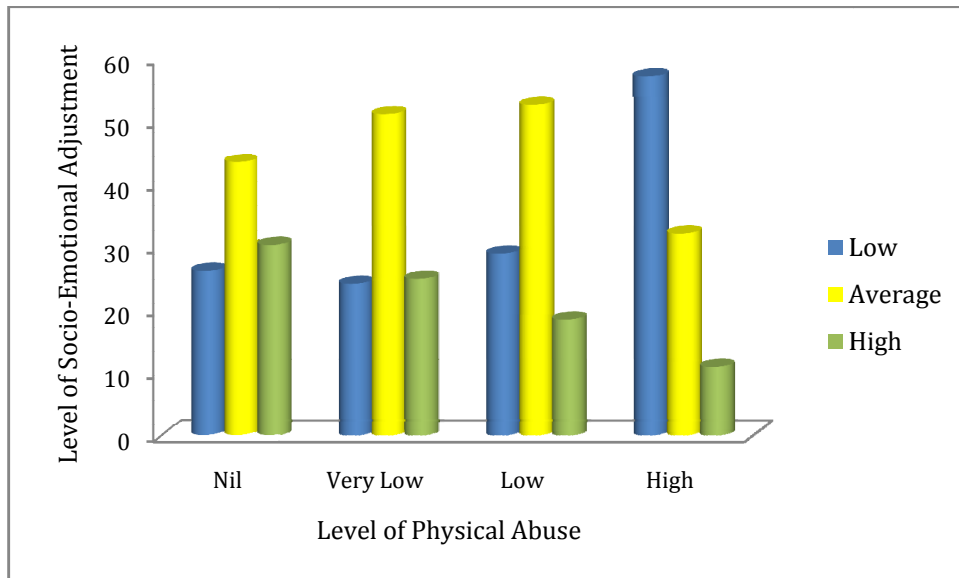


Figure 27. Association between Physical Abuse and Socio-Emotional Adjustment among Higher Secondary School Students

The graphical representation of the association between Physical Abuse and Socio-Emotional Adjustment confirms to the data and results as shown in Table 51.

Association between Physical Abuse and Self-esteem among Higher Secondary School Students.

Chi-square Test of Independence is administered for finding the association between Physical Abuse and Self-esteem. For this the investigator considered Low, Average and High levels of Self-esteem and four categories of Physical Abuse namely, Nil, Very low, Low and High. The data and results are given in Table 52.

Table 52

Data and Results of Chi-square Test for the Association between Physical Abuse and Self-esteem

Variable	Level	Count & % within the level of Physical Abuse	Level of Physical Abuse				Total	χ^2 C=0.12
			Nil (Score of 0)	Very low (Score 1-15)	Low (Score 16-30)	High (Score above 30)		
Self-esteem	Low	Count	29	100	26	11	166	8.60 ^{NS}
		%	23.8	26.7	34.2	39.3	27.7	
	Average	Count	58	186	34	15	293	
		%	47.5	49.7	44.7	53.6	48.8	
	High	Count	35	88	16	2	141	
		%	28.7	23.5	21.1	7.1	23.5	
Total	Count	122	374	76	28	600		
	%	100	100	100	100	100		

NS indicates not significant

Table 52 reveals that in the nil level of Physical Abuse; 23.8% students have low level of Self-esteem, 47.5% students have average level of Self-esteem and 28.7% students have high level of Self-esteem. In the very low level of Physical Abuse; 26.7% students have low Self-esteem, 49.7% students have average level of Self-esteem and 23.5% students have high level of Self-esteem. In the low level of Physical Abuse; 34.2% students have low level of Self-esteem, 44.7% students have average level of Self-esteem and 21.1% have high level of Self-esteem. In the high level of Physical Abuse; 39.3% students have low level of Self-esteem, 53.6% students have average Self-esteem and 7.1% students have high level of Self-esteem.

From Table 52, it is also clear that high level of Self-esteem is more among the nil and very low level of Physical Abuse and low level of Self-esteem is more among the high and low levels of Physical Abuse. That is the students who have not undergone any kind of Physical Abuse and the students with very low level of Physical Abuse are shown to have high level of Self-esteem while the students with high and low level of Physical Abuse are shown to have low level of Self-esteem. The association between Physical Abuse and Self-esteem is in reverse direction.

And there is no significant association between Physical Abuse and Self-esteem being the [$\chi^2(6, N= 600) = 8.60, p > .05$]. The value of contingency coefficient is 0.12.

So, the association between Physical Abuse and Self-esteem among Higher Secondary School Students is not significant.

The association between level of Physical Abuse and Self-esteem among Higher Secondary School Students is visually represented in Figure 28.

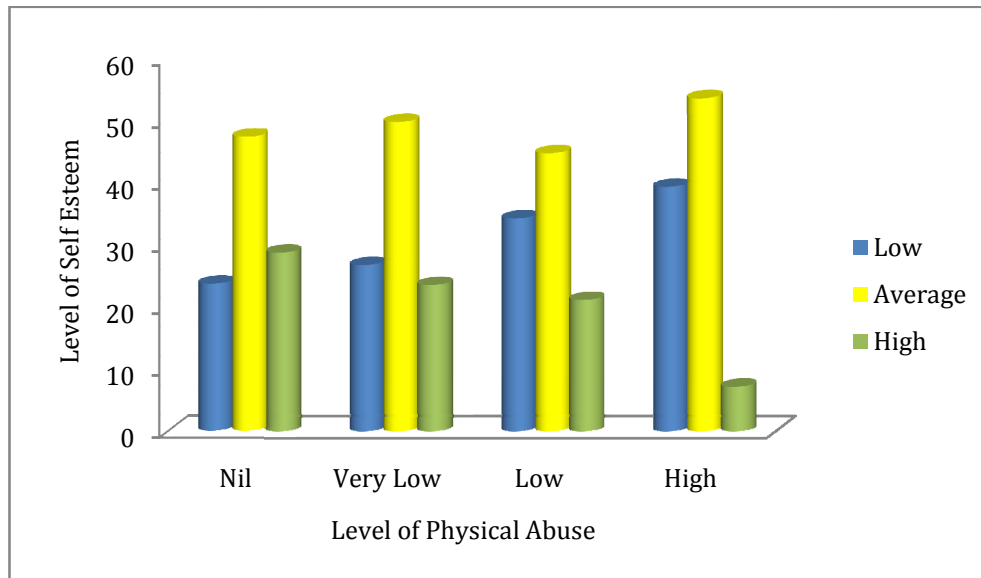


Figure 28. Association between Physical Abuse and Self-esteem among Higher Secondary School Students

The graphical representation of the association between Physical Abuse and Self-esteem confirms to the data and results as shown in Table 52.

Association between Physical Abuse and Academic Stress among Higher Secondary School Students.

Chi-square Test of Independence is administered for finding the association between Physical Abuse and Academic Stress. For this the investigator considered Low, Average and High levels of Academic Stress and four categories of Physical Abuse namely, Nil, Very low, Low and High Physical Abuse. The data and results are given in Table 53.

Table 53

Data and Results of Chi-square Test for the Association between Physical Abuse and Academic Stress

Variable	Level	Count & % within the level of Physical Abuse	Level of Physical Abuse				Total	χ^2 C=0.13
			Nil (Score of 0)	Very low (Score 1-15)	Low (Score 16-30)	High (Score above 30)		
Academic stress	Low	Count	37	100	12	4	153	10.87 ^{NS}
		%	30.3	26.7	15.8	14.3	25.5	
	Average	Count	61	183	37	16	297	
		%	50.0	48.9	48.7	57.1	49.5	
	High	Count	24	91	27	8	150	
		%	19.7	24.3	35.5	28.6	25.0	
Total	Count	122	374	76	28	600		
	%	100	100	100	100	100		

NS indicates not significant

Table 53 shows that in the nil level of Physical Abuse; 30.3% students have low level of Academic Stress, 50% students have average level of Academic Stress and 19.7% students have high level of Academic Stress. In the very low level of Physical Abuse; 26.7% students have low level of Academic Stress, 48.9% students have average level of Academic Stress and 24.3% students have high Academic Stress. In the low level of Physical Abuse; 15.8% students have low Academic Stress, 48.7% students have average level of Academic Stress and 35.5% students have high Academic Stress. In the high level of Physical Abuse; 14.3% students have low Academic Stress, 57.1% students have average Academic Stress and 28.6% students have high Academic Stress.

Table 53 shows that high Academic Stress is more among low and high level of Physical Abuse and low Academic Stress is more

among the nil and very low level of Physical Abuse. That means students with low and high level of Physical Abuse are shown to have high level of Academic Stress and students without any kind of Physical Abuse or students with very low level of Physical Abuse are shown to have low level of Academic Stress.

The Chi-square value [$\chi^2(6, N= 600) = 10.87, p > .05$] indicates that there is no significant association between level of Physical Abuse and level of Academic Stress.

So the association of Physical Abuse with Academic Stress among Higher Secondary School Students is not significant.

The association between level of Physical Abuse and level of Academic Stress among Higher Secondary School Students is visually represented in Figure 29.

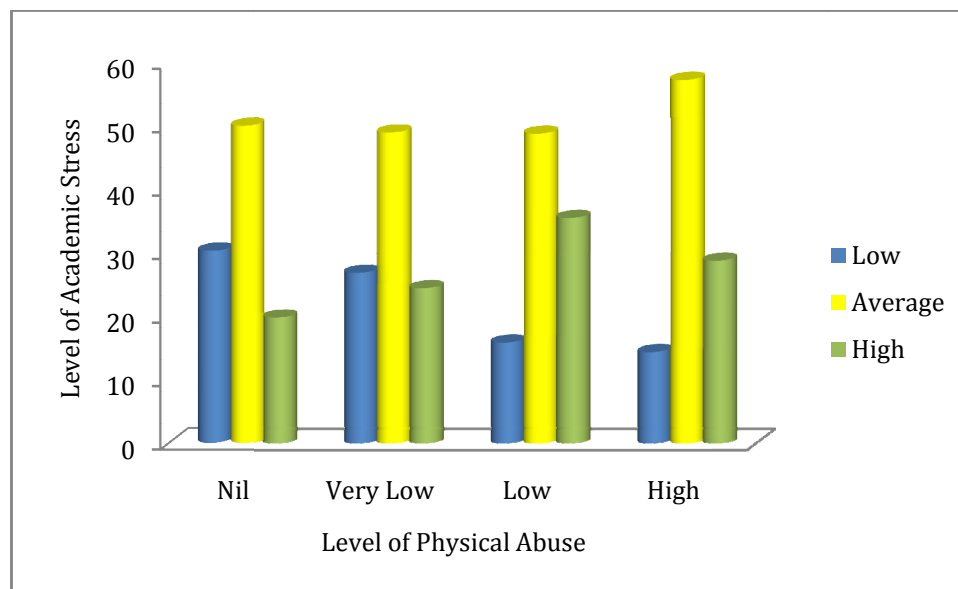


Figure 29. Association between Physical Abuse and Academic Stress among Higher Secondary School Students

The graphical representation of the association between Physical Abuse and Academic Stress confirms to the data and results as shown in Table 53.

Association between Psychological Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.

Chi-square test of Independence is administered for finding the association between Psychological Abuse and Socio-Emotional Adjustment. For this the investigator considered Low, Average and High levels of Academic Stress and four categories of Psychological Abuse namely, Nil, Very low, Low and High. The data and results are given in Table 54.

Table 54

Data and Results of Chi-square Test for the Association between Psychological Abuse and Socio-Emotional Adjustment

Variable	Level	Count & % within the level of Psychological Abuse	Level of Psychological Abuse				Total	χ^2 C=0.22
			Nil (Score of 0)	Very low (Score 1-20)	Low (Score 21-40)	High (Score above 40)		
Socio-Emotional Adjustment	Low	Count	15	61	35	49	160	28.94**
		%	21.4	23.5	27.6	34.3	26.7	
	Average	Count	27	121	68	77	293	
		%	38.6	46.5	53.5	53.8	48.8	
	High	Count	28	78	24	17	147	
		%	40.0	30.0	18.9	11.9	24.5	
Total	Count	70	260	127	143	600		
	%	100	100	100	100	100		

** indicates $p < .01$

Table 54 shows that in the nil level of Psychological Abuse; 21.4% students have low Socio-Emotional Adjustment (SEA), 38.6% students have average level of SEA and 40% students have high level of SEA. In the very low level of Psychological Abuse; 23.5% students have low level of SEA, 46.5% students have average level of SEA and 30% students have high level of SEA. In the low level of Psychological Abuse; 27.6% students have low SEA, 53.5% students have average level of SEA and 18.9% students have high level of SEA. In the high level of Psychological Abuse; 34.3% students have low SEA, 53.8% students have average SEA and 11.9% students have high level of SEA.

Table 54 reveals that high SEA is more among the nil and very low levels of Psychological Abuse and low SEA is more among the high and low level of Psychological Abuse. That means the students without any kind of Psychological Abuse or with very low level of Psychological Abuse are shown to have high level of SEA and the students who have experienced high or low levels of Psychological Abuse are shown to have low level of SEA.

The association between level of Psychological Abuse and level of Socio-Emotional Adjustment was significant, [χ^2 (6, N= 600) = 28.94, $p < .01$] at 0.01 level. The contingency coefficient value is 0.22.

Among Higher Secondary School Students, *there is significant association between Psychological Abuse and Socio-Emotional Adjustment.*

The association between level of Psychological Abuse and Socio-Emotional Adjustment among Higher Secondary School Students is presented in Figure 30.

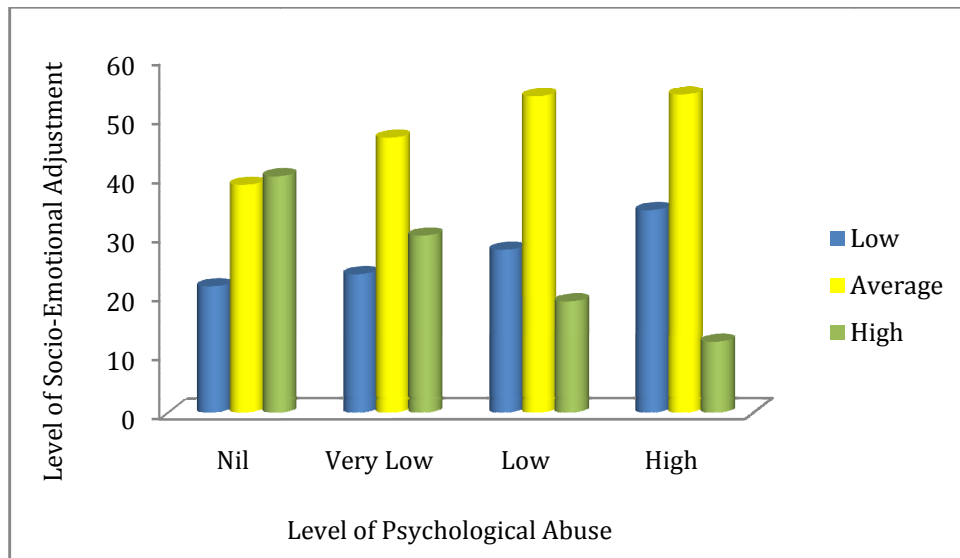


Figure 30. Association between Psychological Abuse and Emotional Adjustment among Higher Secondary School Students

The graphical representation of the association between Psychological Abuse and Socio-Emotional Adjustment confirms to the data and results as shown in Table 54.

Association between Psychological Abuse and Self-esteem among Higher Secondary School Students.

To find out the association between Psychological Abuse and Self-esteem the investigator carried out the Chi-square Test of Independence by preparing data in contingency table form. For this the investigator considered three levels of Self-esteem viz., low, average and high and four levels of Psychological Abuse viz., nil, very low, low, and high. The data and results are given in Table 55.

Table 55

Data and Results of Chi-square Test for the Association between Psychological Abuse and Self-esteem

Variable	Level	Count & % within the level of Psychological Abuse	Level of Psychological Abuse				Total	χ^2 C=0.26
			Nil (Score of 0)	Very low (Score 1- 20)	Low (Score 21-40)	High (Score above 40)		
Self-esteem	Low	Count	14	54	33	65	166	44.85**
		%	20.0	20.8	26.0	45.5	27.7	
	Average	Count	31	129	69	64	293	
		%	44.3	49.6	54.3	44.8	48.8	
	High	Count	25	77	25	14	141	
		%	35.7	29.6	19.7	9.8	23.5	
Total	Count	70	260	127	143	600		
	%	100	100	100	100	100		

** indicates $p < .01$

Table 55 reveals that in the nil level of Psychological Abuse; 20% students have low Self-esteem, 44.3% students have average Self-esteem and 35.7% students have high Self-esteem. In the very low level of Psychological Abuse; 20.8% students have low Self-esteem, 49.6% students have average Self-esteem and 29.6% students have high level of Self-esteem. In the low level of Psychological Abuse; 26% students have low Self-esteem, 54.3% students have average Self-esteem and 19.7% students have high Self-esteem. In the high level of Psychological Abuse; 45.5% students have low Self-esteem, 44.5% students have average Self-esteem and 9.8% students have high Self-esteem.

From the Results, Students having low Self-esteem are more among the high and low level of Psychological abuse and students with

high Self-esteem are more among the nil and very low level of Psychological abuse. That is students who have gone through low and high level of Psychological Abuse are shown to have low level of Self-esteem and the students without any kind of Psychological Abuse or with very low level of Psychological Abuse are shown to have high level of Self-esteem.

There is significant association between Psychological Abuse and Self-esteem being the Chi-square value [χ^2 (6, N= 600) = 44.85, $p < .01$]. The contingency coefficient value is 0.26.

The association between level of Psychological Abuse and Self-esteem among Higher Secondary School Students is presented in Figure 31.

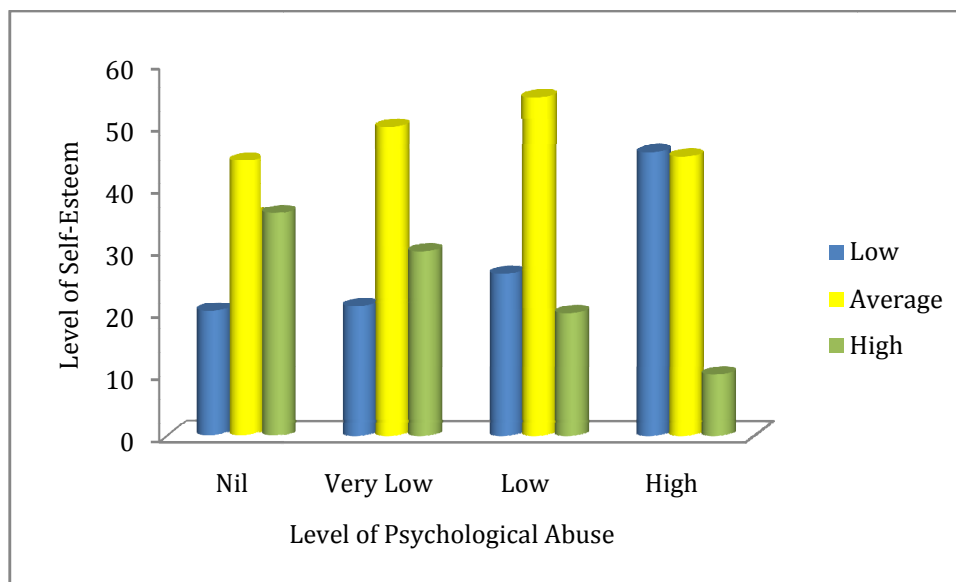


Figure 31. Association between Psychological Abuse and Self-Esteem among Higher Secondary School Students

The graphical representation of the association between Psychological Abuse and Self-esteem confirms to the data and results as shown in Table 55.

Association between Psychological Abuse and Academic Stress among Higher Secondary School Students.

To find the association between Psychological Abuse and Academic Stress, the investigator carried out the Chi-square Test of Independence by preparing data in contingency table form. For this the investigator considered three levels of Academic Stress viz., low, average and high and four levels of Psychological Abuse viz., nil, very low, low, and high. The data and results are given in Table 56.

Table 56

Data and Results of Chi-square Test for the Association between Psychological Abuse and Academic Stress

Variable	Level	Count & % within the level of Psychological Abuse	Level of Psychological Abuse				Total	χ^2
			Nil (Score of 0)	Very low (Score 1-20)	Low (Score 21- 40)	High (Score above 40)		C=0.43
Academic Stress	Low	Count	41	80	19	13	153	133.73**
		%	58.6	30.8	15.0	9.1	25.5	
	Average	Count	23	151	66	57	297	
		%	32.9	58.1	52.0	39.9	49.5	
	High	Count	6	29	42	73	150	
		%	8.6	11.2	33.1	51.0	25.0	
Total	Count	70	260	127	143	600		
	%	100	100	100	100	100		

** indicates p < .01

Table 56 shows that in the nil level of Psychological Abuse; 58.6% students have low level of Academic Stress, 32.9% students have average level of Academic Stress and 8.6% students have high level of Academic Stress. In the very low level of Psychological Abuse; 30.8% students have low level of Academic Stress, 58.1% students have average level of Academic Stress and 11.2% students have high Academic Stress. In the low level of Psychological Abuse; 15% students have low level of Academic Stress, 52% students have average level of Academic Stress and 33.1% students have high Academic Stress. In the high level of Psychological Abuse; 9.1% students have low Academic Stress, 39.9% students have average level of Academic Stress and 51% students have high level of Academic Stress.

High level of Academic Stress is more among high and low level of Psychological Abuse. Students with average level of Academic Stress are more among very low and low level of Psychological Abuse and students with low Academic Stress are more among the nil and very low levels of Psychological Abuse. That is the students who have experienced Psychological Abuse in high and low levels are shown to have high level of Academic Stress and the students without any kind of Psychological Abuse or with very low level of Psychological Abuse are shown to have low level of Academic Stress.

There is significant association between Psychological Abuse and Academic Stress being the chi-square value [$\chi^2(6, N= 600) = 133.73, p < .01$]. The contingency coefficient value is 0.43.

The association between Psychological Abuse and Academic Stress is significant among Higher Secondary School Students

The association between level of Psychological Abuse and Academic Stress among Higher Secondary School Students is presented in Figure 32.

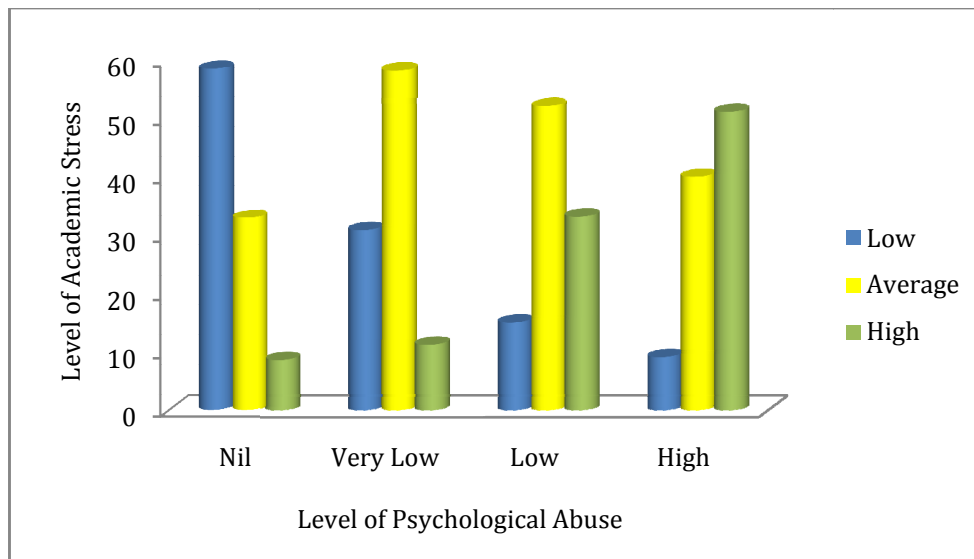


Figure 32. Association between Psychological Abuse and Academic Stress among Higher Secondary School Students

The graphical representation of the association between Psychological Abuse and Academic Stress confirms to the data and results as shown in Table 56.

Association between Sexual Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.

Chi-square Test of Independence is administered for finding the association between Sexual Abuse and Socio-Emotional Adjustment. For this the investigator considered Low, Average and High levels of Socio-

Emotional Adjustment and three levels of Sexual Abuse namely, Nil, Low and High. The data and results are given in Table 57.

Table 57

Data and Results of Chi-square Test for the Association between Sexual Abuse and Socio-Emotional Adjustment

Variable	Level	Count & % within the level of Sexual Abuse	Level of Sexual Abuse			Total	χ^2 C=0.17
			Nil (Score of 0)	Low (Score 1-6)	High (Score above 6)		
Socio-Emotional Adjustment	Low	Count	104	37	19	160	12.92*
		%	23.5	34.6	37.3	26.7	
	Average	Count	216	53	24	293	
		%	48.9	49.5	47.1	48.8	
	High	Count	122	17	8	147	
		%	27.6	15.9	15.7	24.5	
Total	Count	442	107	51	600		
	%	100	100	100	100		

* indicates $p < .05$

Table 57 shows that in the nil level of Sexual Abuse; 23.5% students have low Socio-Emotional Adjustment (SEA), 48.9% students have average level of Socio-Emotional Adjustment and 27.6% students have high level of SEA. In the low level of Sexual Abuse; 34.6% students have low SEA, 49.5% students have average SEA and 15.9% students have high level of SEA. In the high level of Sexual Abuse; 37.3% students have low SEA, 47.1% students have average SEA and 15.7% students have high SEA.

Students with low SEA are more among high and low level of Sexual Abuse and students with high SEA are more among the nil level

of Sexual Abuse. That is students who have experienced high and low levels of Sexual Abuse are shown to have low level of SEA and the students without any kind of Sexual Abuse are shown to have high level of SEA.

The Chi-square value [χ^2 (4, N= 600)=12.92, $p < .05$] indicates that there is significant association between Sexual Abuse and Socio-Emotional Adjustment at 0.05 level. The contingency coefficient value is 0.17.

Among Higher Secondary School Students, *there is significant association between Sexual Abuse and Socio-Emotional Adjustment.*

The association between level of Sexual Abuse and Socio-Emotional Adjustment among Higher Secondary School Students is presented in Figure 33.

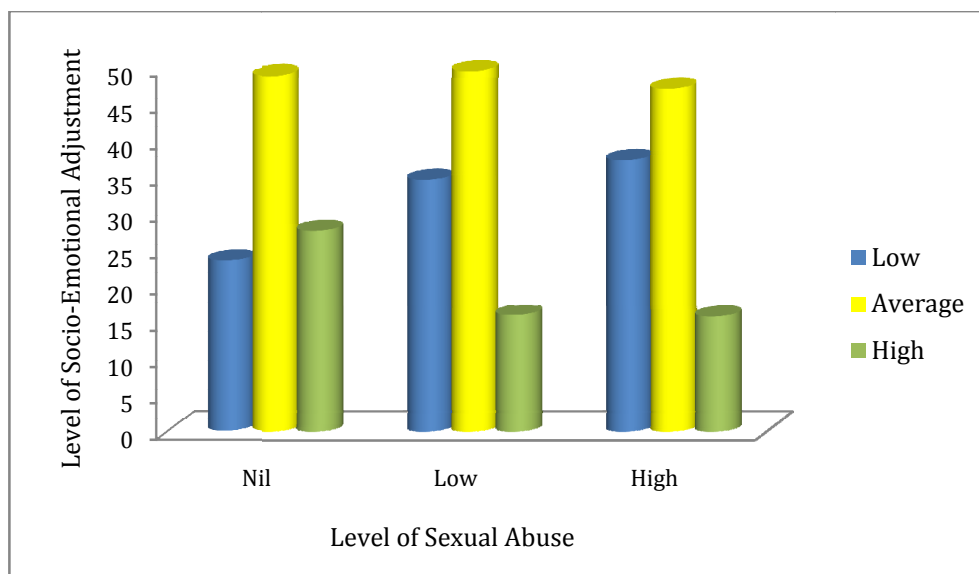


Figure 33. Association between Sexual Abuse and Socio-Emotional Adjustment among Higher Secondary School Students

The graphical representation of the association between Sexual Abuse and Socio-Emotional Adjustment confirms to the data and results as shown in Table 57.

Association between Sexual Abuse and Self-esteem among Higher Secondary School Students.

To find the association between Sexual Abuse and Self-esteem the investigator carried out the Chi-square Test of Independence by preparing data in contingency table form. For this the investigator considered three levels of Self-esteem viz., low, average and high and three levels of Sexual Abuse viz., nil, low, and high. The data and results are given in Table 58.

Table 58

Data and Results of Chi-square Test for the Association between Sexual Abuse and Self-esteem

Variable	Level	Count & % within the level of Sexual Abuse	Level of Sexual Abuse			Total	χ^2 C=0.13
			Nil (Score of 0)	Low (Score 1- 6)	High (Score above 6)		
Self-esteem	Low	Count	111	35	20	166	10.16*
		%	25.1	32.7	39.2	27.7	
	Average	Count	215	55	23	293	
		%	48.7	51.4	45.1	48.8	
	High	Count	116	17	8	141	
		%	26.2	15.9	15.7	23.5	
Total	Count	442	107	51	600		
	%	100	100	100	100		

* indicates $p < .05$

From Table 58, it is clear that in the nil level of Sexual Abuse; 25.1% students have low level of Self-esteem, 48.7% students have

average level of Self-esteem and 26.2% students have high level of Self-esteem. In the low level of Sexual Abuse; 32.7% students have low level of Self-esteem, 51.4% students have average level of Self-esteem and 15.9% students have high level of Self-esteem. In the high level of Sexual Abuse; 39.2% students have low Self-esteem, 45.1% students have average Self-esteem and 15.7% students have high level of Self-esteem.

In the high and low level of Sexual Abuse the percentage of low and average Self-esteem is more and in the nil level of Sexual Abuse average and high Self-esteem is more. That is the students who have experienced high and low level Sexual Abuse are shown to have low level of Self-esteem and the students without any kind of Sexual Abuse are shown to have high and average level of Self-esteem.

The Chi-square value [χ^2 (4, N= 600) = 10.16, $p < .05$] indicates that there is significant association between Sexual Abuse and Self-esteem at 0.05 level. The contingency coefficient value is 0.13.

The association between Sexual Abuse and Self-esteem among Higher Secondary School Students is significant.

The association between level of Sexual Abuse and Self-esteem among Higher Secondary School Students is visually represented in Figure 34.

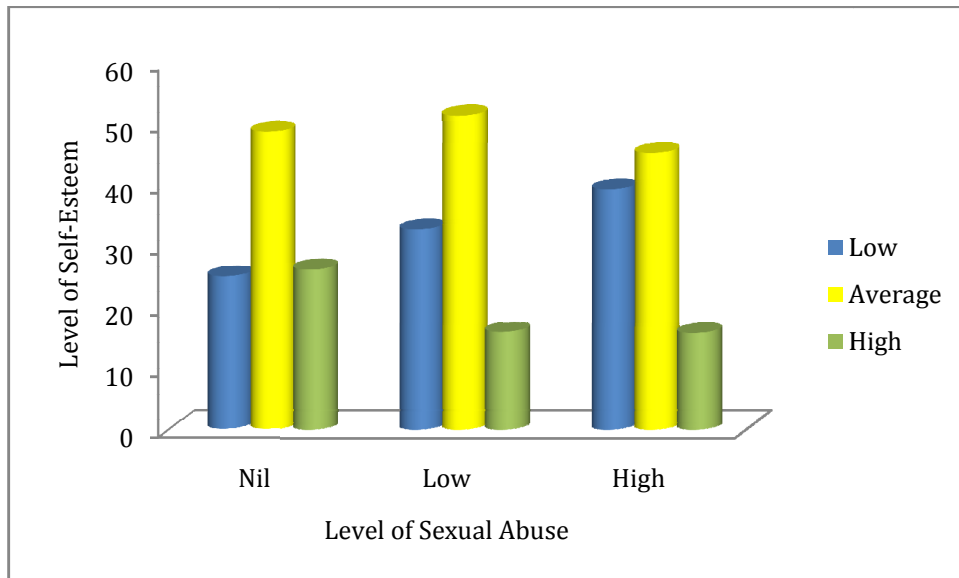


Figure 34. Association between Sexual Abuse and Self-Esteem Adjustment among Higher Secondary School Students

The graphical representation of the association between Sexual Abuse and Self-esteem confirms to the data and results as shown in Table 58.

Association between Sexual Abuse and Academic Stress among Higher Secondary School Students.

Chi-square Test of Independence is administered for finding the association between Sexual Abuse and Academic Stress. For this the investigator considered Low, Average and High levels of Academic Stress and three levels of Sexual Abuse namely, Nil, Low and High levels. The data and results are given in Table 59.

Table 59

Data and Results of Chi-square Test for the Association between Sexual Abuse and Academic Stress

Variable	Level	Count & % within the level of Sexual Abuse	Level of Sexual Abuse			Total	χ^2 C=0.20
			Nil (Score of 0)	Low (Score 1-6)	High (Score above 6)		
Academic Stress	Low	Count	131	19	3	153	23.66**
		%	29.6	17.8	5.9	25.5	
	Average	Count	216	55	26	297	
		%	48.9	51.4	51.0	49.5	
	High	Count	95	33	22	150	
		%	21.5	30.8	43.1	25.0	
Total	Count	442	107	51	600		
	%	100	100	100	100		

** indicates p < .01

Table 59 shows that in the nil level of Sexual Abuse; 29.6% students have low Academic Stress, 48.9% students have average Academic Stress and 21.5% students have high level of Academic Stress. In the low level of Sexual Abuse; 17.8% students have low Academic Stress, 51.4% students have average Academic Stress and 30.8% students have high level of Academic Stress. In the high level of Sexual Abuse; 5.9% students have low Academic Stress, 51% students have average Academic Stress and 43.1% students have high Academic Stress.

Students with high Academic Stress are more among the high and low level of Sexual Abuse and students with low Academic Stress are more among the nil level of Sexual Abuse. It indicates that the students who have experienced high and low levels of Academic Stress

are shown to have high level of Academic Stress and the students who have not experienced any kind of Sexual Abuse are shown to have low level of Academic Stress.

The chi-square value [χ^2 (4, N= 600) = 23.66, $p < .01$] indicates that there is significant association between Sexual Abuse and Academic Stress at 0.01 level. The contingency coefficient value is 0.20.

So, among Higher Secondary School Students, *there is significant association between Sexual Abuse and Academic Stress.*

The association between level of Sexual Abuse and Academic Stress among Higher Secondary School Students is presented in Figure 35.

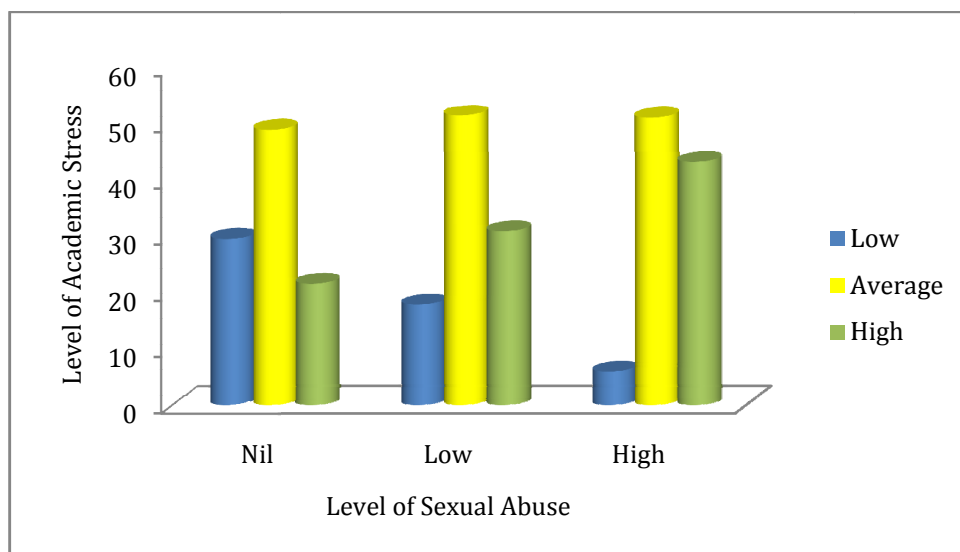


Figure 35. Association between Sexual Abuse and Academic Stress among Higher Secondary School Students

The graphical representation of the association between Sexual Abuse and Academic Stress confirms to the data and results as shown in Table 59.

CHAPTER 5

SUMMARY, FINDINGS AND SUGGESTIONS

- *Study in Retrospect*
- *Major Findings of the Study*
- *Tenability of Hypotheses*
- *Conclusions of the Study*
- *Educational Implications of the Study*
- *Suggestions for Further Research*

This chapter presents the investigation in a nutshell. It includes a brief account of the various aspects of the research like variables, hypotheses and methodology. It also compiles the major findings and a final conclusion about the investigation. It clarifies the educational implications of the study and provides suggestions for further research. This chapter organized under the following headings.

Study in Retrospect

Major Findings of the Study

Tenability of Hypotheses

Conclusions of the Study

Educational Implications of the Study

Suggestions for Further Research

Study in Retrospect

The different aspects of the present study like, statement of the problem, variables, objectives, hypotheses, methodology followed are given in retrospect.

Restatement of the Problem

The present study is envisaged to find out the prevalence of Physical, Psychological and Sexual Abuses among Higher Secondary School Students and to find out the association of Physical,

Psychological and Sexual Abuses with Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students. Hence the present study is restated as “**A study of Physical Psychological and Sexual Abuses in relation to Socio-Emotional Adjustment Self-Esteem and Academic Stress of Higher Secondary School Students**”.

Variables in the Study

The study follows Descriptive Survey Method. It employs independent variables, dependent variables and classificatory variables.

Independent Variables.

The independent variables selected for the study were the following:

1. Physical Abuse
2. Psychological Abuse and
3. Sexual Abuse

Dependent Variables.

The dependent variables selected for the study were the following:

1. Socio-Emotional Adjustment
2. Self-Esteem and
3. Academic Stress

Classificatory Variables.

Gender and Socio-Economic Status of Higher Secondary School Students are considered as Classificatory Variables.

Objectives of the Study

The following objectives were framed for the present study.

- 1) To find the Prevalence of Physical Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 2) To find the prevalence of Physical Abuse by Sources among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 3) To find the Prevalence of Psychological Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 4) To find the prevalence of Psychological Abuse by Sources among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 5) To find the prevalence of Sexual Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.

338 *Summary*

- 6) To find the prevalence of Sexual Abuse by Sources among Higher Secondary School Students for the Total sample and the subsamples based on Gender and Socio-Economic Status.
- 7) To study whether there exists any significant difference in Physical Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
- 8) To study whether there exist any significant difference in Psychological Abuse among Higher Secondary School Students based on Gender and Socio Economic Status.
- 9) To study whether there exist any significant difference in Sexual Abuse among Higher Secondary School Students based on Gender and Socio Economic Status.
- 10) To study whether there exists any significant difference in Socio-Emotional Adjustment among Higher Secondary School Students based on Gender and SES.
- 11) To study whether there exists any significant difference in Self-esteem among Higher Secondary School Students based on Gender and SES.
- 12) To study whether there exists any significant difference in Academic Stress among Higher Secondary School Students based on Gender and SES.

- 13) To study the association of Physical Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.
- 14) To study the association of Psychological Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.
- 15) To study the association of Sexual Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students.

Hypotheses Tested

The following hypotheses were framed and tested in the present study.

1. There will be significant difference in Physical Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
2. There will be significant difference in Psychological Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.
3. There will be significant difference in Sexual Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status.

340 *Summary*

4. There will be significant difference in Socio-Emotional Adjustment based on Gender and Socio-Economic Status.
5. There will be significant difference in Self-esteem among Higher Secondary School Students based on Gender and Socio-Economic Status.
6. There will be significant difference in Academic Stress among Higher Secondary School Students based on Gender and Socio-Economic Status.
7. There will be significant association between Physical Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.
8. There will be significant association between Physical Abuse and Self-Esteem among Higher Secondary School Students.
9. There will be significant association between Physical Abuse and Academic Stress among Higher Secondary School Students.
10. There will be significant association between Psychological Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.
11. There will be significant association between Psychological Abuse and Self-Esteem among Higher Secondary School Students.
12. There will be significant association between Psychological Abuse and Academic Stress among Higher Secondary School Students.

13. There will be significant association between Sexual Abuse and Socio-Emotional Adjustment among Higher Secondary School Students.
14. There will be significant association between Sexual Abuse and Self-Esteem among Higher Secondary School Students.
15. There will be significant association between Sexual Abuse and Academic Stress among Higher Secondary School Students.

Methodology

The methodology followed for the present study is outlined below.

Sample.

The study was conducted on a sample of 600 Higher Secondary School Students belonging to Malappuram, Kozhikode, Thrissur, Palakkad, Kannur and Kollam districts in Kerala. Stratified Random Sampling Technique was used giving due representation to Gender and Socio-Economic Status.

Tools Used.

The data for the study were collected using the tools described as follows.

1. *Scale of Physical Abuse (Hameed & Jasmine, 2015).*

This scale is used to find the prevalence Physical Abuse among Higher Secondary School Students from different sources. It is a five point

scale with 20 items. Each item has ten sources namely father, mother, brother, sister, grandfather, grandmother, teacher, neighbor, relatives and others.

2. *Scale of Psychological Abuse (Hameed & Jasmine, 2015).*

The scale of Psychological Abuse is used to find the prevalence of Psychological Abuse among Higher Secondary School Students. There are 28 Psychological Abuses in this scale. It is a five point scale. Each item has ten sources namely father, mother, brother, sister, grandfather, grandmother, teacher, neighbor, relatives and others.

3. *Scale of Sexual Abuse (Hameed & Jasmine, 2015).*

This scale is used to find the prevalence of various Sexual Abuses among Higher Secondary School Students. It is a five point scale with 21 items. Each item in the scale has ten sources namely father, mother, brother, sister, grandfather, grandmother, teacher, neighbor, relatives and others.

4. *Socio-Emotional Adjustment Scale (Hameed & Jasmine, 2015).*

This scale is used to measure the extent of Social and Emotional Adjustment among Higher Secondary School Students. The scale has two parts namely part A and part B. Part A consists of items related to Social Adjustment and part B consists of items related to Emotional

Adjustment. There are 72 items in the draft and 67 items in the final scale including positive and negative items. It is a three point scale.

5. *Self-esteem Inventory (Usha & Suchitra, 2002).*

This is an adopted tool by the investigator and is used to assess the extent of Self-esteem among Higher Secondary School Students. There are 67 items in the inventory. It is an adapted version of Culture free Self-esteem Inventory by Battle (2000). The dimensions of Self-esteem in the inventory are academic self-esteem, general self-esteem, personal/home self-esteem and social self-esteem.

6. *Academic Stress Inventory (Hameed & Jasmine, 2015).*

The inventory is prepared and standardized by the investigator with the help of supervising teacher. It is used to measure the extent of Academic Stress among Higher Secondary School Students. There are 36 statements in the final scale with five options viz., 'Always true', 'Often true', 'Some times true', 'Rarely true' and 'Never true'.

7. *General Data Sheet for Assessing Socio-Economic Status (SES).*

This General Data Sheet is used to assess the Socio-Economic Status of Higher Secondary School Students. The information related to education level, occupation level and income of parents were collected using this General Data Sheet.

Statistical Techniques Used for the Study.

The present study is quantitative in nature and the investigator used both descriptive and inferential statistics for the analysis. The major statistical techniques used for the study were described below.

Basic Descriptive Statistics.

Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of each Variable for the Total sample and relevant subsamples based on Gender and SES were calculated as preliminary analysis.

Percentage Analysis.

Percentage analysis is used to find the prevalence of each items in the scale of Physical Abuse, Psychological Abuse and Sexual Abuse and to order the select sources (father, mother, brother, sister, grandfather, grandmother, teacher, relatives, neighbour and any others) of Physical, Psychological and Sexual Abuses. To categorize the students into different levels of Physical, Psychological and Sexual Abuses also Percentage analysis is used.

Mean Difference Analysis.

Mean Difference Analysis is used to find out the significant difference in Socio-emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students based on Gender and Socio-economic status.

Chi-square Test of Independence.

Chi-square test is used to find out the significant difference in Physical, Psychological and Sexual Abuses based on Gender and Socio-Economic Status of Higher Secondary School Students and to find out the association of Physical Abuse, Psychological Abuse and Sexual Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress.

Major Findings of the Study

Findings of the study are summarized and presented in this section of the report.

Results of Percentage Analysis

Percentage Analysis is used to find out the prevalence of Physical Abuse, Psychological Abuse and Sexual Abuse among Higher Secondary School Students for the Total sample and the subsamples based on Gender and SES. The major findings are given as follows.

Prevalence of Physical Abuse among Higher Secondary School Students for the Total sample.

- Among Higher Secondary School Students, 79.7% were Physically Abused in one or more situations.
- 4.7% of students faced high level of Physical Abuse and 12.7% students faced Physical Abuse in low level.

346 *Summary*

- Most of the students experienced Physical Abuse in very low level and only 20.3% students are safe from any kind of Physical Abuse.
- Among the Physical Abuses, the most prevalent Physical Abuse is Beating with hand (25.8%) followed by Beating with stick (13.8%) and Pinching (10.7%).
- The percentages of Pushing, Throwing with domestic or other objects and twisting body parts are 8.3%, 6.7% and 6.6% respectively.
- The least prevalent Physical Abuses among Higher Secondary School Students are Making burns in the body (0.8%), Making stand in sunlight (0.6%), making to kneel down (0.6%) and to make stand by giving weight (0.5%).
- The percentages of other Physical Abuses are low.

Prevalence Physical Abuse by Sources among Higher Secondary School Students for the Total sample.

- For the Total sample, majority of Physical Abuse are from Mother (27.5%) followed by Teacher (17.5%) and Father (16.2%).
- Physical Abuse from Brother is 14.7% and from sister is 13.4%.
- Physical Abuse from Others (Step mother & Friends) is 4.2% and Relatives is 2.6%.
- Physical Abuse from Grandfather (1.4%), Grandmother (1.4%) and Neighbour (1.2%) is very low.

Prevalence of Physical Abuse among Higher Secondary School Students based on Gender.

- Among **Boys**, 78.1% were Physically Abused in one or more situations.
- 6.9% of Boys faced high level of Physical Abuse and 14.2% faced Physical Abuse in low level.
- Among Boys, most of the students (56.9%) experienced Physical Abuse in very low level and only 21.9% of Boys are safe from any kind of Physical Abuse.
- Among Boys, the most prevalent Physical Abuse is Beating with hand (23.8%) followed by Beating with stick (13.7%) and Pinching (10.3%).
- For Boys, the least frequent Physical Abuses are making stand in sunlight (0.8%), to make stand by giving weight (0.8%), Making burns in the body (0.7%) and Making to kneel down (0.7%).
- Among Boys, the percentages of Twisting body parts, Pushing and Throwing with domestic or other objects are 8.4, 8.1 and 6.2 respectively.
- The percentages of other Physical Abuses are low for Boys.
- Out of 326 **Girls**, 81% were faced Physical Abuse in one or more situations.
- 2.8% of Girls faced high level of Physical Abuse and 11.3% Girls faced Physical Abuse in low level.

348 *Summary*

- Among Girls, most of the students (66.9%) experienced Physical Abuse in very low level.
- Among Girls, only 19% students are safe from any kind of Physical Abuse.
- Among Girls also, the most frequent Physical Abuse is Beating with hand (28.1%). The percentage of Beating with stick is 13.9% and percentage of Pinching is 11.1%.
- The percentage of Pushing is 8.4% and the percentage of Throwing with domestic or other objects is 7.3% for Girls.
- The least prevalent Physical Abuses among Girls are; Making burns in the body (0.9%), Making to kneel down (0.4%), and Making stand in sunlight (0.3%) and Making stand, by giving weight (0.1%).

Prevalence of Physical Abuse by Sources among Higher Secondary School Students based on Gender.

- For **Boys**, majority of Physical Abuse are from Teacher (26.6%) followed by Mother (21.8%) and Father (18.4%).
- Physical Abuse from Brother is 9.8% and from Sister is 9% for Boys. Physical Abuse from Others (Step mother & Friends) is 5.8% and from Relatives is 3.2%.
- Physical Abuse from Grandfather (1.9%), Grandmother (1.9%) and Neighbour (1.7%) is very low for Boys.

- For **Girls**, majority of Physical Abuse are from Mother (33.9%), followed by Brother (20.1%), Sister (18.1%) and Father (13.7%).
- Physical Abuse from Teacher (7.2%) is low for Girls when compared to Boys (26.6%).
- Physical Abuse from Others (Step mother) is 2.5% and from Relatives is 1.9% for Girls.
- For Girls also, Physical Abuse from Grandmother (0.8%), Grandfather (0.7%) and Neighbour (0.7%) is very low.

Prevalence of Physical Abuse among Higher Secondary School Students based on SES.

- Among the students with **Low SES**, 81.1% were faced Physical Abuse. Out of these 4.6% students experienced Physical Abuse in high level, 12.3% students faced Physical Abuse in low level.
- Among Low SES group, most of the students (64.2%) faced very low level of Physical Abuse and 18.9% students are free from any kind of Physical Abuse.
- Among the students with **High SES**, 78.5% of students faced Physical Abuse in one or more situations. Out of these, 4.7% students experienced Physical Abuse in high level, 12.9% of students faced low level of Physical Abuse.

350 *Summary*

- 60.9% of students with High SES faced Physical Abuse in very low level and 21.5% students are safe from any kind of Physical Abuse.
- For Low and High SES groups also, the most prevalent Physical Abuse is Beating with hand.
- The other frequent Physical Abuses among Low SES group are; Beating with stick (14.7%), Pinching (9.4%), Throwing with domestic or other objects (8.1%), Pushing (7.4%), Twisting body parts (7.1%) and Pulling hair (5.5%).
- The least frequent Physical Abuses for Low SES group are; Making stand, by giving weight (1.1%) and Making to kneel down (0.7%).
- For High SES group the percentages of Beating with stick, Pinching, Throwing with domestic or other objects, Pushing, Twisting body parts and Pulling are 13.9, 10.9, 7.6, 7.5, 7.3 and 4.6 respectively.
- The least prevalent Physical Abuses among the students with High SES are, making stand in sunlight (1.1%), Making to kneel down (1.0%), Making stand, by giving weight (0.4%) and Making burns in the body (0.4%).

Prevalence of Physical Abuse by Sources among Higher Secondary School Students based on SES.

- Among the students with **Low SES**, most of the Physical Abuses are from Mother (25.5%).

- Physical Abuse from Father is 17.9%, from Teacher is 15.7%, from Brother is 14.9% and Sister is 13.7% for Low SES group.
- Physical Abuse from Grandmother (1.7%), Grandfather (1.5%) and Neighbour (1.5%) is very low for the students with Low SES.
- For the students with **High SES**, majority of Physical Abuses are from Mother (27.2%).
- Physical Abuse from Father is 16.7%, from Teacher is 15.7%, from Brother is 14.1% and from Sister is 11.2% for High SES group.
- For the students with High SES also, Physical Abuse from Grandmother (2.7%), Grandfather (2.7%) and Neighbour (2.3%) is very low.

Prevalence of Psychological Abuse among Higher Secondary School Students for the Total sample.

- For the Total sample 88.3% students experienced Psychological Abuse in one or more situations. Out of these, 23.8% students experienced Psychological Abuse in high level and 21.2% students faced low level of Psychological Abuse.
- 43.3% students experienced Psychological Abuse in very low level and only 11.7% students were safe from any kind of Psychological Abuse.
- For the Total sample, **the most prevalent Psychological Abuses** are, Demean by comparing with others (9.2%), Scolding (9.1%) and not giving enough freedom in academic or any other matters (8.1%).

352 *Summary*

- Percentages of Fault finding talk, Lack of fulfilling promises, Insulting, and Become angry without asking the reason for committing mistakes are 6.4, 5.5, 5.0 and 5.0 respectively.
- Percentage of Not giving value to my opinions is 4.6 and the percentage of Talking threateningly is 4.2. The percentages of spreading my mistakes, Depict as 'good for nothing', Teasing, Calling abusive names and Under-rating my happiness and miseries are 3.9, 3.7, 3.5, 3.4 and 3.3 respectively.
- The percentages of Isolating from household matters, Not praising even if good deeds are done, Discouraging positive attempts, Threatening of punishment, Talking in a suppressing manner, Destroying my belongings, Talking rudely, Mocking at my beauty and ability, cursing and Reluctant to talk are low.
- The least prevalent Psychological Abuses are Isolating by locking inside the room (0.5%), Teasing in the name of religion, caste or SES (0.4%) and Encouraging to do criminal activities like theft, burglary (0.1%).

Prevalence of Psychological Abuse by Sources among Higher Secondary School Students for the Total sample.

- For the Total sample, the most prevalent source of Psychological Abuse is Mother (27.7%) followed by Father (19.9%).
- Psychological Abuse from Brother is 11.6%, from Teacher is 11.4% and from Sister is 10.4% for the Total sample.

- Percentages of Psychological Abuse from Relatives, Grandmother, Neighbour and Grandfather are 4.4, 3.7, 2.9 and 2.6 respectively.

Prevalence of Psychological Abuse among Higher Secondary School Students based on Gender.

- Among **Boys**, 88% of students experienced Psychological Abuse in one way or other. Out of these, 30.3% of Boys faced high level of Psychological Abuse.
- 21.2% of Boys faced Psychological Abuse in low level and 36.5% boys faced very low level of Psychological Abuse.
- Among Boys, only 12% of students are safe from any kind of Psychological Abuse.
- Among **Girls**, 18.4% experienced Psychological Abuse in high level and 21.2% experienced Psychological Abuse in low level.
- Most of the Girls faced Psychological Abuse in very low level and 11.3% of Girls are safe from any kind of Psychological Abuse.
- For **Boys**, the most frequent Psychological Abuses are Demean by comparing with others (9.8%), Not giving enough freedom in academic or any other matters (8.8%) and Scolding (8.1%).
- Percentages of Insulting, Fault finding talk, Lack of fulfilling promises, Talking threateningly and Become angry without asking the reason for committing mistakes are 5.6, 5.5, 5.3, 4.9 and 4.8 respectively for Boys.

354 *Summary*

- Percentages of abuses like, Not giving value to my opinions, Spreading my mistakes, Depict as 'good for nothing', under-rating my happiness and miseries and Teasing are 4.0, 3.9, 3.8, 3.2 and 3.1 respectively for Boys.
- Among Boys, the percentages of Isolating by locking inside the room (0.7%), Teasing in the name of religion, caste or SES (0.6%) and Encouraging to do criminal activities like theft and burglary (0.2%) are very low.
- For **Girls**, the percentages of Scolding (10.3%), Demean by comparing with others (8.5%), and Fault finding talk (7.6%) and Not giving enough freedom in academic or any other matters (7.3%) are high.
- The least frequent Psychological Abuses among Girls are Isolating by locking inside the room (0.3%), Teasing in the name of religion, caste or SES (0.1%) and Encouraging to do criminal activities like theft and burglary (0%).

Prevalence of Psychological Abuse by Sources among Higher Secondary School Students based on Gender.

- For **Boys**, Psychological Abuse from Mother (22.9%) is high followed by Father (21.4%) and Teacher (16.5%).
- Psychological Abuse from Brother is 9.3%, from Sister is 7.8% and from others is 7.2% for Boys.

- Percentage of Psychological Abuse from Relatives, Neighbour, Grandfather and Grandmother are 4.9, 3.8, 3.3 and 2.9 respectively for Boys.
- For **Girls**, majority of Psychological Abuse are from Mother (33.2%).
- Among Girls, Psychological Abuse from Father is 18.2%, from Brother is 14.3% and from Sister is 13.5%.
- For Girls, Psychological Abuse from Teacher (5.4%) is very low when compared to Boys (16.5%).
- Among Girls, Psychological Abuse from Grandfather (1.9%) and Neighbour (1.9%) is low.

Prevalence of Psychological Abuse among Higher Secondary School Students based on SES.

- Among **Low SES group**, 25% students experienced Psychological Abuse in high level and 22.1% students experienced Psychological Abuse in low level.
- 41.9% of students in Low SES group have faced very low level of Psychological Abuse and 11.5% of students with Low SES are safe from any kind of Psychological Abuse.
- Among the students with **High SES**, 22.9% experienced high level of Psychological Abuse and 20.9% experienced low level of Psychological Abuse.

356 *Summary*

- Most of the students in High SES group (44.4%) have faced Psychological Abuse in very low level and 11.8% students are safe from any kind of Psychological Abuse.
- For **Low SES** group, the most prevalent Psychological Abuses are; Demean by comparing with others (8.8%), Scolding (6.9%), Fault finding talk (6.9%) and Insulting (6.6%).
- The percentages of Teasing in the name of religion, caste or SES (0.4%), Isolating by locking inside the room (0.3%) and Encouraging to do criminal activities like theft and burglary (0%) are very low for students with Low SES.
- Among the students with **High SES**, the most frequent Psychological Abuses are Demean by comparing with others (9.2%), Scolding (8%), Fault finding talk (6.7%) and Not giving enough freedom in academic or any other matters (6.7%).
- The least prevalent Psychological Abuses for high SES group are, Teasing in the name of religion, caste or SES (0.5%), Isolating by locking inside the room (0.3%) and Encouraging to do criminal activities like theft and burglary (0%).

Prevalence of Psychological Abuse by Sources among Higher Secondary School Students based on SES.

- For **Low SES** group, majority of Psychological Abuses are from Mother (20.4%) followed by Father (17.2%) and Brother (14.4%).

- For **High SES** group, majority of Psychological Abuse are from Mother (21.1%) followed by Father (18.2%), Brother (11.1%), Teacher (11%) and Sister (10.1%).
- Psychological Abuse from Relatives, Others, Neighbour, Grandmother and Grandfather are 6.8%, 6.2%, 5.4%, 4.1% and 3.5% respectively for Low SES group.
- Psychological Abuse from Others, Grandmother, Relatives, Grandfather and Neighbour are 6.9%, 6.5%, 6.1%, 4.6% and 4.4% respectively for High SES group.

Prevalence of Sexual Abuse among Higher Secondary School Students for the Total sample.

- 26.3% of Higher Secondary School Students were Sexually Abused in one or more situations. Out of these 8.5% students experienced Sexual Abuse in high level.
- 17.8% students experienced Sexual Abuse in low level and 73.7% of students are safe from any kind of Sexual Abuse.
- For the Total sample, **the most prevalent Sexual Abuses** are; Telling vulgar stories (10.1%), Talking in vulgar manner (9.6%), Touching body parts while travelling in vehicles (7.4%), Looking in bad manner (7.4%), Creating unwanted attachments (7.3%) and Showing indecent actions (7.3%).

358 *Summary*

- The percentage of Showing photos or pictures of sexual intercourse and percentage of Showing dirty pictures is 6.2.
- The percentages of Giving sexual messages through mobile phone or writings, Laughing in bad manner, Provoking by showing private parts of the body and Forcing to massage body parts of other persons are 5.9, 5.8, 4.7 and 3.6 respectively.
- Percentages of Making to take nude photos (3%), Provoking for sexual intercourse (2.4%), Forcing to show private body parts (2.2%), Forcible kissing (2.1%) and Forcing to touch private parts of the body of other persons (2.1%) are low.
- The least prevalent Sexual Abuses are Doing sexual activities in front of the child (1.5%), Peeping into bedroom or bathroom (1%) and Indecent behaviour during marriage or other functions (0.6%).

Prevalence of Sexual Abuse by Sources among Higher Secondary School Students for the Total sample.

- For the **Total sample**, 59.6% of Sexual Abuse are from others (Friends & Strangers).
- 12.5% of Sexual Abuse are from Neighbour, 7.1% is from Teacher and 7% is from Father for the Total sample.
- Sexual Abuse from Relatives is 4.5% and from Brother is 3% for the Total sample.

- For the Total sample, Sexual Abuse from Sister (1.6%), Mother (1.6%) and Grandmother (1.5%) is very low.

Prevalence of Sexual Abuse among Higher Secondary School Students based on Gender.

- Among **Boys**, 36.9% of students experienced Sexual Abuse in one or more situations. Out of these, 14.6% of students experienced Sexual Abuse in high level and 22.3% of students experienced low level of Sexual Abuse.
- 63.1% Boys are safe from any kind of Sexual Abuse.
- Among **Girls**, 17.5% of students experienced Sexual Abuse in one or more situations. Out of these, 3.4% of students faced high level of Sexual Abuse and 14.1% of students faced Sexual Abuse in low level.
- 82.5% of Girls have not experienced any kind of Sexual Abuse.
- For **Boys**, the most prevalent Sexual Abuses are; Telling vulgar stories (12%), Talking in vulgar manner (12%), Showing photos or pictures of sexual intercourse (8%), Giving sexual messages through mobile phones or writings (7%) and Showing dirty pictures (7%).
- Percentage of Provoking by showing private parts of the body, creating unwanted attachments, Touching body parts while travelling in vehicles, Laughing in bad manner is 6% for Boys.

360 *Summary*

- Among Boys, Looking in bad manner is 4% and Provoking for sexual intercourse and Forcing to massage body parts of other persons is 3%.
- For Boys, the least prevalent Sexual Abuses are; Making to take nude photos (1%), Forcible kissing (1%) and Peeping into bedroom or bathroom (0%).
- For **Girls**, the percentages of Looking in bad manner (16%), Touching body parts while travelling in vehicles (12%) and Creating unwanted attachments (10%) are high.
- Percentages of Showing indecent actions is 7% and Forcible kissing is 6%.
- Any other situations (Behaving in vulgar manner) is 5%, Laughing in bad manner and Showing indecent behaviour during marriage or any other functions are 5% among Girls.
- For Girls, percentage of Talking in vulgar manner, Forcing to massage body parts of other persons and Telling vulgar stories is 4%.
- Doing sexual activities in front of the child (1%) and Making to take nude photos (0%) are the least frequent Sexual Abuses among Girls.

Prevalence of Sexual Abuse by Sources among Higher Secondary School Students based on Gender.

- Among **Boys**, 61.6% of Sexual Abuses are from Others (Friends & Strangers), 11.9% are from Neighbour and 9.2% are from Teacher.

- Sexual Abuse from Relatives is 3.5% and from Brother is 3.1% for Boys.
- Sexual Abuse from Sister (1.8%), Grandfather (1.8%), Grandmother (1.8%) and Mother (1.6%) is very low for Boys.
- Among **Girls** also, majority of Sexual Abuse (54.6%) are from Others (Friends & Strangers).
- For Girls, 15.7% of Sexual Abuse are from Father, 14.1% is from Neighbour and 7% is from Relatives.
- Sexual Abuse from Father for Girls (14.1%) is high when compared to that of Boys (3.7%).
- For Girls, Sexual Abuse from Brother (2%), Teacher (1.6%), Mother (1.6%), Grandfather (1.1%), Sister (1.1%) and Grandmother (0.5%) is very low.

Prevalence of Sexual Abuse among Higher Secondary School Students based on SES.

- Among **Low SES group**, 9.6% of students experienced Sexual Abuse in high level, 20.4% of students experienced low level of Sexual Abuse and 70% of students are safe from any kind of Sexual Abuse.
- For Low SES group, the most prevalent Sexual Abuses are telling vulgar stories (11.5%) and Talking in vulgar manner (10.1%).

362 *Summary*

- Showing indecent actions and Looking in bad manner is 7.7%, Showing dirty pictures is 7.3% and Showing photos or pictures of sexual intercourse is 7% for Low SES group.
- Percentages of Touching body parts while travelling in vehicles, Giving sexual messages through mobile phones or writings and Laughing in bad manner are 6.3, 5.2 and 4.9 respectively for the students with Low SES.
- For Low SES group, the least prevalent Sexual Abuses are Peeping into bedroom or bathroom (0.7%) and Making to take nude photos (0.7%).
- Among **High SES group**, 7.6% of students faced Sexual Abuse in high level, 15.9% of students have low level of Sexual Abuse and 76.5% of students are safe from any kind of Sexual Abuse.
- Among the students with **High SES**, the most prevalent Sexual Abuses are Talking in vulgar manner (9.7%), Showing indecent actions (9.7%), Telling vulgar stories (9.4%) and Looking in bad manner (9%).
- Creating unwanted attachments and Touching body parts while travelling in vehicles is 7.9% for High SES group.
- Percentages of Showing dirty pictures, Showing photos or pictures of sexual intercourse, Laughing in bad manner, Giving sexual

messages through mobile phone or writings, Forcing to massage body parts of other persons are 6.5, 5.8, 5.8, 5.4 and 4.3 respectively for High SES group.

- For High SES group, the least frequent Sexual Abuse is Making to take nude photos (0.7%).

Prevalence of Sexual Abuse by Sources among Higher Secondary School Students based on SES.

- For the students with **Low SES**, 52.5% of Sexual Abuse are from Others (Friends & Strangers), 11% is from Teacher and 10.2% from Neighbour.
- Sexual Abuse from Relatives, Brother and Father are 6.8%, 5.1% and 4.2% respectively for Low SES group.
- Among the students with Low SES, Sexual Abuse from Sister (2.5%), Grandfather (2.5%), Grandmother (2.5%) and Mother (2.5%) is low.
- Among the students with **High SES** also, majority of Sexual Abuse (56.3%) are from Others (Friends & Strangers).
- 10.1% of Sexual Abuse is from Neighbour and 7.6% from Teacher for High SES group.
- For High SES group, Sexual Abuse from Relatives is 6.7%, from Father is 5.9% and from Brother is 4.2%.

364 *Summary*

- Sexual Abuse from Grandfather (2.5%), Sister (2.5%), Mother (2.5%) and Grandmother (1.7%) is low for High SES group.

Comparison of Physical Abuse among Higher Secondary School Students based on Gender

- Among Higher Secondary School Students, 6.9% Boys and 2.8% Girls experienced Physical Abuse in high level.
- Whereas, 56.9% Boys and 66.9% Girls experienced physical Abuse in very low level, and 14.2% Boys and 11.3% Girls experienced physical Abuse in low level.
- The percentage of Boys who experienced high and low level of Physical Abuse is higher than the percentage of Girls who experienced High and low level of physical Abuse.
- The Chi-square value ($X^2(3, N= 600) = 9.50, p < .05$) indicates that the percentage of students who were Physically Abused differ by Gender. The contingency coefficient value is 0.13.

Comparison of Physical Abuse among Higher Secondary School Students based on SES

- 4.6% of students with low SES and 4.7% students with high SES experienced Physical Abuse in high level.
- 12.3% of students with low SES and 12.9% of students with high SES experienced Physical Abuse in low level.

- 64.2% of students with Low SES and 60.9% of students with High SES experienced Physical Abuse in very low level.
- 18.9% of students from Low SES group and 21.5% of students from High SES group are safe from any kind of Physical Abuse.
- The percentage of students who were physically abused did not differ by SES being the Chi-square value ($X^2(3, N= 600) = 0.81, p= n.s$) is not significant.

Comparison of Psychological Abuse among Higher Secondary School Students based on Gender

- 30.3% of Boys and 18.4% of Girls experienced Psychological Abuse in high level.
- 21.2% of Boys and 21.2% of Girls experienced Psychological Abuse in low level
- 36.5% of Boys and 49.1% of Girls experienced Psychological Abuse in very low level.
- The percentage of Boys (30.3%) is higher than the percentage of Girls (18.4%) in the high level of Psychological Abuse .
- There is significant difference in Psychological Abuse between Boys and Girls ($X^2(3, N = 600) = 14.33, p < .01$).

Comparison of Psychological Abuse among Higher Secondary School Students based on SES

- 25% students with Low SES and 22.9% students with High SES experienced Psychological Abuse in high level.

366 *Summary*

- 21.5% of students from Low SES group and 20.9% of students from High SES group have faced low level of Psychological Abuse.
- 41.9% of students with Low SES and 44.4% of students with high SES faced very low level of Psychological Abuse and 11.5% of students with Low SES and 11.8% of students with High SES have not experienced any kind of Psychological Abuse.
- The Chi-square value ($X^2(3, N= 600) = 0.51, p=n.s$) indicates that there exists no significant difference in Psychological Abuse based on SES.

Comparison of Sexual Abuse among Higher Secondary School Students based on Gender

- 14.6% Boys and 3.4% Girls experienced Sexual Abuse in high level.
- 22.3% Boys and 14.1% Girls experienced Sexual Abuse in low level.
- 63.1% Boys and 82.5% Girls are safe from any kind of Sexual Abuse.
- The percentage of Boys is higher than the percentage of Girls in the high and low levels of Sexual Abuse.
- The Chi-square value ($X^2(2, N= 600) = 35.20, p<.01$) indicates that the percentage of students who were Sexually Abused differ by Gender. The contingency coefficient value is 0.24.

Comparison of Sexual Abuse among Higher Secondary School Students based on SES

- 9.6% of students with Low SES and 7.6% of students with High SES experienced high level of Sexual Abuse.

- 20.4% students from Low SES group and 15.9% of students from High SES group experienced low level of Sexual Abuse.
- 70% of students with Low SES and 76.5% of students with High SES are safe from any kind of Sexual Abuse.
- The Chi-square value ($X^2(2, N=600)=3.18, p= n.s$) indicates that there is no significant difference in Sexual Abuse between the students in Low SES and High SES groups.

Comparison of Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students based on Gender

- Socio-Emotional Adjustment is more among Girls than Boys. There is significant difference in Socio-Emotional Adjustment between Boys and Girls, ($t= 5.82, p< .01$).
- The difference in Self-esteem between Boys and Girls is significant ($t= 2.53, p< .05$).
- The difference in Academic Stress between Boys and Girls is not significant ($t= 1.95 p = \underline{n.s}$).

Comparison of Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students based on SES

- No significant difference exists in Socio-Emotional Adjustment between the students in Low SES and High SES groups, ($t=1.65, p= n.s$).

368 *Summary*

- Significant difference exists in Self-esteem between the students in Low SES and High SES groups, ($t= 2.66, p < .01$).
- No significant difference exists in Academic Stress between the students in the Low SES and High SES groups, ($t= 1.06, p= n.s$).

Association of Physical Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students

- High level of Socio-Emotional Adjustment is more among the nil and very low level of Physical Abuse group and low level of Socio-Emotional Adjustment is more among the high and low level of Physical Abuse. That means students with high level of Physical Abuse show low level of Socio-Emotional Adjustment.
- The association between level of Physical Abuse and level of Socio-Emotional Adjustment was significant, ($X^2 (6, N= 600) = 18.82, p < .01$). The contingency coefficient value is 0.17.
- High level of Self-esteem is more among the nil and very low level of Physical Abuse and low level of Self-esteem is more among the high and low levels of Physical Abuse. This indicates that students with high and low level of Physical Abuse show low level of Self-esteem.
- And there is no significant association between Physical Abuse and Self-esteem, ($X^2 (6, N= 600) = 8.60, p=n.s$).

- High Academic Stress is more among low and high level of Physical Abuse and low Academic Stress is more among the nil and very low level of Physical Abuse. This shows that students who have experienced high and low levels of Physical Abuse show high Academic Stress when compared to the students who have not experienced any kind of Physical Abuse.
- No significant association is observed between level of Physical Abuse and level of Academic Stress, ($X^2(6, N= 600) = 10.87, p=n.s$).

Association of Psychological Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students

- High Socio-Emotional Adjustment is more among nil and very low level of Psychological Abuse and low Socio-Emotional Adjustment is more among high and low level of Psychological Abuse. That means the students who have experienced high and low levels of Psychological Abuse show low level of Socio-Emotional Adjustment and students who have not experienced any kind of Psychological Abuse show high level of Socio-Emotional Adjustment.
- The association between level of Psychological Abuse and level of Socio-Emotional Adjustment is significant, ($X^2(6, N= 600) = 28.94, p<.01$). The contingency coefficient value is 0.22.
- Students having low Self-esteem are more among the high and low level of Psychological Abuse and students with high Self-esteem are

370 *Summary*

more among the nil and very low level of Psychological Abuse. That is Psychologically Abused students show low level of Self-esteem when compared to the students without any kind of Psychological Abuse.

- There is significant association between Psychological Abuse and Self-esteem, ($X^2(6, N=600)=44.85, p<.01$). The contingency coefficient value is 0.26.
- High level of Academic Stress is more among high and low level of Psychological Abuse. Students with average Academic Stress are more among very low and low level of Psychological Abuse. And students with low Academic Stress are more among the nil and very low level of Psychological Abuse. This indicates that the students who have faced high and low levels of Psychological Abuse show high level of Academic Stress.
- There is significant association between Psychological Abuse and Academic Stress, ($X^2(6, N=600)=133.73, p<.01$). The contingency coefficient value is 0.43.

Association of Sexual Abuse with Socio-Emotional Adjustment, Self-esteem and Academic Stress among Higher Secondary School Students

- Students with low Socio-Emotional Adjustment are more among high and low level of Sexual Abuse and students with high Socio-Emotional Adjustment are more among the nil level of Sexual

Abuse. This indicates that the students who have experienced high and low levels of Sexual Abuse, show low level of Socio-Emotional Adjustment and the students who have not experienced any kind of Sexual Abuse, show high level of Socio-Emotional Adjustment.

- The Chi-square value ($X^2(4, N= 600) = 12.92, p < .05$) indicates that there is significant association between Sexual Abuse and Socio-Emotional Adjustment. The contingency coefficient value is 0.17.
- In the high and low level of Sexual Abuse, the percentage of students with low and average Self-esteem is more than the percentage of students with high Self-esteem. In the nil level of Sexual Abuse, the percentage of students with average and high Self-esteem is more than the percentage of students with low Self-esteem.
- Sexually Abused students show low level of Self-esteem when compared to the students who have not experienced any kind of Sexual Abuse.
- The association between Sexual Abuse and Self-esteem is significant, ($X^2(4, N= 600)=10.16, p < .05$). The contingency coefficient value is 0.13.
- Students with high Academic Stress are more among the high and low level of Sexual Abuse and students with low Academic Stress are more among the nil level of Sexual Abuse. This indicates that students who have experienced high and low levels of Sexual

372 *Summary*

Abuse, show high level of Academic Stress while the students who have not experienced any kind of Sexual Abuse show low level of Academic Stress.

- The association between Sexual Abuse and Academic Stress is significant, ($X^2(4, N = 600) = 23.66, p < .01$). The contingency coefficient value is 0.20.

Tenability of Hypotheses

Tenability of hypotheses formulated for the study was verified in the view of the findings and commented below:

1. Hypothesis 1 states that "There will be significant difference in Physical Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status".

Analysis of data revealed that there is significant difference in Physical Abuse among Higher Secondary School Students based on Gender and there is no significant difference in Physical Abuse based on SES. Hence hypothesis one is partially substantiated.

2. Hypothesis 2 states that "There will be significant difference in Psychological Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status".

The analysis revealed that there exists significant difference in Psychological Abuse based on Gender but there is no significant

difference in Psychological Abuse based on SES. Hence hypothesis two is partially substantiated.

3. Hypothesis 3 states that "There will be significant difference in Sexual Abuse among Higher Secondary School Students based on Gender and Socio-Economic Status".

From the analysis it is clear that there is significant difference in Sexual Abuse based on Gender and no significant difference exists in Sexual Abuse based on SES. Hence hypothesis three is partially substantiated.

4. Hypothesis 4 states that "There will be significant difference in Socio-Emotional Adjustment among Higher Secondary School Students based on Gender and Socio-Economic Status".

The analysis revealed that there is significant difference in Socio-Emotional Adjustment based on Gender among Higher Secondary School Students and no significant difference observed in Socio-Emotional Adjustment between Low SES and High SES groups. Hence hypothesis four is partially substantiated.

5. Hypothesis 5 states that "There will be significant difference in Self-esteem among Higher Secondary School Students based on Gender and Socio-Economic Status".

The analysis revealed that there is significant difference in Self-esteem based on Gender and SES among Higher Secondary School Students. Hence hypothesis five is not rejected.

6. Hypothesis 6 states that "There will be significant difference in Academic Stress among Higher Secondary School Students based on Gender and Socio-Economic Status".

The analysis shows that there is no significant difference in Academic Stress based on Gender and SES among Higher Secondary School Students. Hence hypothesis six is rejected.

7. Hypothesis 7 states that "There will be significant association between Physical Abuse and Socio-Emotional Adjustment among Higher Secondary School Students".

The Chi-square Test revealed that there is significant association between Physical Abuse and Socio-Emotional Adjustment among Higher Secondary School Students. Hence hypothesis seven is not rejected.

8. Hypothesis 8 states that "There will be significant association between Physical Abuse and Self-esteem among Higher Secondary School Students".

The analysis revealed that there is no significant association between Physical Abuse and Self-esteem among Higher Secondary School Students. Hence hypothesis eight is rejected.

9. Hypothesis 9 states that “There will be significant association between Physical Abuse and Academic Stress among Higher Secondary School Students”.

The analysis revealed that the association between Physical Abuse and Academic Stress is not significant among Higher Secondary School Students. Hence hypothesis nine is rejected.

10. Hypothesis 10 states that “There will be significant association between Psychological Abuse and Socio-Emotional Adjustment among Higher Secondary School Students”.

From the analysis it is clear that there exists significant association between Psychological Abuse and Socio-Emotional Adjustment among Higher Secondary School Students. Hence hypothesis ten is not rejected.

11. Hypothesis 11 states that “There will be significant association between Psychological Abuse and Self-esteem among Higher Secondary School Students”.

The Chi-square test indicates that there is significant association between Psychological Abuse and Self-esteem among Higher Secondary School Students. Hence hypothesis eleven is not rejected.

12. Hypothesis 12 states that "There will be significant association between Psychological Abuse and Academic Stress among Higher Secondary School Students".

The analysis revealed that the association between Psychological Abuse and Academic Stress among Higher Secondary School Students is significant. Hence hypothesis twelve is not rejected.

13. Hypothesis 13 states that "There will be significant association between Sexual Abuse and Socio-Emotional Adjustment among Higher Secondary School Students".

The Chi-square Test indicates that the association between Sexual Abuse and Socio-Emotional Adjustment among Higher Secondary School Students is significant. Hence hypothesis thirteen is not rejected.

14. Hypothesis 14 states that "There will be significant association between Sexual Abuse and Self-esteem among Higher Secondary School Students".

The analysis shows that there is significant association between Sexual Abuse and Self-esteem among Higher Secondary School Students. Hence hypothesis fourteen is not rejected.

15. Hypothesis 15 states that “There will be significant association between Sexual Abuse and Academic Stress among Higher Secondary School Students”.

The analysis shows that the association between Sexual Abuse and Academic Stress is significant among Higher Secondary School Students. Hence hypothesis fifteen is not rejected.

Conclusion of the Study

The following conclusions are derived from the findings of the present study.

From the analysis of data it is clear that Physical, Psychological and Sexual Abuses are prevalent among Higher Secondary School Students in domestic and school atmospheres. 79.7% students were Physically Abused, 88.3% students were Psychologically Abused and 26.3% students were Sexually Abused in one or more situations.

In the case of Physical Abuse, majority of Higher Secondary students experienced very low level of Physical Abuse. Similar results are found for the subsamples based on Gender and SES. Among the Psychologically Abused students, most of the students faced very low level of Psychological Abuse for the Total sample and subsamples. But the percentage of students who have faced high level of Psychological Abuse is more than the students who have faced low level of

378 *Summary*

Psychological Abuse and only 11.7% students are safe from any kind of Psychological Abuse.

The findings of the study show that even though most of the Higher Secondary students are safe from any kind of Sexual Abuse, 26.3% of students were faced Sexual Abuse in one or more situations. Among these students, 8.7% faced high level of Sexual Abuse and 17.8% faced low level of Sexual Abuse.

The present findings are agreed with the study 'Child Abuse in India' conducted by Ministry of Women and Child Development (2007) which revealed that out of 2245 child respondents across the country, 59% of children were subjected to physical abuse within the family and out of the total child respondents (12447), 48.37% children reported emotional or psychological abuse of one form or the other and 53.22% reported having faced one or more forms of sexual abuse that included severe and other forms. The study conducted by Sabu (2013) reveals that 77.1% of children were physically abused, 55.9% of children have experienced emotional abuse and neglect and three out of every five children have faced one or more forms of sexual abuse.

The most prevalent Physical Abuses are beating with hand, Beating with stick and Pinching for the Total sample and subsamples. The least prevalent Physical Abuses are making burns in the body,

making stand in sunlight, making to kneel down and to make stand by giving weight for the Total sample and subsamples. The present findings are consistent with the study conducted by Sabu (2013) which reveals that the most frequent physical abuses are beating (23.19%) followed by pinching ear (15.82%) and punching (9.95%). The study conducted by Ministry of Women and Child Development (2007) which reveals that majority of children (65.01%) reported being beaten at school, slapping/kicking (74.3%) was the most common form of physical abuse from majority of family members and among the forms used for physical abuse by others, 63.67% children reported being slapped/kicked, 31.31% being beaten by stave/stick and 5.02% being abused by other methods like pushing, shaking, etc. Elarousy & Shaqiqi (2017) examined that the most prevalent physical abuses among secondary school students is biting followed by spanking/pinching and the other prevalent physical abuses are hitting, slapping, or punching, pulling the hair hitting with hard objects.

For the Total sample, major sources of physical Abuse are Mother, Teacher and Father. Physical Abuse from Grandfather, Grandmother and Neighbour is very low for the Total sample. Boys experienced more physical Abuse from Teacher followed by Mother and Father. Physical Abuse from Grandfather, Grandmother and

380 *Summary*

Neighbour is very low for Boys. For Girls majority of physical Abuse is from Mother followed by Brother and Sister. Physical Abuse from Grandmother, Grandfather and Neighbour is very low for Girls also. For the Students with low and high SES, majority of Physical Abuse is from Mother, Father and Teacher. The findings are parallel to the study conducted by Sabu (2013) which indicates that 46% of physical abuse is from domestic sources and 22.70% from teachers and the report of Ministry of Women and Child Development (2007) indicating that out of all child respondents, 50.9% children were subjected to physical abuse by their mothers while 37.6% children faced abuse in hands of their fathers and among 34% of those children reporting physical abuse by others and 44.8% of physical abuse is from teachers.

Among the Psychological Abuses, the percentages of Demean by comparing with others, Scolding and Not giving enough freedom in academic or any other matters are high for the Total sample and subsample Boys. Among Girls, the most prevalent Psychological Abuses are Scolding, Demean by comparing with others, Fault finding talk and not giving enough freedom in academic or any other matters. The least prevalent Psychological Abuses are; Isolating by locking inside the room, Teasing in the name of religion, caste or SES and Encourage to do criminal activities like theft and burglary for the Total sample and subsample based on Gender. The present findings are

substantiated by the study conducted by Sabu (2013) which shows that the most frequent emotional abuses are comparing with other children (18.95%) followed by name calling and using abusive languages (13.44%) and cursing (11.96%) and the study by Ministry of Women and Child Development (2007) which indicates that out of all the child respondents, 20.06% reported emotional abuse through 'comparison' and 44.09% children in the family environment reported humiliation including treating harshly, shouting, belittling, name calling and using abusive language. In a study by Kumar, Kumar, Sing & Kar (2017) found that emotional abuse was the most frequent (84.5%) type of child abuse and the most frequent form of emotional abuse was "others swearing at them" for male students and "others calling hurtful names" for female students.

For low SES and high SES students; the most prevalent Psychological Abuses are Demean by comparing with others, Scolding, Fault finding talk and Insulting. The prevalence of Teasing in the name of religion, caste or SES, Isolate by locking inside the room is very low for the students of low and high SES groups.

For the Total sample, major sources of Psychological Abuse are; Mother, Father, Brother, Teacher and Sister. Psychological Abuse from Neighbour and Grandfather is very low for the Total sample. Among

382 *Summary*

Boys, majority of Psychological Abuse is from Mother, Father and Teacher. For Girls majority of Psychological Abuse from Mother followed by Father, Brother and Sister. Psychological Abuse from Grandfather and Neighbour is very low for Boys and Girls. Students with low and high SES experienced majority of Psychological Abuses from Mother followed by Father, Brother, Sister and Teacher. Psychological Abuse from Neighbour, Grandmother and Grandfather is low for low and high SES students. These results are parallel to the results of the study conducted by Sabu (2013) which reveals that teacher (23.6%) is the most frequent abuser in the case of emotional abuse and neglect followed by mother (13.4%) and father (11.3%). Ministry of Women and Child Development (2007) through a reported study indicates that 44.9% of humiliation is from mother, 35.4% of humiliation is from father, 8.86% of humiliation is from brother/sister and 11.71% of humiliation is from others.

Among Sexual Abuses; Telling vulgar stories, talking in vulgar manner, touching body parts while travelling in vehicles, looking in bad manner, creating unwanted attachments and showing indecent actions are prevalent for the Total sample. The percentages of showing sexual activities in front of the child, Peeping into bedroom or bathroom and Indecent behavior during marriage or other functions are very low for the Total sample.

Among Boys, the most prevalent Sexual Abuses are telling vulgar stories, talking in vulgar manner, Showing photos or pictures of sexual intercourse, showing indecent actions, giving sexual messages through mobile phone or writings and Showing dirty pictures. Among Girls Looking in bad manner, touching body parts while travelling in vehicles and creating unwanted attachments are the most prevalent Sexual Abuses.

Among low SES students the prevalence of Telling vulgar stories, Talking in vulgar manner, Showing indecent actions, Looking in bad manner, Showing dirty pictures and Showing photos or pictures of sexual intercourse is high. Among high SES students the most prevalent Sexual Abuses are talking in vulgar manner, showing indecent actions, Telling vulgar stories, looking in bad manner, creating unwanted attachments and touching body parts while travelling in vehicles.

The present results are substantiated by the study conducted by Sabu (2013) which reveals that the most frequent sexual abuses are showing sexual pictures (41.70%) followed by forcing to touch the private parts of opposite sex (21.25%) and verbal sexual invitations (18.29%) and the report of Ministry of Women and Child Development (2007) indicates that 50.76% of child respondents were subjected to sexual abuses like, forcible kissing, sexual advances made during travel and marriages and exposure to pornographic materials and 20.9% were

384 *Summary*

subjected to severe forms of sexual abuse like, sexual assault, making the child fondle private parts, making the child exhibit private body parts and being photographed in the nude.

For the Total sample and subsamples, majority of Sexual Abuse is from others (Friends & Strangers). The next prevalent sources are Neighbour, Teacher, Father and Relatives for the Total sample and Neighbour and Teacher for Boys. Among Girls, the next prevalent sources of Sexual Abuse are Father, Neighbour and Relatives. Sexual Abuse from father is high for Girls when compared to Boys. The next prevalent sources for low and high SES students are Teacher, Neighbour and Relatives. The results are consistent with the study conducted by Sabu (2013) which shows that majority of sexual abuse is from neighbours (14.3%) followed by others including friends and tuition teacher (13.61%) and 12.07% of sexual abuse is from relatives. The report of Ministry of Women and Child Development (2007) revealed that majority of children (31%) were subjected to sexual assault by their uncles or neighbours followed by 29% by friends and class fellows, 10% by their cousins, 9% by their employers and remaining 21% children reported sexual assault by others that included strangers, persons they were faintly acquainted with, teachers and care givers. Deb & Mukherjee (2009) showed that 45.8% of children were sexually abused between the ages of 14-17 years, 37.5% were abused between 10-

13 years and the other 16.7% were sexually abused at a very young age, between 6-9 years. Regarding the perpetrators of sexual abuse, nearly 55.8% were strangers while 29.2% were relatives and the remaining 15% belonged to 'other' category.

Comparison based on Gender for Physical Abuse shows that high and low levels of Physical Abuse are more among Boys than Girls and the Gender difference in Physical Abuse is significant. Comparison based on SES for the Physical Abuse is not significant. The study conducted by Sabu (2013) revealed that there is no significant difference in physical abuse based on gender and community and Cawson, Wattam, Brooker and Kelly (2000) in their study found that there is no significant difference between boys and girls in physical abuse.

Gender difference in Psychological Abuse indicates that high level of Psychological Abuse is more among Boys than Girls and there is significant difference in Psychological Abuse between Boys and Girls. Comparison based on SES shows that there is no significant difference in Psychological Abuse between low SES and high SES groups. The present findings are agreed with the study conducted by Sabu (2013) which reveals that the percentage of students who were emotionally abused differ by gender and emotional abuse is more among boys than girls and no significant difference in emotional abuse based on community.

Gender difference in Sexual Abuse shows that high and low levels of Sexual Abuse are more among Boys than Girls and the Gender difference in Sexual Abuse is significant. No significant difference in Sexual Abuse between low SES and high SES groups. Finkelhor, Shattuck, Turner and Hamby (2013) in their study revealed that the lifetime experience of 17-year-olds with sexual abuse and sexual assault was 26.6% for girls and 5.1% for boys and the lifetime experience with sexual abuse and sexual assault at the hands of adult perpetrators exclusively was 11.2% for girls and 1.9% for boys and Kumar, Kumar, Sing and Kar (2017) found that sexual abuse is more among boys than girls and the difference in sexual abuse based on gender is significant and socio-economic status is a predictive factor of child abuse.

The mean scores of Socio-Emotional Adjustment indicates that Socio-Emotional Adjustment is more among Girls than Boys. The difference in Socio-Emotional Adjustment between Boys and Girls is significant. Based on SES there is no significant difference in Socio-Emotional Adjustment. The findings are agreed with the study conducted by Kausar and Shafique (2008) who were identified that girls showed significantly better Socio-Emotional Adjustment as compared to boys. Maureen, John and Ayere (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that there is no significant difference between boys and girls in school adjustment.

Self-esteem is more among Girls than Boys and there is significant difference in Self-esteem between Boys and Girls. Based on SES students with high SES have more Self-esteem than students with low SES and the difference is significant. The study conducted by Malik and Sadia (2013) indicates that the male students reported significantly higher level of Self-esteem as compared to female university students. The study conducted by Bharadwaj and Agarwal (2013) revealed that significant differences were not found in total, social, academic and parental self-esteem when data of male participants were compared with the female participants but the general self-esteem of females was found to be higher than males.

The mean scores of Academic Stress for male and female students indicates that Academic Stress is more among Boys than Girls. But the difference is not significant. Based on SES there is no significant difference in Academic Stress. The study conducted by Dhull and Kumari (2015) shows that there is significant difference between academic stress of male and female adolescents. Female subjects were found to be under more academic stress as compared to their male counterparts and the study conducted by Shekar and Kumar (2016) also shows that there is significant difference in academic stress between boys and girls and girls are found to be more academically stressed than boys. Agarwal (2011) found that no significant difference between academic stress of male and female adolescents.

Chi-square Test of Independence for finding the association between Physical Abuse and Socio-Emotional Adjustment shows that high level of Socio-Emotional Adjustment is more among the nil and very low level of Physical Abuse and low level of Socio-Emotional Adjustment is more among the high and low level of Physical Abuse. That means Physically abused children show low Socio-Emotional Adjustment. The association between Physical Abuse and Socio-Emotional Adjustment is significant.

Chi-square test for the association between Psychological Abuse and Socio-Emotional Adjustment shows that high Socio-Emotional Adjustment is more among nil and very low level of Psychological Abuse and low Socio-Emotional Adjustment is more among high and low level of Psychological Abuse. This shows that the Higher Secondary students who have faced low and high levels of Psychological Abuse, show low level of Socio-Emotional Adjustment while the students who have not faced any kind of Psychological Abuse, show high level of Socio-Emotional Adjustment. The association between Psychological Abuse and Socio-emotional Adjustment is significant.

Chi-square test for the association between Sexual Abuse and Socio-Emotional Adjustment shows that Students with low Socio-Emotional Adjustment are more among high and low level of Sexual Abuse and students with high Socio-Emotional Adjustment are more

among the nil level of Sexual Abuse. That is Sexually Abused students show low level of Socio-Emotional Adjustment. There is significant association between Sexual Abuse and Socio-Emotional Adjustment.

So, among Higher Secondary school students there is significant association between Physical, Psychological and Sexual Abuses with Socio-Emotional Adjustment. That is, Higher Secondary students who have faced Physical, Psychological and Sexual Abuses show low Socio-Emotional Adjustment. The present findings are consistent with the studies conducted by Hussey & Singer (1993) who suggested that in adolescent period, unique emotional, social and physical development occur. So child abuse differentially affect the psychological functioning of this period as compared to others. Briere and Runtz (1988) identified that adolescents having a sexual abuse history show a wide range of emotional and behavioral problems. Adolescents who have faced physical abuse in childhood show greater overall adjustment difficulties, poorer social competence, decreased language ability, and poorer overall school performance than non abused adolescents (Flisher et al, 1997).

Higher Secondary School Students who have experienced high and low levels of Physical Abuse, show low level of Self-esteem while the students who have not experienced any kind of Physical Abuse,

390 *Summary*

show high level of Self-esteem. Even though the association between Physical Abuse and Self-esteem is not significant.

Students having low and high levels of Psychological Abuse are with low Self-esteem and the students who have not faced any kind of Psychological Abuse, show high level of Self-esteem. There is significant association between Psychological Abuse and Self-esteem among Higher Secondary School Students.

In the high and low level of Sexual Abuse the percentage of low and average Self-esteem is more and in the nil level of Sexual Abuse average and high Self-esteem is more. This indicates that Sexually Abused students show low Self-esteem when compared to their counterparts. There is significant association between Sexual Abuse and Self-esteem.

So, among Higher Secondary students, the association of Psychological and Sexual Abuses with Self-esteem is significant while the association between Physical Abuse and Self-esteem is not significant. The present findings are consistent with the study conducted by Sawyerr and Bagley (2017) which reveals that around 9% of women and about 3% of men have experienced prolonged bodily intrusive sexual abuse by the age of 16 or 18 and sexual abuse has many adverse effects including impaired self-esteem, clinical levels of depression and anxiety, self-harm and in schools abuse victims are often bullied and isolated. Fergusson, McLeod

and Horwood (2013) also found that child sexual abuse was associated with Post Traumatic Stress Disorder symptoms, decreased self-esteem and decreased life satisfaction.

The results of Chi-square test for the association between Physical Abuse and Academic Stress shows that the students who have faced high and low level of Physical Abuse, show high and average Academic Stress while the students who have not experienced any kind of Physical Abuse show low Academic Stress. There is no significant association between Physical Abuse and Academic Stress.

Students with high and low level of Psychological Abuse are shown to have high and average level of Academic Stress and the students who have experienced very low level of Psychological Abuse or without any kind of Psychological Abuse are shown to have low level of Academic Stress. There is significant association between Psychological Abuse and Academic Stress.

Students who have faced high and low levels of Sexual Abuse are shown to have high Academic Stress and students who have not faced any kind of Sexual Abuse are shown to have low Academic Stress. The association between Sexual Abuse and Academic Stress is significant. Sexually abused students show high Academic Stress when compared to students who have not experienced any kind of Sexual Abuse.

Educational Implications of the Study

Indian life is based upon democratic ideals. Education is recognized as one avenue through which the child can develop properly. We want our children to have lives filled with friendship, love and high deeds. We want them to be well adjusted socially and emotionally and grow up with confidence. The main aim of the study is to alert the people such as parents, teachers and higher authorities in society about the prevalence of Physical, Psychological and Sexual Abuses and the influences of these Abuses in Socio-emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students.

The study revealed that for the Total sample, 79.7% of students were Physically Abused in one or more situations. Out of these 62.3% students experienced Physical Abuse in very low level, 12.7% students experienced in low level and 4.7% experienced high level of Physical Abuse. Only 20.3% students are safe from any kind of Physical Abuse. So the caregivers especially parents and teachers should take care to avoid these practices even though they are done in order to discipline the children or not.

Considering the prevalence of Psychological Abuse, only 11.7% students are free from any kind of Psychological Abuse. 43.3% students are with very low level of Psychological Abuse, 21.2% with low level and 23.8% with high level of Psychological Abuse. Hence parents,

teachers and other caregivers have to be cautious about the prevalence of different Psychological Abuses among children and take care to avoid these ill practices in home and school environments.

In the case of Sexual Abuse, 8.5% students experienced Sexual Abuse in high level, 17.8% students experienced Sexual Abuse in low level and 73.7% students are safe from any kind of Sexual Abuse. So there should be public awareness programs to combat mass ignorance on the right to freedom of children from all forms of child Abuses. Parents, teachers and other caregivers should be aware about the rights of children. Tayo, Beatrice and Olawuyi (2016) examined that parent's irresponsibility, ignorance of sexual abuse signs and inability to see and stop sexual abuse before it happens and the reluctance of parent's to communicate sexual matters with their adolescent children also the reason for sexual abuse. So the study recommended the need for government and non-governmental organizations to provide adults and parents awareness building programmes and resources that could boost their awareness on the things they need to do to prevent sexual abuse of their adolescent boys and girls.

Father, Mother and Teacher are the most frequent abusers in the case of physical and Psychological Abuses. So parents and teachers should understand these problems and take the necessary measures to reduce and prevent all these abuses directed towards children. There

should be awareness programs for parents and teachers to avoid the acts that constitute Physical and Psychological Abuses. All children are dependent on parents and teachers in one way or other. So parents and teachers should provide suitable environment for the development of their children in all respects.

Majority of Sexual Abuse is from Friends and Strangers for the Total sample and subsamples. Among Boys, the other major sources of Sexual Abuse are Neighbour and Teacher while among Girls, the other major sources of Sexual Abuse are Father, Neighbour and Relatives. These results indicate that children face Sexual Abuse from their family and school environment. Seto, Babchishin, Pullman and Mcphail (2015) found that lower parental care and supervision will increase the risk of sexual abuse among children. Children are sexually abused because of parental inadequacy, conflict, unavailability, emotional deprivation and poor parent child relationship (Finkelhor, 1994). So in order to prevent these abuses parents should be vigilant about their children and they should keep better relationship with their children. Parents should be aware about the different stages of development of children and they should provide proper education and guidance to their children.

The study shows that there is significant difference in Physical, Psychological and Sexual Abuses among Higher Secondary School Students based on Gender. Low and high levels of Physical and Sexual

Abuses are more among Boys than Girls and high level of Psychological Abuse is more among Boys than Girls. So Boys have to be given more awareness about their rights and should be more awake than Girls for preventing Physical, Psychological and Sexual Abuses. Personal safety programs are recommended for preventing children from being victims of Sexual Abuse. So, parents should give equal importance for providing awareness about sexual assaults to their male and female children.

The study also shows that Physical Abuse is significantly associated with Socio-Emotional Adjustment among Higher Secondary School Students. That means students without any kind of Physical Abuse and students with very low level of Physical Abuse have high level of Socio-Emotional Adjustment while students with high level of Physical Abuse have low level of Socio-Emotional Adjustment. So parents, teachers and other caregivers should be avoided the disciplining practices which may lead to physical harm to children. Deb and Walsh (2012) in their study examined that the social adjustment scores of school children who experienced physical, psychological and sexual violence was significantly lower when compared with scores of those who had not experienced violence. So the disciplining practices which may lead to physical harm to the children will affect their social and emotional adjustment.

Psychological Abuse has significant association with Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students. That means Psychologically Abused students have low Socio-emotional Adjustment, low Self-esteem and high Academic Stress. So Parents, teachers and other caregivers should love and care their children instead of humiliating and torturing their young minds with all sort of abuses. This will enable the child to interact freely, thereby improving their self-esteem and Socio-emotional Adjustment and reduce their Academic Stress. Teachers and parents should provide suitable environment for their children and avoid corporal punishment to reduce Academic Stress. Rabbani, Sara and Masoumch (2014) found that there is a significant and negative relationship between parental attachment and stress and Kadapatti and Vijayalaxmi (2012) examined that students should have the aspiration or expectation about their study and students need proper counseling while selecting their courses and the parents should also consider the child's interests and aptitude. So parents should not impose their children on selecting the courses and provide congenial family environment and provide physical and mental support to make the learning process pleasurable instead of making it as a stressful event for their children.

So supportive and stimulating atmosphere in the home and school is very necessary for children to progress in their academic life

and for reaching their aim or goal. Sinha (2013) suggested that parents can help their adolescents in overcoming academic stress by being supportive, paying attention to their needs, having realistic expectations and teaching children to overcome obstacles and also noted that adolescents can easily cope with their academic stress by using stress relief techniques, managing work and taking help from teachers, friends and counselors. Bartwal and Singh (2014) suggested that teachers should adopt better methods of teaching and learning and Dixit and Singh (2015) opined that teacher should understand the child psychology and should not over expect from the child. So parents should be educated about child psychology and they should understand physical, mental, social, emotional and intellectual development of children in different stages of their growth and development. Academic stress is an important factor accounting for variation in academic achievement and it will create major mental health hazards and problems of physical and mental stress related diseases.

The study reveals that Sexual Abuse is significantly associated with Socio-Emotional Adjustment, Self-esteem and Academic Stress of Higher Secondary School Students. That means Sexually Abused children have low Socio-Emotional Adjustment, low Self-esteem and

high Academic Stress. So children are to be protected from different types of Sexual Abuses by equipping them to prevent Sexual Abuses. Parents and teachers should be cautious on the harmful effects of Physical, Psychological and Sexual Abuses like low Self-esteem, low Socio-Emotional Adjustment and high Academic Stress. Maltz (2002) found that childhood sexual abuse can hinder normal social growth and be a cause of many different psychosocial problems in children. Cortes Arboleda, Duarte and Cortes (2011) examined that individuals who have been sexually abused have lower self-esteem than those who have not been sexually abused. Childhood Sexual Abuse infringes on the basic rights of children and it will affect negatively in their Socio-Emotional Adjustment and Self-esteem and create high levels of Academic Stress. So parents and teachers should give proper guidance and awareness to children about various forms of Sexual Abuse. The child protection schemes in the country should be active in order to protect the rights of children.

Child Abuse practice should be discouraged drastically by educating the parents, teachers, caregivers and children on the right of a child under law and the child right law should be active in order to eradicate the threat of Child Abuse in our society. Violence against children should be recognized, reported and prevented because

Physical, Psychological and Sexual Abuses deaden the physical, social, emotional and intellectual development of children. Children must be brought up with an awareness of their lives and the society, especially parents and teachers must be vigilant about their children in all stages of their life and ensure a coherent legal and institutional frame work for preventing and opposing Physical, Psychological and Sexual Abuses among children. In addition to that, improve and develop the existing legal structure to prevent these abuses and develop professional and instructional systems for responding to current demands in the field of preventing and opposing abuses against children.

Suggestions for Further Research

Though the study revealed the prevalence of Physical, Psychological and Sexual Abuses and their associations with Socio-Emotional Adjustment and Self-esteem, further research can be conducted in these areas. Following are the research areas in which future researches may be concentrated.

- The study can be conducted for students in Secondary School Students.
- The samples can be selected from other districts of Kerala.
- Further studies can be conducted on abuses like Physical Neglect and Emotional Neglect.

400 *Summary*

- Longitudinal and case studies may be conducted in order to understand the influence of physical, Psychological and Sexual Abuses in the long run on Socio-Emotional Adjustment, Self-esteem and Academic stress.
- Associations of each item in Physical, Psychological and Sexual Abuses with Socio-Emotional Adjustment, Self-esteem and Academic Stress can be found.
- Intervention strategies can be developed for preventing Physical, Psychological and Sexual Abuses.
- Item wise gender difference can be found in case of Physical, Psychological and Sexual Abuses.
- Gender difference in Physical, Psychological and Sexual Abuses from different sources can be found.
- The percentages of different sources for each item in Physical, Psychological and Sexual Abuses can be found.
- Awareness packages can be developed for parents and children in order to prevent Physical, Psychological and Sexual Abuses.
- A study of physical abuse, psychological abuse and sexual abuse in relation to other cognitive and psychological variables can be conducted.

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APPENDICES

Appendix – D1

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

SOCIO-EMOTIONAL ADJUSTMENT SCALE
(Draft)

Dr. A. Hameed
Assistant Professor

Jasmine K.P.
Research Scholar

നിർദ്ദേശങ്ങൾ:

ഹയർസെക്കന്ററി വിദ്യാർത്ഥികളുടെ സാമൂഹിക-വൈകാരിക സമാധാനം (Adjustment) ബന്ധപ്പെട്ട ഏതാനും പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും ‘എല്ലായ്പ്പോഴും ശരിയാണ്’, ‘ചിലപ്പോഴൊക്കെ ശരിയാണ്’, ‘ഒരിക്കലും ശരിയല്ല’ എന്നിങ്ങനെ മൂന്നു പ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. ഓരോ പ്രസ്താവനയും, നിങ്ങളെ സംബന്ധിച്ച് എത്രത്തോളം ശരിയാണെന്ന് അതാത് നമ്പറിന് നേരെയുള്ള കോളത്തിൽ ശരി ചിഹ്നം (✓) ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും സത്യസന്ധമായി പ്രതികരണം രേഖപ്പെടുത്തണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യങ്ങൾക്ക് മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

PART -A

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
1.	അധ്യാപകരുമായി നല്ല ബന്ധം നിലനിർത്താൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
2.	എന്റെ കൂട്ടുകാരെ ആരെയും ആത്മാർത്ഥമായി സ്നേഹിക്കാൻ എനിക്ക് കഴിയാറില്ല.			
3.	മടി തോന്നിയാലും പൊതുപരിപാടികളിൽ ഞാൻ പങ്കെടുക്കാറുണ്ട്			
4.	അയൽപക്കത്തുള്ള കുട്ടികളുമായി കൂട്ടുകൂടാൻ എനിക്ക് മടിയാണ്.			
5.	സ്കൂളിലെ എല്ലാ പ്രവർത്തനങ്ങളിലും ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്			

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
6.	കുട്ടുകാരുമൊത്ത് വിനോദങ്ങളിലേർപ്പെടാൻ എനിക്ക് കഴിയാറുണ്ട്.			
7.	ക്ലാസ്റൂമിലെ മോശമായ അന്തരീക്ഷവുമായി സഹകരിക്കാൻ എനിക്ക് സാധിക്കാറില്ല.			
8.	സുഹൃത്തുക്കളുമായി ഞാൻ നിരന്തരബന്ധം പുലർത്താറുണ്ട്.			
9.	അധ്യാപകരുടെ കർക്കശ സ്വഭാവം കാരണം സ്കൂളിൽ പോകാൻ എനിക്ക് മടിയാണ്.			
10.	സുഹൃത്തുക്കളുടെ വിജയത്തിൽ സന്തോഷിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
11.	സന്നദ്ധസേവന പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.			
12.	കുടുംബാംഗങ്ങളുമായി നല്ല ബന്ധം നിലനിർത്താൻ എനിക്ക് സാധിക്കാറില്ല.			
13.	കുട്ടുകാർ ചെയ്യുന്ന തെറ്റുകൾ ക്ഷമിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
14.	സ്കൂളിലെ പുതിയ സാഹചര്യങ്ങളുമായി പൊരുത്തപ്പെട്ടുപോകുവാൻ പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.			
15.	അധ്യാപകൻ/അധ്യാപിക എന്നെ ഏത് സമയവും കുറ്റപ്പെടുത്തിയാലും ഞാനവരുമായി സഹകരിക്കാറുണ്ട്.			
16.	ക്ലാസിലെ എല്ലാവരുമായും നല്ല ബന്ധം സ്ഥാപിക്കാൻ എനിക്ക് കഴിയാറില്ല.			
17.	ഞാനിഷ്ടപ്പെടുന്ന കാര്യങ്ങളിൽ എന്റെ സുഹൃത്തുക്കളെ കൂടി ഉൾപ്പെടുത്തുന്നതിൽ ഞാൻ സന്തുഷ്ടനാണ്.			
18.	സ്കൂളിലെ വിവിധ ക്ലബ്ബ് പ്രവർത്തനങ്ങളിൽ എന്റേതായ പങ്ക് വഹിക്കാറുണ്ട്.			
19.	സ്കൂളിൽ ചിലവഴിക്കുന്ന സമയം വളരെ വിരസമായതിനാൽ സ്കൂളിൽ പോകാൻ ഞാൻ താൽപര്യം കാണിക്കാറില്ല.			
20.	മറ്റുള്ളവരുടെ കൂടെയിരിക്കുന്നതിനേക്കാൾ തനിയെ ഇരിക്കുന്നതാണ് എനിക്കിഷ്ടം.			

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
21.	വീട്ടിലെത്തുന്ന അതിഥികളോട് നല്ല രീതിയിൽ പെരുമാറാൻ എനിക്ക് സാധിക്കാറില്ല.			
22.	അധ്യാപകൻ/അധ്യാപിക വേണ്ടരീതിയിൽ പരിഗണിക്കാത്തത് എന്നെ ദേഷ്യപ്പെടുത്താറുണ്ട്.			
23.	കൂട്ടുകാരുമായി സംസാരിക്കുന്നതിൽ ഞാൻ സന്തോഷം കണ്ടെത്താറുണ്ട്.			
24.	മാതാപിതാക്കളോടും സഹോദരങ്ങളോടുംമൊപ്പമുള്ള എന്റെ കുടുംബാന്തരീക്ഷം വളരെ സന്തോഷകരമാക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
25.	ഹോംവർക്കുകൾ ചെയ്തിട്ടില്ലെങ്കിൽ സ്കൂളിൽ പോകാതിരിക്കുന്നതാണ് എനിക്കിഷ്ടം.			
26.	കൂട്ടുകാരുടെ പ്രശ്നങ്ങൾ ക്ഷമയോടെ കേൾക്കാനും മറുപടി നൽകാനും ഞാൻ മടി കാണിക്കാറില്ല.			
27.	പ്രൊജക്ട് വർക്കുകൾ സംഘം ചേർന്ന് ചെയ്യാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
28.	പഠനസാമഗ്രികൾ നൽകി കൂട്ടുകാരെ സഹായിക്കുന്നതിൽ ഞാൻ സന്തോഷിക്കാറുണ്ട്.			
29.	കുടുംബാംഗങ്ങളുമായി പ്രശ്നങ്ങളുണ്ടെങ്കിലും ഞാനവരെ ആത്മാർത്ഥമായി സ്നേഹിക്കാറുണ്ട്.			
30.	പ്രയാസമുള്ള പാഠ്യേതരവിഷയങ്ങൾ മറ്റു വിദ്യാർത്ഥി കളുമായി ചർച്ച ചെയ്യുന്നതിൽ ഞാൻ താൽപര്യം കാണിക്കാറുണ്ട്.			
31.	വീട്ടുകാരുടെ പ്രശ്നങ്ങളിൽ വേണ്ട രീതിയിൽ ഇടപെടാൻ എനിക്ക് കഴിയാറില്ല.			
32.	സുഹൃത്തുക്കൾ എന്നെ അവഗണിച്ചാലും ഞാനവരോട് ദേഷ്യപ്പെടാറില്ല.			
33.	മാതാപിതാക്കൾ, സഹോദരങ്ങൾ എന്നിവരുമായി സഹകരിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.			
34.	എന്റെ ആശയങ്ങളോട് യോജിപ്പ് പ്രകടിപ്പിക്കാത്ത സഹപാഠികളോട് എനിക്ക് അമർഷം തോന്നാറുണ്ട്.			

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
35.	കുടുംബാംഗങ്ങളുടെ മോശമായ പെരുമാറ്റം കാരണം അവരെ ഉപദ്രവിക്കാറുണ്ട്.			
36.	അധ്യാപകരുടെ നിർദ്ദേശങ്ങൾ എത്ര കഠിനമായിരുന്നാൽപോലും ഞാൻ അനുസരിക്കാറുണ്ട്.			

PART -B

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
37.	നാണം കാരണം ഞാൻ ക്ലാസിൽ സംശയങ്ങൾ ചോദിക്കാറില്ല			
38.	അധ്യാപകൻ/അധ്യാപികയോട് സംസാരിക്കാൻ എനിക്ക് ലജ്ജ തോന്നാറില്ല.			
39.	പരീക്ഷയിൽ എന്നേക്കാൾ മാർക്ക് വാങ്ങുന്ന കുട്ടുകാരോട് എനിക്ക് അസൂയ തോന്നാറുണ്ട്.			
40.	പേടി കാരണം ക്ലാസിൽ നന്നായി സെമിനാർ അവതരിപ്പിക്കാൻ എനിക്ക് കഴിയാറില്ല.			
41.	അപരിചിതരെ കാണുമ്പോൾ ലജ്ജ കാരണം എനിക്ക് സംസാരിക്കാൻ കഴിയാറില്ല.			
42.	ഏത് കാര്യവും ചെയ്യാൻ തുടങ്ങുമ്പോഴേ അത് ശരിയാകുമോ എന്ന് ഞാൻ ആശങ്കപ്പെടാറില്ല.			
43.	പഠനപ്രവർത്തനങ്ങളിൽ സജീവമായി പങ്കെടുക്കുന്ന കുട്ടികളെ ഇഷ്ടപ്പെടാൻ എനിക്ക് കഴിയാറില്ല.			
44.	അമിതമായ നാണം കാരണം സ്കൂളിലെ കലാകായിക പരിപാടികളിൽ പങ്കെടുക്കാൻ എനിക്ക് കഴിയാറില്ല.			

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
45.	ആശങ്ക കൂടാതെ പൊതു സദസ്സിനെ അഭിമുഖീകരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
46.	പേടി കാരണം പരീക്ഷയിൽ ഉയർന്ന മാർക്ക് വാങ്ങാൻ എനിക്ക് സാധിക്കാറില്ല.			
47.	കൂട്ടുകാരോടൊത്തുള്ള വിനോദയാത്രയിൽ ഞാൻ സന്തോഷിക്കാറുണ്ട്.			
48.	വീട്ടുജോലികളിൽ മാതാപിതാക്കളെ കഴിയുന്ന വിധത്തിൽ ഞാൻ സഹായിക്കാറുണ്ട്.			
49.	വീട്ടിലെ ആഘോഷപരിപാടികളിൽ എനിക്ക് സന്തോഷിക്കാൻ കഴിയാറില്ല.			
50.	എന്നെക്കാൾ ബുദ്ധിയും സൗന്ദര്യവുമുള്ള കുട്ടികളോട് എനിക്ക് ഇഷ്ടം തോന്നാറുണ്ട്.			
51.	സഹോദരങ്ങൾ/സഹപാഠികൾ നേടുന്ന ഉന്നത വിജയം എന്നെ സന്തോഷിപ്പിക്കാറുണ്ട്.			
52.	അധ്യാപകൻ/അധ്യാപിക വഴക്കു പറയുമോ എന്ന പേടി കാരണം ഞാൻ സംശയങ്ങൾ ചോദിക്കാറില്ല.			
53.	വീട്ടിലെ പ്രശ്നങ്ങളെപ്പറ്റി ഞാൻ ആശങ്കപ്പെടാറില്ല.			
54.	കൂട്ടുകാരോ/സഹോദരങ്ങളോ നേടുന്ന ഉന്നത വിജയങ്ങളിൽ ഞാൻ അവരെ ആത്മാർത്ഥമായി അനുമോദിക്കാറുണ്ട്.			
55.	കൂട്ടുകാർക്ക് സഹായം ചെയ്തുകൊടുക്കുന്നതിൽ ഞാൻ താൽപര്യം കാണിക്കാറില്ല.			
56.	വീട്ടിൽ സഹായം ചോദിച്ചെത്തുന്ന യാചകരെ ഞാൻ നിരാശപ്പെടുത്താറില്ല.			
57.	പണംകൊണ്ടും സ്വാധീനം കൊണ്ടും എന്നേക്കാൾ മുന്നിട്ട് നിൽക്കുന്നവരുമായി ഞാൻ കൂട്ടുകൂടാറില്ല.			
58.	സഹോദരങ്ങളോട് മാതാപിതാക്കൾ കൂടുതൽ സ്നേഹം കാണിക്കുന്നത് എനിക്കിഷ്ടപ്പെടാൻ കഴിയാറില്ല.			

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
59.	എന്റെ വീട്ടിൽ സൗകര്യങ്ങൾ കുറവായതിനാൽ കൂട്ടുകാരെ വീട്ടിലേക്ക് ക്ഷണിക്കാൻ എനിക്ക് മടിയാണ്.			
60.	മറ്റുള്ളവരുടെ നല്ല ഉപദേശങ്ങൾ ഞാൻ ക്ഷമയോടെ കേൾക്കുകയും ഉൾക്കൊള്ളുകയും ചെയ്യാറുണ്ട്.			
61.	എന്തെങ്കിലും വിഷമമുണ്ടായാൽ ഞാനതിനെകുറിച്ച് തന്നെ ചിന്തിച്ചിരിക്കാറുണ്ട്.			
62.	വീട്ടിലായാലും സ്കൂളിലായാലും തനിച്ചിരിക്കാൻ എനിക്ക് ഭയമാണ്.			
63.	പേടിയുണ്ടെങ്കിലും മരണവീടുകൾ ഞാൻ സന്ദർശിക്കാറുണ്ട്.			
64.	മറ്റുള്ളവർ സന്തോഷിക്കുന്നത് കാണുമ്പോൾ എനിക്ക് ദേഷ്യം വരാറുണ്ട്.			
65.	എന്നെ കളിയാക്കുന്നവരെ ഞാൻ ഉപദ്രവിക്കാറുണ്ട്.			
66.	മറ്റുള്ളവർ എന്നെപ്പറ്റി എന്ത് വിചാരിക്കുമെന്ന ആശങ്ക കാരണം പല കാര്യങ്ങളിൽനിന്നും ഞാൻ ഒഴിഞ്ഞു മാറാറുണ്ട്.			
67.	മാതാപിതാക്കളോട് ഇഷ്ടമുണ്ടെങ്കിലും അത് പ്രകടിപ്പിക്കാൻ എനിക്ക് സാധിക്കാറില്ല.			
68.	എന്തെങ്കിലും പ്രശ്നമുണ്ടാകുമ്പോൾ ഞാൻ അനാവശ്യമായി ദേഷ്യപ്പെടാറില്ല.			
69.	മാതാപിതാക്കൾ സഹോദരങ്ങൾ എന്നിവരുമായി സംസാരിക്കുന്നതിൽ ഞാൻ സന്തോഷം കണ്ടെത്താറുണ്ട്.			
70.	ചില സന്ദർഭങ്ങളിൽ ദേഷ്യം കാരണം ഞാൻ എന്നെത്തന്നെ ശപിക്കാറുണ്ട്.			
71.	എന്നെ സഹായിക്കാത്തവരെപ്പോലും ഞാൻ സഹായിക്കാറുണ്ട്			
72.	പെട്ടെന്നുണ്ടാകുന്ന ദേഷ്യത്തെ എനിക്ക് നിയന്ത്രിക്കാൻ കഴിയാറില്ല.			

Appendix – D2

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

SOCIO-EMOTIONAL ADJUSTMENT SCALE (Draft)

Dr. A. Hameed
Assistant Professor

Jasmine K.P.
Research Scholar

Instructions

Following statements are related to your socio-emotional adjustment. Each statement carries three alternative responses like 'Always true', 'Sometimes true', 'Never true'. Read carefully each statement and put a tick (✓) mark in the most appropriate column of the given response part of the scale. The information given by you will be kept confidential and used only for research purposes. Please take care to respond to all the statements truthfully.

PART A

Sl. No.	Statement	Always true	Sometime true	Never true
1.	I can maintain good relationship with teachers			
2.	I can't love any of my friends sincerely			
3.	I take part in public programmes even when I feel shy			
4.	I feel shy to make friendship with children in the neighbourhood			
5.	I take part actively in all the activities in the school			
6.	I can entertain with my friends			
7.	I can't co-operate with bad atmosphere in the classroom			

Sl. No.	Statement	Always true	Sometime true	Never true
8.	I can maintain incessant relationship with friends			
9.	I feel lazy to go to school because of the ruthless behaviour of teachers.			
10.	I can enjoy in the success of friends.			
11.	I can participate in the volunteer-service programmes			
12.	I can't maintain good relationship with family members			
13.	I can forgive the mistakes committed by my friends			
14.	I feel difficulty to adjust with new conditions in school			
15.	I co-operate with teacher even when she/he accuses me.			
16.	I can't establish good relationship with everyone in the class			
17.	I am happy to include my friends in matters which are likened by me			
18.	I play my own role in various club activities of the school			
19.	I don't show interest for going to school as the time spending in school is boring			
20.	I like more to sit lonely than sitting with others			
21.	I can't behave properly with guest reaching in my house			
22.	I feel angry when teacher doesn't consider me properly			
23.	I find happiness in talking with friends			
24.	I can't make my family environment with parents and siblings, very happy			
25.	I prefer to keep away from school whenever I fail to complete my homework			
26.	I don't show laziness to listen to the problems of friends and give reply			

Sl. No.	Statement	Always true	Sometime true	Never true
27.	I can do project works in group			
28.	I feel happy to help friends by giving learning materials			
29.	I can love my family members sincerely even when there are problems with them			
30.	I am interested to discuss the extra-curricular matters with other students			
31.	I can't involve properly in the problems of family members			
32.	I don't become angry even when my friends ignore me			
33.	I can cooperate with parents and siblings			
34.	I feel angry to my friends whenever they fail to accept my ideas.			
35.	Because of their ill treatment I often harass my family members			
36.	I obey command of teachers even when they are so hard.			

PART B

Sl. No.	Statement	Always true	Sometime true	Never true
37.	I don't ask doubts in class due to shyness			
38.	I don't feel shyness to speak to teacher			
39.	I feel jealousy to friends who secure more marks than me			

Sl. No.	Statement	Always true	Sometime true	Never true
40.	I can't present seminars in the class because of fear			
41.	Because of my shyness I don't often talk to strangers			
42.	When I start anything to do, I don't feel anxious whether it will be right			
43.	I don't like students who are actively involved in academics			
44.	I am unable to participate in the arts and sports programmes in the school for fear of excessive shyness			
45.	I can address a public audience without anxiety			
46.	I can't secure high mark in the exam due to fear			
47.	I find pleasure in tours with my friends			
48.	I help my parents in the household chores as much as I can			
49.	I am unable to find pleasure in the festivities at home			
50.	I feel likeness to children who are more intelligent and good looking than me			
51.	The success of my brothers and peers make me happy			
52.	I don't ask doubts to my teachers fearing they would rebuke me			
53.	Thoughts of issues at home never bother me			
54.	I congratulate my peers and friends on their achievements			
55.	I don't take interest in helping my friends			
56.	I don't disappoint the beggars when they come to my			

Sl. No.	Statement	Always true	Sometime true	Never true
	home			
57.	I feel angry towards people who are better off than me in wealth and clout			
58.	I find it difficult to like my parents showing more love to my siblings			
59.	I feel shy to invite friends to my house because of the lack of facilities at home			
60.	I listen and imbibe the good advice of others patiently			
61.	If there is anything sad, I sit thinking about it			
62.	I fear to sit lonely in house or school			
63.	I visit death-house even though I have fear			
64.	I become angry when I see others happy			
65.	I harm those who ridicule me			
66.	I go away from various matters due to the anxiety that what others will think about me			
67.	I can't express my likeness towards parents although I like them			
68.	I don't feel angry if there is any problem			
69.	I find happiness in talking with parents and siblings			
70.	I curse myself in some occasions because of anger			
71.	I help even those who don't help me			
72.	I can't control the sudden anger			

Appendix – D3

UNIVERSITY OF CALICUT DEPARTMENT OF EDUCATION

SOCIO-EMOTIONAL ADJUSTMENT SCALE (Final)

Dr. A. Hameed
Assistant Professor

Jasmine K.P.
Research Scholar

നിർദ്ദേശങ്ങൾ:

ഹയർസെക്കന്ററി വിദ്യാർത്ഥികളുടെ സാമൂഹിക-വൈകാരിക സമാധാനം (Adjustment) ബന്ധപ്പെട്ട ഏതാനും പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും ‘എല്ലായ്പ്പോഴും ശരിയാണ്’, ‘ചിലപ്പോഴൊക്കെ ശരിയാണ്’, ‘ഒരിക്കലും ശരിയല്ല’ എന്നിങ്ങനെ മൂന്നു പ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. ഓരോ പ്രസ്താവനയും, നിങ്ങളെ സംബന്ധിച്ച് എത്രത്തോളം ശരിയാണെന്ന് അതാത് നമ്പറിന് നേരെയുള്ള കോളത്തിൽ ശരി ചിഹ്നം (✓) ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും സത്യസന്ധമായി പ്രതികരണം രേഖപ്പെടുത്തണമെന്ന് അഭ്യർത്ഥിക്കുന്നു. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യങ്ങൾക്ക് മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

PART -A

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
1.	അധ്യാപകരുമായി നല്ല ബന്ധം നിലനിർത്താൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
2.	എന്റെ കുട്ടുകാരെ ആരെയും ആത്മാർത്ഥമായി സ്നേഹിക്കാൻ എനിക്ക് കഴിയാറില്ല.			
3.	അയൽപക്കത്തുള്ള കുട്ടികളുമായി കുട്ടുകൂടാൻ എനിക്ക് മടിയാണ്.			
4.	കുട്ടുകാരുമൊത്ത് വിനോദങ്ങളിലേർപ്പെടാൻ എനിക്ക് കഴിയാറുണ്ട്.			

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
5.	സുഹൃത്തുക്കളുമായി ഞാൻ നിരന്തരബന്ധം പുലർത്താറുണ്ട്.			
6.	സുഹൃത്തുക്കളുടെ വിജയത്തിൽ സന്തോഷിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
7.	സന്നദ്ധസേവന പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.			
8.	കുടുംബാംഗങ്ങളുമായി നല്ല ബന്ധം നിലനിർത്താൻ എനിക്ക് സാധിക്കാറില്ല.			
9.	കുട്ടുകാർ ചെയ്യുന്ന തെറ്റുകൾ ക്ഷമിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
10.	സ്കൂളിലെ പുതിയ സാഹചര്യങ്ങളുമായി പൊരുത്തപ്പെട്ടുപോകുവാൻ പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.			
11.	അധ്യാപകൻ/അധ്യാപിക എന്നെ ഏത് സമയവും കുറ്റപ്പെടുത്തിയാലും ഞാനവരുമായി സഹകരിക്കാറുണ്ട്.			
12.	ക്ലാസിലെ എല്ലാവരുമായും നല്ല ബന്ധം സ്ഥാപിക്കാൻ എനിക്ക് കഴിയാറില്ല.			
13.	ഞാനിഷ്ടപ്പെടുന്ന കാര്യങ്ങളിൽ എന്റെ സുഹൃത്തുക്കളെക്കൂടി ഉൾപ്പെടുത്തുന്നതിൽ ഞാൻ സന്തുഷ്ടനാണ്.			
14.	സ്കൂളിലെ വിവിധ ക്ലബ്ബ് പ്രവർത്തനങ്ങളിൽ എന്റേതായ പങ്ക് വഹിക്കാറുണ്ട്.			
15.	സ്കൂളിൽ ചിലവഴിക്കുന്ന സമയം വളരെ വിരസമായതിനാൽ സ്കൂളിൽ പോകാൻ ഞാൻ താൽപര്യം കാണിക്കാറില്ല.			
16.	മറ്റുള്ളവരുടെ കൂടെയിരിക്കുന്നതിനേക്കാൾ തനിയെ ഇരിക്കുന്നതാണ് എനിക്കിഷ്ടം.			
17.	വീട്ടിലെത്തുന്ന അതിഥികളോട് നല്ല രീതിയിൽ പെരുമാറാൻ എനിക്ക് സാധിക്കാറില്ല.			
18.	അധ്യാപകൻ/അധ്യാപിക വേണ്ടരീതിയിൽ പരിഗണിക്കാത്തത് എന്നെ ദേഷ്യപ്പെടുത്താറുണ്ട്.			

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
19.	കുട്ടുകാരുമായി സംസാരിക്കുന്നതിൽ ഞാൻ സന്തോഷം കണ്ടെത്താറുണ്ട്.			
20.	മാതാപിതാക്കളോടും സഹോദരങ്ങളോടുമൊപ്പമുള്ള എന്റെ കുടുംബാന്തരീക്ഷം വളരെ സന്തോഷകരമാക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
21.	ഹോംവർക്കുകൾ ചെയ്തിട്ടില്ലെങ്കിൽ സ്കൂളിൽ പോകാതിരിക്കുന്നതാണ് എനിക്കിഷ്ടം.			
22.	കുട്ടുകാരുടെ പ്രശ്നങ്ങൾ ക്ഷമയോടെ കേൾക്കാനും മറുപടി നൽകാനും ഞാൻ മടി കാണിക്കാറില്ല.			
23.	പ്രൊജക്ട് വർക്കുകൾ സംഘം ചേർന്ന് ചെയ്യാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
24.	പഠനസാമഗ്രികൾ നൽകി കുട്ടുകാരെ സഹായിക്കുന്നതിൽ ഞാൻ സന്തോഷിക്കാറുണ്ട്.			
25.	കുടുംബാംഗങ്ങളുമായി പ്രശ്നങ്ങളുണ്ടെങ്കിലും ഞാനവരെ ആത്മാർത്ഥമായി സ്നേഹിക്കാറുണ്ട്.			
26.	പ്രയാസമുള്ള പാഠ്യേതരവിഷയങ്ങൾ മറ്റു വിദ്യാർത്ഥികളുമായി ചർച്ച ചെയ്യുന്നതിൽ ഞാൻ താൽപര്യം കാണിക്കാറുണ്ട്.			
27.	വീട്ടുകാരുടെ പ്രശ്നങ്ങളിൽ വേണ്ട രീതിയിൽ ഇടപെടാൻ എനിക്ക് കഴിയാറില്ല.			
28.	മാതാപിതാക്കൽ, സഹോദരങ്ങൾ എന്നിവരുമായി സഹകരിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.			
29.	എന്റെ ആശയങ്ങളോട് യോജിപ്പ് പ്രകടിപ്പിക്കാത്ത സഹപാഠികളോട് എനിക്ക് അമർഷം തോന്നാറുണ്ട്.			
30.	കുടുംബാംഗങ്ങളുടെ മോശമായ പെരുമാറ്റം കാരണം അവരെ ഉപദ്രവിക്കാറുണ്ട്.			
31.	അധ്യാപകരുടെ നിർദ്ദേശങ്ങൾ എത്ര കഠിനമായിരുന്നാൽപോലും ഞാൻ അനുസരിക്കാറുണ്ട്.			

PART -B

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
32.	നാണം കാരണം ഞാൻ ക്ലാസിൽ സംശയങ്ങൾ ചോദിക്കാറില്ല			
33.	അധ്യാപകൻ/അധ്യാപികയോട് സംസാരിക്കാൻ എനിക്ക് ലജ്ജ തോന്നാറില്ല.			
34.	പരീക്ഷയിൽ എന്നേക്കാൾ മാർക്ക് വാങ്ങുന്ന കുട്ടുകാരോട് എനിക്ക് അസൂയ തോന്നാറുണ്ട്.			
35.	പേടി കാരണം ക്ലാസിൽ നന്നായി സെമിനാർ അവതരിപ്പിക്കാൻ എനിക്ക് കഴിയാറില്ല.			
36.	പഠനപ്രവർത്തനങ്ങളിൽ സജീവമായി പങ്കെടുക്കുന്ന കുട്ടികളെ ഇഷ്ടപ്പെടാൻ എനിക്ക് കഴിയാറില്ല.			
37.	അമിതമായ നാണം കാരണം സ്കൂളിലെ കലാകായിക പരിപാടികളിൽ പങ്കെടുക്കാൻ എനിക്ക് കഴിയാറില്ല.			
38.	ആശങ്ക കൂടാതെ പൊതു സദസ്സിനെ അഭിമുഖീകരിക്കാൻ എനിക്ക് സാധിക്കാറുണ്ട്.			
39.	പേടി കാരണം പരീക്ഷയിൽ ഉയർന്ന മാർക്ക് വാങ്ങാൻ എനിക്ക് സാധിക്കാറില്ല.			
40.	കുട്ടുകാരോടൊത്തുള്ള വിനോദയാത്രയിൽ ഞാൻ സന്തോഷിക്കാറുണ്ട്.			
41.	വീട്ടുജോലികളിൽ മാതാപിതാക്കളെ കഴിയുന്ന വിധത്തിൽ ഞാൻ സഹായിക്കാറുണ്ട്.			
42.	വീട്ടിലെ ആഘോഷപരിപാടികളിൽ എനിക്ക് സന്തോഷിക്കാൻ കഴിയാറില്ല.			
43.	എന്നെക്കാൾ ബുദ്ധിയും സൗന്ദര്യവുമുള്ള കുട്ടികളോട് എനിക്ക് ഇഷ്ടം തോന്നാറുണ്ട്.			
44.	സഹോദരങ്ങൾ/സഹപാഠികൾ നേടുന്ന ഉന്നത വിജയം എന്നെ സന്തോഷിപ്പിക്കാറുണ്ട്.			

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
45.	അധ്യാപകൻ/അധ്യാപിക വഴക്കു പറയുമോ എന്ന പേടി കാരണം ഞാൻ സംശയങ്ങൾ ചോദിക്കാറില്ല.			
46.	കൂട്ടുകാരോ/സഹോദരങ്ങളോ നേടുന്ന ഉന്നത വിജയങ്ങളിൽ ഞാൻ അവരെ ആത്മാർത്ഥമായി അനുഭവിക്കാറുണ്ട്.			
47.	കൂട്ടുകാർക്ക് സഹായം ചെയ്തുകൊടുക്കുന്നതിൽ ഞാൻ താൽപര്യം കാണിക്കാറില്ല.			
48.	വീട്ടിൽ സഹായം ചോദിച്ചെത്തുന്ന യാചകരെ ഞാൻ നിരാശപ്പെടുത്താറില്ല.			
49.	പണംകൊണ്ടും സ്വാധീനം കൊണ്ടും എന്നേക്കാൾ മുന്നിട്ട് നിൽക്കുന്നവരുമായി ഞാൻ കൂട്ടുകൂടാറില്ല.			
50.	സഹോദരങ്ങളോട് മാതാപിതാക്കൾ കൂടുതൽ സ്നേഹം കാണിക്കുന്നത് എനിക്കിഷ്ടപ്പെടാൻ കഴിയാറില്ല.			
51.	എന്റെ വീട്ടിൽ സൗകര്യങ്ങൾ കുറവായതിനാൽ കൂട്ടുകാരെ വീട്ടിലേക്ക് ക്ഷണിക്കാൻ എനിക്ക് മടിയാണ്.			
52.	മറ്റുള്ളവരുടെ നല്ല ഉപദേശങ്ങൾ ഞാൻ ക്ഷമയോടെ കേൾക്കുകയും ഉൾക്കൊള്ളുകയും ചെയ്യാറുണ്ട്.			
53.	പേടിയുണ്ടെങ്കിലും മരണവീടുകൾ ഞാൻ സന്ദർശിക്കാറുണ്ട്.			
54.	മറ്റുള്ളവർ സന്തോഷിക്കുന്നത് കാണുമ്പോൾ എനിക്ക് ദേഷ്യം വരാറുണ്ട്.			
55.	എന്നെ കളിയാക്കുന്നവരെ ഞാൻ ഉപദ്രവിക്കാറുണ്ട്.			
56.	മറ്റുള്ളവർ എന്നെപ്പറ്റി എന്ത് വിചാരിക്കുമെന്ന ആശങ്ക കാരണം പല കാര്യങ്ങളിൽനിന്നും ഞാൻ ഒഴിഞ്ഞു മാറാറുണ്ട്.			
57.	മാതാപിതാക്കളോട് ഇഷ്ടമുണ്ടെങ്കിലും അത് പ്രകടിപ്പിക്കാൻ എനിക്ക് സാധിക്കാറില്ല.			

Sl. No	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
58.	മതാപിതാക്കൾ സഹോദരങ്ങൾ എന്നിവരുമായി സംസാരിക്കുന്നതിൽ ഞാൻ സന്തോഷം കണ്ടെത്താറുണ്ട്.			
59.	ചില സന്ദർഭങ്ങളിൽ ഞാൻ എന്നെത്തന്നെ ശപിക്കാറുണ്ട്.			
60.	എന്നെ സഹായിക്കാത്തവരെപ്പോലും ഞാൻ സഹായിക്കാറുണ്ട്			
61.	പെട്ടെന്നുണ്ടാകുന്ന ദേഷ്യത്തെ എനിക്ക് നിയന്ത്രിക്കാൻ കഴിയാറില്ല.			

Appendix – D4

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

SOCIO-EMOTIONAL ADJUSTMENT SCALE (Final)

Dr. A. Hameed
Assistant Professor

Jasmine K.P.
Research Scholar

Instructions

Following statements are related to your socio-emotional adjustment. Each statement carries three alternative responses like 'Always true', 'Sometimes true', 'Never true'. Read carefully each statement and put a tick (✓) mark in the most appropriate column of the given response part of the scale. The information given by you will be kept confidential and used only for research purposes. Please take care to respond to all the statements truthfully.

PART A

Sl. No.	Statement	Always true	Sometime true	Never true
1.	I can maintain good relationship with teachers			
2.	I can't love any of my friends sincerely			
3.	I feel shy to make friendship with children in the neighbourhood			
4.	I can entertain with my friends			
5.	I can maintain incessant relationship with friends			
6.	I can enjoy in the success of friends.			
7.	I can participate in the volunteer-service programmes			

Sl. No.	Statement	Always true	Sometime true	Never true
8.	I can't maintain good relationship with family members			
9.	I can forgive the mistakes committed by my friends			
10.	I feel difficulty to adjust with new conditions in school			
11.	I co-operate with teacher even when she/he accuses me.			
12.	I can't establish good relationship with everyone in the class			
13.	I am happy to include my friends in matters which are likened by me			
14.	I play my own role in various club activities of the school			
15.	I don't show interest for going to school as the time spending in school is boring			
16.	I like more to sit lonely than sitting with others			
17.	I can't behave properly with guest reaching in my house			
18.	I feel angry when teacher doesn't consider me properly			
19.	I find happiness in talking with friends			
20.	I can't make my family environment with parents and siblings, very happy			
21.	I prefer to keep away from school whenever I fail to complete my homework			
22.	I don't show laziness to listen to the problems of friends and give reply			
23.	I can do project works in group			
24.	I feel happy to help friends by giving learning materials			
25.	I can love my family members sincerely even when there are problems with them			

Sl. No.	Statement	Always true	Sometime true	Never true
26.	I am interested to discuss the extra-curricular matters with other students			
27.	I can't involve properly in the problems of family members			
28.	I can cooperate with parents and siblings			
29.	I feel angry to my friends whenever they fail to accept my ideas.			
30.	Because of their ill treatment I often harass my family members			
31.	I obey command of teachers even when they are so hard.			

PART B

Sl. No.	Statement	Always true	Sometime true	Never true
32.	I don't ask doubts in class due to shyness			
33.	I don't feel shyness to speak to teacher			
34.	I feel jealousy to friends who secure more marks than me			
35.	I can't present seminars in the class because of fear			
36.	I don't like students who are actively involved in academics			
37.	I am unable to participate in the arts and sports programmes in the school for fear of excessive shyness			

Sl. No.	Statement	Always true	Sometime true	Never true
38.	I can address a public audience without anxiety			
39.	I can't secure high mark in the exam due to fear			
40.	I find pleasure in tours with my friends			
41.	I help my parents in the household chores as much as I can			
42.	I am unable to find pleasure in the festivities at home			
43.	I feel likeness to children who are more intelligent and good looking than me			
44.	The success of my brothers and peers make me happy			
45.	I don't ask doubts to my teachers fearing they would rebuke me			
46.	I congratulate my peers and friends on their achievements			
47.	I don't take interest in helping my friends			
48.	I don't disappoint the beggars when they come to my home			
49.	I feel angry towards people who are better off than me in wealth and clout			
50.	I find it difficult to like my parents showing more love to my siblings			
51.	I feel shy to invite friends to my house because of the lack of facilities at home			
52.	I listen and imbibe the good advice of others patiently			
53.	I visit death-house even though I have fear			

Sl. No.	Statement	Always true	Sometime true	Never true
54.	I become angry when I see others happy			
55.	I harm those who ridicule me			
56.	I go away from various matters due to the anxiety that what others will think about me			
57.	I can't express my likeness towards parents although I like them			
58.	I find happiness in talking with parents and siblings			
59.	I curse myself in some occasions because of anger			
60.	I help even those who don't help me			
61.	I can't control the sudden anger			

Appendix – E1
SELF ESTEEM INVENTORY (Battle, 2000)

USHA AND SUCHITRA

നിർദ്ദേശങ്ങൾ

1. നിങ്ങൾ നിങ്ങളെ എത്രത്തോളം അംഗീകരിക്കുന്നു എന്ന് മനസ്സിലാക്കാനുള്ള ഒരു ചോദ്യാവലിയാണ് ഇത്. ഈ ചോദ്യാവലിയിൽ 67 ചോദ്യങ്ങൾ ഉൾപ്പെടുത്തിയിട്ടുണ്ട്.
2. ഓരോ ചോദ്യവും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അതിലെ ആശയം നിങ്ങളെ സംബന്ധിച്ച് ശരിയാണോ അല്ലയോ എന്ന് തീരുമാനിക്കുക. ശരിയാണെങ്കിൽ 'Yes' എന്ന കോളത്തിലും ശരിയല്ലെങ്കിൽ 'No' എന്ന കോളത്തിലും '✓' ചിഹ്നം ഇടുക.
3. എല്ലാ ചോദ്യങ്ങൾക്കും ക്രമനമ്പർ തെറ്റാതെ പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

Sl. No.		Yes	No
1.	നിങ്ങളുടെ സ്നേഹിതരുടെ എണ്ണം വളരെ കുറവാണോ?		
2.	മിക്ക സമയവും നിങ്ങൾ ഉല്ലാസവാൻ/ഉല്ലാസവതി ആണോ?		
3.	നിങ്ങളുടെ പ്രശ്നങ്ങൾ നിങ്ങളുടെ അച്ഛനമ്മമാരോട് സൗകര്യമായി പറയാൻ കഴിയുമോ?		
4.	മറ്റുള്ളവർക്ക് ചെയ്യാൻ കഴിയുന്നതുപോലെ കാര്യങ്ങൾ നന്നായി ചെയ്യാൻ നിങ്ങൾക്കും കഴിയാറുണ്ടോ?		
5.	നിങ്ങൾക്ക് പരിചയമുള്ളവരെയെല്ലാം നിങ്ങൾക്ക് ഇഷ്ടമാണോ?		
6.	നിങ്ങളുടെ ഒഴിവുസമയം മിക്കവാറും നിങ്ങൾ ഏകാന്തമായി കഴിച്ചുകൂട്ടുകയാണോ?		
7.	നിങ്ങളുടെ കുടുംബാംഗങ്ങളെ നിങ്ങൾക്ക് വിശ്വാസമാണോ?		
8.	മിക്കവാറും എല്ലാപേർക്കും നിങ്ങളെ ഇഷ്ടം ആണോ?		
9.	സ്കൂൾ പഠനം ഉപേക്ഷിക്കുവാൻ പലപ്പോഴും തോന്നാറുണ്ടോ?		
10.	നിങ്ങളുടേത് അല്ലാത്ത ഏതെങ്കിലും സാധനം നിങ്ങൾ എപ്പോഴെങ്കിലും എടുത്തിട്ടുണ്ടോ?		
11.	മറ്റു പലരേയും പോലെ നിങ്ങൾക്ക് ബുദ്ധിസാമർത്ഥ്യം ഉണ്ടോ?		
12.	നിങ്ങൾ കുടുംബാംഗങ്ങളുമായി വാദപ്രതിവാദം നടത്താറുണ്ടോ?		
13.	മറ്റുപലരേയും പോലെ നിങ്ങളും ഒരു പ്രധാനവ്യക്തിയാണെന്ന് തോന്നാറുണ്ടോ?		
14.	നിങ്ങൾ വളരെ എളുപ്പത്തിൽ നിരാശരാകാറുണ്ടോ?		
15.	നിങ്ങളുടെ സ്കൂൾപഠന പ്രവർത്തനങ്ങളിൽ നിങ്ങൾക്ക് സംതൃപ്തി		

Sl. No.		Yes	No
	ഉണ്ടോ?		
16.	നിങ്ങൾക്ക് ആവശ്യമുള്ളത്ര സ്വാതന്ത്ര്യം വീട്ടിൽനിന്ന് ലഭിക്കാറുണ്ടോ?		
17.	നിങ്ങളെ സംബന്ധിക്കുന്ന പല കാര്യങ്ങളിലും മാറ്റം വരുത്തുവാൻ നിങ്ങൾ ശ്രമിക്കാറുണ്ടോ?		
18.	നിങ്ങൾ എല്ലായ്പ്പോഴും സത്യം പറയാറുണ്ടോ?		
19.	നിങ്ങളുടെ അമ്മയുമായി നിങ്ങൾക്ക് നല്ല സൗഹൃദബന്ധം ഉണ്ടോ?		
20.	നിങ്ങളെ കണ്ടാൽ മറ്റു പലരേയും പോലെ ശാലീനത ഉണ്ടെന്നു തോന്നാറുണ്ടോ?		
21.	നിങ്ങളുടെ സ്കൂൾ പഠനപ്രവർത്തനങ്ങൾ പ്രയാസമാകുമ്പോൾ അവ നിർത്തിവയ്ക്കാറുണ്ടോ?		
22.	നിങ്ങൾക്ക് പതിവായി ഉത്കണ്ഠയോ, മനസ്സിനു പിരിമുറുക്കമോ (tension) അനുഭവപ്പെടാറുണ്ടോ?		
23.	ചിലപ്പോഴെങ്കിലും നിങ്ങൾ വിടുവാക്ക് (gossip) പറഞ്ഞിരിക്കാറുണ്ടോ?		
24.	നിങ്ങളെകൊണ്ട് ഒന്നിനും കൊള്ളുകയില്ലെന്ന് പലപ്പോഴും തോന്നാറുണ്ടോ?		
25.	മറ്റു പലരേയും പോലെ നിങ്ങൾക്ക് കരുത്തും ആരോഗ്യവുമുണ്ടോ?		
26.	പഠനം നിങ്ങൾക്ക് ആനന്ദപ്രദമായകം ആകാറുണ്ടോ?		
27.	നിങ്ങളുടെ പിതാവുമായുള്ള നിങ്ങളുടെ ബന്ധം സൗഹൃദപരമാണോ?		
28.	നിങ്ങളുടെ അഭിപ്രായവും വികാരവും പ്രകടിപ്പിക്കുവാൻ നിങ്ങൾക്ക് ബുദ്ധിമുട്ടുണ്ടോ?		
29.	നിങ്ങൾക്ക് എപ്പോഴും ദേഷ്യം വരാറുണ്ടോ?		
30.	നിങ്ങളെപ്പറ്റി പലപ്പോഴും സ്വയം ലജ്ജ തോന്നാറുണ്ടോ?		
31.	ഗൃഹപാഠം കൃത്യസമയത്തിനുള്ളിൽ ചെയ്തുതീർക്കാൻ നിങ്ങൾക്ക് മിടിക്കാറുണ്ടോ?		
32.	നിങ്ങളെക്കാൾ വിജയ സാധ്യത കൂടുതൽ ഉള്ളത് സാധാരണയായി മറ്റു പലർക്കും ആണോ?		
33.	നിങ്ങൾ ഉദ്ദേശിക്കുന്ന രീതിയിൽ സ്കൂളിലെ പ്രവർത്തനങ്ങൾ നിർവഹിക്കാൻ നിങ്ങൾക്ക് സാധിക്കാറുണ്ടോ?		
34.	നിങ്ങൾക്ക് പലപ്പോഴും അകാരണമായ മനോവിഷമം അനുഭവപ്പെടാറുണ്ടോ?		
35.	മറ്റുള്ളവർക്ക് ഉള്ളതുപോലെ സന്തോഷം തനിക്കും ഉണ്ടെന്നു തോന്നാറുണ്ടോ?		

Sl. No.		Yes	No
36.	നിങ്ങൾ സദാ ലജ്ജാശീലൻ/ലജ്ജാശീല ആണോ?		
37.	നിങ്ങൾ ഒരു പരാജയമാണെന്ന് തോന്നാറുണ്ടോ?		
38.	നിങ്ങളുടെ സതീർത്ഥ്യരുടെ ഇടയിൽ നിങ്ങൾ സുസമ്മതനായ വ്യക്തിയാണോ?		
39.	പുതിയ ആളുകളെ പരിചയപ്പെടാൻ ബുദ്ധിമുട്ടുണ്ടോ?		
40.	നിങ്ങൾ എപ്പോഴെങ്കിലും കള്ളം പറയാറുണ്ടോ?		
41.	എന്തെന്ന് അറിയാത്ത ഉത്കണ്ഠ പലപ്പോഴും നിങ്ങളെ അലട്ടാറുണ്ടോ?		
42.	നിങ്ങളുടെ അഭിപ്രായങ്ങൾ മിക്കപേരും പരിഗണിക്കാറുണ്ടോ?		
43.	നിങ്ങളുടെ സമപ്രായക്കാർ നിങ്ങളെക്കാൾ കാര്യക്ഷമത (Smart) ഉള്ളവരാണോ?		
44.	ആൾക്കൂട്ടത്തിൽ നിങ്ങൾ പരുങ്ങാറുണ്ടോ?		
45.	മറ്റുള്ളവരെക്കാൾ കൂടുതലായി നിങ്ങൾക്ക് അകാരണമായ ഉത്കണ്ഠ തോന്നാറുണ്ടോ?		
46.	മിക്ക ആളുകളെയും പോലെ നിങ്ങളും സന്തുഷ്ടരാണോ?		
47.	നിങ്ങളുടെ കുടുംബാംഗങ്ങൾ പെട്ടെന്ന് കോപിക്കുന്ന പ്രകൃതിക്കാരാണോ?		
48.	നിങ്ങൾ എപ്പോഴും ദുഃഖിക്കാറുണ്ടോ?		
49.	കാര്യങ്ങൾ നടത്താനുള്ള ശക്തി ആർജ്ജിക്കാൻ നിങ്ങൾക്ക് ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ടോ?		
50.	നിങ്ങളുടെ സുഹൃത്തുക്കൾക്ക് നിങ്ങളെ വലിയ വിശ്വാസമാണെന്ന് തോന്നാറുണ്ടോ?		
51.	ഞാൻ അത്ര നല്ലതല്ല എന്ന തോന്നൽ നിങ്ങൾക്കുണ്ടാകാറുണ്ടോ?		
52.	അച്ഛനമ്മമാർ നിങ്ങളുടെ വികാരം മനസ്സിലാക്കാറുണ്ടോ?		
53.	നിങ്ങളുടെ സ്കൂൾ പഠനപ്രവർത്തനങ്ങൾ പരമാവധി നന്നായി ചെയ്തു തീർക്കാൻ നിങ്ങൾ ശ്രമിക്കാറുണ്ടോ?		
54.	നിങ്ങളുടെ ആശയങ്ങൾ മറ്റുള്ളവർക്ക് ഇഷ്ടപ്പെടുന്നുണ്ടോ?		
55.	നിങ്ങൾ ഒരു പരാജയമാണെന്ന് നിങ്ങളുടെ അച്ഛനമ്മമാർ കരുതാറുണ്ടോ?		
56.	നിങ്ങൾ ഒരു നല്ല കാര്യം ചെയ്താൽ സ്വയം അംഗീകരിക്കാൻ നിങ്ങൾക്ക് പ്രയാസമുണ്ടോ?		
57.	മറ്റു ആളുകളോട് സംസാരിക്കുവാൻ നിങ്ങൾക്ക് ബുദ്ധിമുട്ടുണ്ടോ?		
58.	സ്കൂളിൽ നിങ്ങളൊരു പരാജയം ആണോ?		
59.	നിങ്ങളുടെ അച്ഛനമ്മമാർക്ക് നിങ്ങളെ ഇഷ്ടമാണോ?		

Sl. No.		Yes	No
60.	നിങ്ങളുടെ സ്കൂൾ പഠനപ്രവർത്തനങ്ങളിൽ നിങ്ങൾക്ക് അഭിമാനം തോന്നാറുണ്ടോ?		
61.	സ്വന്തം വീട്ടിൽ നിങ്ങൾക്ക് പലപ്പോഴും തിരിച്ചടി ഉണ്ടാകാറുണ്ടോ?		
62.	സ്കൂൾ പ്രവർത്തനങ്ങൾക്കായി നിങ്ങൾ കഠിനമായി പ്രയത്നിക്കാറുണ്ടോ?		
63.	സ്വയം തീരുമാനം എടുക്കാനും അതിൽതന്നെ ഉറച്ചുനിൽക്കാനും നിങ്ങൾക്ക് ബുദ്ധിമുട്ട് ഉണ്ടാകാറുണ്ടോ?		
64.	നിങ്ങൾക്ക് നിങ്ങളെ തന്നെ തൃപ്തി ആണോ?		
65.	നിങ്ങൾക്ക് വിശ്വസ്തരായ സുഹൃത്തുക്കൾ ഉണ്ടോ?		
66.	സ്കൂൾ പ്രവർത്തനങ്ങൾ കഴിയുന്നതും കുറച്ചു പ്രയത്നം കൊണ്ട് കാര്യം നേടാൻ നിങ്ങൾ ശ്രമിക്കാറുണ്ടോ?		
67.	നിങ്ങളുടെ കുടുംബത്തിന് നിങ്ങളിൽ വിശ്വാസം ഉണ്ടെന്ന് തോന്നാറുണ്ടോ?		

Appendix- E2

SELF ESTEEM INVENTORY (Battle, 2000)

USHA AND SUCHITRA

Instructions

1. This is a questionnaire to understand to what extent you accept yourself. Sixty seven questions are included in this questionnaire.
2. After reading each question carefully, decide the idea in it is right or not in the case of you. Put '✓' mark in column 'Yes' if it is right, in column 'No' if it is not right.
3. Take special care to record response for all questions without making any mistake in the serial number.

Sl. No.		Yes	No
1.	Do you have only a few friends?		
2.	Are you happy most of the time?		
3.	Are you comfortable telling your parents about your problems?		
4.	Can you do things as well as others?		
5.	Do you like every one you know?		
6.	Do you spend most of your free time alone?		
7.	Do you trust your family?		
8.	Do most people like you?		
9.	Do you often feel like quitting school?		
10.	Have you ever taken anything that didn't belong to you?		
11.	Are you as intelligent as most people?		
12.	Do you argue often with your family?		
13.	Do you feel you are important as most people?		
14.	Are you easily depressed?		
15.	Are you satisfied with your school work?		

Sl. No.		Yes	No
16.	Do you feel like you have enough freedom at home?		
17.	Would change many things about yourself if you could?		
18.	Do you always tell the truth?		
19.	Do you have a good relationship with your mother?		
20.	Are you nice looking as most people?		
21.	Do you usually quit when your school work is too hard?		
22.	Are you usually tense or anxious?		
23.	Do you gossip at times?		
24.	Do you often feel that you are no good at all?		
25.	Are you as strong and healthy as most people are?		
26.	Do you enjoy learning?		
27.	Do you have a good relationship with your father?		
28.	Is it difficult for you to express your views and feelings?		
29.	Do you ever get angry?		
30.	Do you often feel ashamed of yourself?		
31.	Are you pretty good about doing homework on time?		
32.	Are other people generally more successful than you are?		
33.	Are you doing as well in school as you would like to do?		
34.	Do you feel uneasy most of the time without knowing why?		
35.	Do you feel that you are as happy as others are?		
36.	Are you ever shy?		
37.	Are you a failure?		
38.	Are you popular with other people your age?		
39.	Is it hard for you to meet new people?		
40.	Do you ever lie?		
41.	Are you often upset about something?		
42.	Do most people respect your views?		
43.	Are people your age smarter than you are?		

Sl. No.		Yes	No
44.	Are you uncomfortable in groups of people?		
45.	Do you worry more than most people?		
46.	Are you as happy as most people?		
47.	Do the people in your family have quick tempers?		
48.	Are you ever sad?		
49.	Is it hard for you to find the energy to do things?		
50.	Do you feel as though your friends have a lot confidence in you?		
51.	Do you feel that you are not good enough?		
52.	Do your parents understand how you feel?		
53.	Are you doing the best school work that you can?		
54.	Do people like your ideas?		
55.	Do your parents think that you are a failure?		
56.	Is it hard for you to give yourself credit when you do a good job?		
57.	Do you have trouble talking to other people?		
58.	Are you a failure at school?		
59.	Do your parents love you?		
60.	Are you pride of your school learning activities?		
61.	Are you often get upset when you are at home?		
62.	Do you often get upset when you are at home?		
63.	Are you a hard worker at school?		
64.	Do you find it hard to make up you mind and stick to it?		
65.	Do you have friends you can confide in?		
66.	In school, do you do as little work as you can get by with?		
67.	Do you feel as though your family trusts you?		

Appendix – F1
UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
ACADEMIC STRESS INVENTORY
(Draft)

Dr. A. Hameed
 Assistant Professor

Jasmine K.P.
 Research Scholar

നിർദ്ദേശങ്ങൾ:

നിങ്ങളുടെ പഠനവുമായി ബന്ധപ്പെട്ട പിരിമുറുക്കം അളക്കുന്നതിനുള്ള പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും ‘എല്ലായ്പ്പോഴും ശരിയാണ്’, ‘മിക്കപ്പോഴും ശരിയാണ്’, ‘ചിലപ്പോഴൊക്കെ ശരിയാണ്’, ‘അപൂർവ്വമായി ശരിയാണ്’, ‘ഒരിക്കലും ശരിയല്ല’ എന്നിങ്ങനെ അഞ്ച് പ്രതികരണങ്ങൾ സാധ്യമാണ്. ഓരോ പ്രസ്താവനയും വായിച്ച ശേഷം അത് നിങ്ങളെ സംബന്ധിച്ച് എത്രത്തോളം ശരിയാണെന്ന് പ്രസ്താവനയുടെ ക്രമനമ്പറിന് നേരെ, അനുയോജ്യമായ കോളത്തിൽ ശരി ചിഹ്നം (✓) ഉപയോഗിച്ച് അടയാളപ്പെടുത്തുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യങ്ങൾക്ക് മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
1.	ക്ലാസിലെ ചർച്ചകളിൽ അഭിപ്രായപ്രകടനം നടത്താൻ എനിക്ക് പ്രയാസമനുഭവപ്പെടാറില്ല.					
2.	എന്റെ കഴിവ്കേടാണ് അധ്യാപകർക്ക് എന്നോടുള്ള അവഗണനയ്ക്ക് കാരണമെന്ന ചിന്ത എന്നിൽ മാനസിക സമ്മർദ്ദമുണ്ടാക്കാറുണ്ട്.					
3.	എന്റെ പഠനകാര്യങ്ങളിലുള്ള മാതാപിതാക്കളുടെ അശ്രദ്ധ എന്നിൽ മാനസിക സമ്മർദ്ദമുണ്ടാക്കാറുണ്ട്.					
4.	അധ്യാപകരുടെ അനാവശ്യമായ ഉപദേശം എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
5.	സുഹൃത്തുക്കളുടെ പരിഹാസം എന്നിൽ മാനസിക സമ്മർദ്ദം ഉണ്ടാക്കാറുണ്ട്.					
6.	മറ്റുള്ളവർ എന്നേക്കാൾ മാർക്ക് വാങ്ങുന്നത് എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					
7.	പഠനപ്രവർത്തനങ്ങൾ കൃത്യമായ സമയത്ത് ചെയ്തു തീർക്കാൻ കഴിയുമോ എന്ന ചിന്ത എന്നിൽ മാനസികപിരിമുറുക്കമുണ്ടാക്കാറില്ല.					
8.	പരീക്ഷയിൽ പ്രതീക്ഷിച്ച മാർക്ക് ലഭിച്ചില്ലെങ്കിൽ എനിക്ക് അങ്ങേയറ്റത്തെ നിരാശ തോന്നാറുണ്ട്.					
9.	മാതാപിതാക്കളുമായി മാനസിക അടുപ്പമില്ലാത്തത് എന്റെ പഠനത്തെ ബാധിക്കാറുണ്ട്.					
10.	പഠനകാര്യങ്ങളിൽ കൂട്ടുകാരുടെ സഹായം തേടുന്നത് എനിക്ക് മാനസിക പ്രയാസമുണ്ടാക്കാറുണ്ട്.					
11.	അധ്യാപകർ എന്തെങ്കിലും ഉത്തരവാദിത്തമേൽപിക്കുമ്പോൾ എന്നിൽ മാനസിക സംഘർഷമുണ്ടാവാറില്ല.					
12.	പഠിക്കുന്നതിനനുസരിച്ചുള്ള ജോലി കിട്ടുമോ എന്ന ഭയം പലപ്പോഴും എന്നെ അലട്ടാറുണ്ട്.					
13.	ക്ലാസ് പരീക്ഷകൾപോലും എന്നിൽ മാനസികസംഘർഷം ഉണ്ടാക്കാറുണ്ട്.					
14.	ഇഷ്ടപ്പെടുന്ന അധ്യാപകരുടെ സ്കൂളിൽ നിന്നുള്ള പിരിഞ്ഞുപോവൽ എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					
15.	പഠനാവശ്യങ്ങൾക്കായി മാതാപിതാക്കളോട് പണം ചോദിക്കുന്നത് എന്നിൽ മാനസിക പ്രയാസമുണ്ടാക്കാറുണ്ട്.					
16.	പരീക്ഷയ്ക്ക് ഉത്തരം എഴുതാൻ വിട്ടുപോയ ചോദ്യങ്ങളെ കുറിച്ചു ചോർത്ത് ഞാൻ ആവലാതിപ്പെടാറില്ല.					

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
17.	അധ്യാപകരുടെ നിരുത്സാഹപ്പെടുത്തൽ എന്ന അലട്ടാറില്ല.					
18.	അധ്യാപകരുമായി എന്റെ പഠനനിലവാരത്തെ കുറിച്ച് മാതാപിതാക്കൾ ചർച്ച ചെയ്യുന്നത് എന്നിൽ പ്രയാസമുണ്ടാക്കാറുണ്ട്.					
19.	പഠനഭാരം കാരണം കൂട്ടുകാരുമായി ഇടപഴകാൻ സാധിക്കാത്തത് എന്നിൽ അസ്വസ്ഥതയുണ്ടാക്കാറുണ്ട്.					
20.	പഠനപ്രവർത്തനങ്ങളിൽ സഹപാഠികൾക്കൊരു വശമായ സഹായങ്ങൾ ചെയ്തു കൊടുക്കുന്നതിൽ എനിക്ക് മാനസികസമ്മർദ്ദം അനുഭവപ്പെടാറുണ്ട്.					
21.	രക്ഷിതാക്കൾ എപ്പോഴും പഠിക്കാൻ നിർബന്ധിക്കുന്നത് എന്നിൽ അസ്വസ്ഥതയുണ്ടാക്കാറുണ്ട്.					
22.	പരിചയമില്ലാത്തവരുമായി ഇടപഴകാൻ എനിക്ക് ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ട്.					
23.	ക്ലാസ്റൂമിലെ സാഹചര്യങ്ങളുമായി ഇണങ്ങി ചേരാൻ പറ്റുമെന്ന വിശ്വാസം എനിക്കുണ്ട്.					
24.	ആദ്യപരീക്ഷ ബുദ്ധിമുട്ടായാൽ മറ്റു പരീക്ഷകൾക്കായി പഠിക്കാൻ എനിക്ക് പ്രയാസമനുഭവപ്പെടാറുണ്ട്.					
25.	രക്ഷിതാക്കൾ തമ്മിലുള്ള വഴക്ക് കാരണം പഠിക്കാൻ കഴിയാത്തത് എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					
26.	അധ്യാപകർക്ക് എന്നോടുള്ള ഇഷ്ടക്കുറവ് എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					
27.	നന്നായി പഠിച്ചിട്ടുണ്ടെങ്കിലും പേടി കാരണം അധ്യാപകർ ചോദ്യം ചോദിക്കുമ്പോൾ ഉത്തരം പറയാൻ എനിക്ക് സാധിക്കാറില്ല.					

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
28.	പഠനത്തിനാവശ്യമായ സൗകര്യങ്ങൾ മാതാപിതാക്കൾ ഒരുക്കിത്തരാത്തതിൽ എനിക്ക് മാനസിക സമ്മർദ്ദം അനുഭവപ്പെടാറുണ്ട്.					
29.	എന്റെ പഠനനിലവാരം അധ്യാപകർ മറ്റു കുട്ടികളുടെ പഠനനിലവാരവുമായി താരതമ്യം ചെയ്യുന്നത് എനിക്ക് മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					
30.	തുടർച്ചയായുള്ള അസൈൻമെന്റുകളും, പ്രോജക്ട് വർക്കുകളും എന്നെ മാനസികമായും ശാരീരികമായും സമ്മർദ്ദത്തിലാക്കാറുണ്ട്.					
31.	രക്ഷിതാക്കളുടെ അമിതപ്രതീക്ഷ എന്നിൽ മാനസിക പിരിമുറുക്കമുണ്ടാക്കാറുണ്ട്.					
32.	സുഹൃത്തുക്കൾക്ക് ലഭിക്കുന്ന പഠന സൗകര്യങ്ങളുമായി സ്വയം താരതമ്യം ചെയ്യുമ്പോൾ എനിക്ക് മാനസികപ്രയാസമനുഭവപ്പെടാറുണ്ട്.					
33.	കൂട്ടുകാർ ബുദ്ധിമുട്ടുന്നത് കാണുമ്പോൾ എനിക്ക് മാനസിക സമ്മർദ്ദം ഉണ്ടാകാറില്ല.					
34.	പഠനകാര്യങ്ങളിൽ മാതാപിതാക്കളുടെ അമിതശ്രദ്ധ എന്നിൽ അസ്വസ്ഥതയുണ്ടാക്കാറുണ്ട്.					
35.	പഠനകാര്യങ്ങളിൽ എന്തെങ്കിലും മികവു കാണിക്കുന്ന കൂട്ടുകാരുമായി ഇടപഴകുന്നതിൽ എനിക്ക് പ്രയാസമനുഭവപ്പെടാറുണ്ട്.					
36.	കൂട്ടുകാരുടെ അവഗണന എന്നിൽ മാനസിക അസ്വാസ്ഥ്യം ഉണ്ടാകാറില്ല.					
37.	സുഹൃത്തുക്കൾ കളിയാക്കുമെന്ന് പേടിച്ച് ക്ലാസ്റൂം ചർച്ചകളിൽ ഞാൻ അഭിപ്രായം പ്രകടിപ്പിക്കാറില്ല.					

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
38.	പഠിക്കാനുള്ള വിഷയം തിരഞ്ഞെടുക്കുമ്പോൾ ഏത് വിഷയം പഠിക്കണമെന്ന ആശയക്കുഴപ്പം എന്നിൽ മാനസിക സമ്മർദ്ദം ഉണ്ടാക്കാറില്ല.					
39.	ഒഴിവുദിവസങ്ങളിൽപോലും മാതാപിതാക്കൾ പഠിക്കാൻ നിർബന്ധിക്കുന്നത് എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					
40.	പഠനവിഷയങ്ങൾ തിരഞ്ഞെടുക്കുമ്പോൾ എന്റെ അഭിപ്രായങ്ങൾ മാതാപിതാക്കൾ പരിഗണിക്കാത്തതിൽ എനിക്ക് വിഷമം തോന്നാറുണ്ട്.					
41.	സ്കൂൾ പഠനത്തിനുപുറമെയുള്ള ട്യൂഷൻ ക്ലാസുകൾ എന്നിൽ മാനസിക സമ്മർദ്ദം ഉണ്ടാക്കാറുണ്ട്.					
42.	പരീക്ഷയിൽ മാർക്ക് കുറഞ്ഞാൽ മാതാപിതാക്കളെ അഭിമുഖീകരിക്കാൻ എനിക്ക് പ്രയാസമനുഭവപ്പെടാറില്ല.					
43.	അസുഖമുള്ളപ്പോഴും രക്ഷിതാക്കൾ പഠിക്കാൻ നിർബന്ധിക്കുന്നത് എന്നിൽ മാനസിക സമ്മർദ്ദമുണ്ടാക്കാറുണ്ട്.					
44.	മാതാപിതാക്കൾ പരീക്ഷയിൽ ലഭിക്കുന്ന മാർക്കിന് നൽകുന്ന പ്രാധാന്യം എന്നിൽ മാനസിക സമ്മർദ്ദം ഉണ്ടാക്കാറുണ്ട്.					
45.	അധ്യാപകർ ശിക്ഷിക്കുന്നത് കാരണം പഠന പ്രവർത്തനങ്ങളിൽ താൽപര്യം കാണിക്കാൻ എനിക്ക് കഴിയാറില്ല.					

Appendix – F2
UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
ACADEMIC STRESS INVENTORY
(Draft)

Dr. A. Hameed
Assistant Professor

Jasmine K.P.
Research Scholar

Instructions

The following statements are closely related to your academic stress. Each statement carries five alternative responses like ‘Always true’, ‘Often true’, ‘Sometimes true’, ‘Rarely true’ and ‘Never true’. Read carefully each statement and put a tick (✓) mark in the most appropriate response of the given response sheet. The information given by you will be kept confidential and used only for research purposes. Please take care to respond to all the statements truthfully.

Sl. No.	Statements	Always true	Often true	Sometime true	Rarely true	Never true
1.	I don't feel difficulty to express opinion in classroom discussions					
2.	I feel mental stress due to the thought that my inability is the reason behind the negligence of teachers towards me.					
3.	Negligence from the side of parents in my studies often worries me					
4.	Unnecessary advice of teachers is always unbearable to me					
5.	The notion of being mocked by my friends often puts me in mental stress.					
6.	I feel mentally disturbed when other students score more than me					

Sl. No.	Statements	Always true	Often true	Sometime true	Rarely true	Never true
7.	I don't feel mental stress due to the thought that whether I can complete my learning activities in time.					
8.	I feel intense despair when I don't get the expected mark in the examination.					
9.	Having no mental attachment with the parents affects my study					
10.	I feel uncomfortable in seeking help in my academics from other students					
11.	I don't feel mental stress when teachers give any responsibility					
12.	I am often haunted by the thought whether I get suitable job or not.					
13.	Even class tests cause mental stress for me.					
14.	Reliving of my beloved teacher from the school often badly affect my studies					
15.	Seeking financial support from parents often disturb me mentally.					
16.	I am least bothered about the questions that I left unanswered in my examination.					
17.	I am not disturbed by the discouragement of my teachers					
18.	I feel very much stressed when my parents discuss with my teachers about my learning status.					
19.	Lack of mingling with my friends, due to the heavy load of academics is often stressful to me.					
20.	I feel mental stress in doing necessary help for friends in learning activities					
21.	I am disturbed when my parents often compels me to study					

Sl. No.	Statements	Always true	Often true	Sometime true	Rarely true	Never true
22.	I feel difficulty to mingle with those whom I am not familiarized					
23.	I have belief in my ability to adjust with the conditions in the classroom					
24.	I feel difficulty to study for other examination if the first exam is difficult					
25.	My inability to study due to the dispute of parents causes mental stress for me					
26.	I feel disturbance due to the thinking that teachers have not enough love towards me.					
27.	I am unable to answer teacher's question due to fear, eventhough I have learned it thoroughly.					
28.	I feel mental stress when parents fail to facilitate my learning needs					
29.	It makes me tensed when teacher compares my leaning progress with that of other students.					
30.	The incessant assignment and project works often exhaust me mentally and physically.					
31.	I am mentally disturbed by the over expectation of my parents					
32.	I feel mental difficulty when I compare learning facilities of friends with that of me					
33.	I don't feel disturbed when my friends are in trouble					
34.	The over concern of parents in my academics disturbed me.					
35.	I feel ill-at-ease when I mingle with my friends who often excel me in their academics					

Sl. No.	Statements	Always true	Often true	Sometime true	Rarely true	Never true
36.	I never feel disturbed whenever I am sidestepped by my friends.					
37.	Fearing that I may be laughed at, I never express opinion in the class room discussions.					
38.	I am not confused in my choice of study					
39.	I feel discomfort when parents insist me to keep on studying even in holidays					
40.	I often feel sad when parents are not ready to consider my opinion in the choice of my academics					
41.	The tuition classes in addition to regular schooling creates tension for me					
42.	I don't feel any discomfort on facing my parents after scoring less marks in exams					
43.	I feel restless when my parents force me to study without consider that I am sick					
44.	Importance given by parents to the mark obtained in the examination causes mental stress for me					
45.	I can't show interest in learning activities due to the punishment imposed by teachers.					

Appendix – F3

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

**ACADEMIC STRESS INVENTORY
(Final)**

Dr. A. Hameed
Assistant Professor

Jasmine K.P.
Research Scholar

നിർദ്ദേശങ്ങൾ:

നിങ്ങളുടെ പഠനവുമായി ബന്ധപ്പെട്ട പിരിമുറുക്കം അളക്കുന്നതിനുള്ള പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും ‘എല്ലായ്പ്പോഴും ശരിയാണ്’, ‘മിക്കപ്പോഴും ശരിയാണ്’, ‘ചിലപ്പോഴൊക്കെ ശരിയാണ്’, ‘അപൂർവ്വമായി ശരിയാണ്’, ‘ഒരിക്കലും ശരിയല്ല’ എന്നിങ്ങനെ അഞ്ച് പ്രതികരണങ്ങൾ സാധ്യമാണ്. ഓരോ പ്രസ്താവനയും വായിച്ച ശേഷം അത് നിങ്ങളെ സംബന്ധിച്ച് എത്രത്തോളം ശരിയാണെന്ന് പ്രസ്താവനയുടെ ക്രമ നമ്പറിന് നേരെ, അനുയോജ്യമായ കോളത്തിൽ ശരി ചിഹ്നം (✓) ഉപയോഗിച്ച് അടയാളപ്പെടുത്തുക. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യങ്ങൾക്ക് മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
1.	ക്ലാസിലെ ചർച്ചകളിൽ അഭിപ്രായപ്രകടനം നടത്താൻ എനിക്ക് പ്രയാസമനുഭവപ്പെടാറില്ല.					
2.	എന്റെ കഴിവ്കേടാണ് അധ്യാപകർക്ക് എന്നോടുള്ള അവഗണനയ്ക്ക് കാരണമെന്ന ചിന്ത എന്നിൽ മാനസിക സമ്മർദ്ദമുണ്ടാക്കാറുണ്ട്.					
3.	എന്റെ പഠനകാര്യങ്ങളിലുള്ള മാതാപിതാക്കളുടെ അശ്രദ്ധ എന്നിൽ മാനസിക സമ്മർദ്ദമുണ്ടാക്കാറുണ്ട്.					
4.	അധ്യാപകരുടെ അനാവശ്യമായ ഉപദേശം എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
5.	സുഹൃത്തുക്കളുടെ പരിഹാസം എന്നിൽ മാനസിക സമ്മർദ്ദം ഉണ്ടാക്കാറുണ്ട്.					
6.	മറ്റുള്ളവർ എന്നേക്കാൾ മാർക്ക് വാങ്ങുന്നത് എന്നിൽ മാനസികസംഘർഷമുണ്ടാക്കാറുണ്ട്.					
7.	പരീക്ഷയിൽ പ്രതീക്ഷിച്ച മാർക്ക് ലഭിച്ചില്ലെങ്കിൽ എനിക്ക് അങ്ങേയറ്റത്തെ നിരാശ തോന്നാറുണ്ട്.					
8.	മാതാപിതാക്കളുമായി മാനസിക അടുപ്പമില്ലാത്തത് എന്റെ പഠനത്തെ ബാധിക്കാറുണ്ട്.					
9.	പഠനകാര്യങ്ങളിൽ കൂട്ടുകാരുടെ സഹായം തേടുന്നത് എനിക്ക് മാനസിക പ്രയാസമുണ്ടാക്കാറുണ്ട്.					
10.	പഠിക്കുന്നതിനനുസരിച്ചുള്ള ജോലി കിട്ടുമോ എന്ന ഭയം പലപ്പോഴും എന്നെ അലട്ടാറുണ്ട്.					
11.	ക്ലാസ് പരീക്ഷകൾപോലും എന്നിൽ മാനസിക സംഘർഷം ഉണ്ടാക്കാറുണ്ട്.					
12.	ഇഷ്ടപ്പെടുന്ന അധ്യാപകരുടെ സ്കൂളിൽ നിന്നുള്ള പിരിഞ്ഞുപോവൽ എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					
13.	പഠനാവശ്യങ്ങൾക്കായി മാതാപിതാക്കളോട് പണം ചോദിക്കുന്നത് എന്നിൽ മാനസിക പ്രയാസമുണ്ടാക്കാറുണ്ട്.					
14.	അധ്യാപകരുമായി എന്റെ പഠനനിലവാരത്തെക്കുറിച്ച് മാതാപിതാക്കൾ ചർച്ച ചെയ്യുന്നത് എന്നിൽ പ്രയാസമുണ്ടാക്കാറുണ്ട്.					
15.	പഠനഭാരം കാരണം കൂട്ടുകാരുമായി ഇടപഴകാൻ സാധിക്കാത്തത് എന്നിൽ അസ്വസ്ഥതയുണ്ടാക്കാറുണ്ട്.					

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
16.	പഠനപ്രവർത്തനങ്ങളിൽ സഹപാഠികൾക്കു വശ്യമായ സഹായങ്ങൾ ചെയ്തു കൊടുക്കുന്നതിൽ എനിക്ക് മാനസികസമ്മർദ്ദം അനുഭവപ്പെടാറുണ്ട്.					
17.	രക്ഷിതാക്കൾ എപ്പോഴും പഠിക്കാൻ നിർബന്ധിക്കുന്നത് എന്നിൽ അസ്വസ്ഥതയുണ്ടാക്കാറുണ്ട്.					
18.	പരിചയമില്ലാത്തവരുമായി ഇടപഴകാൻ എനിക്ക് ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ട്.					
19.	ക്ലാസ്റൂമിലെ സാഹചര്യങ്ങളുമായി ഇണങ്ങിച്ചേരാൻ പറ്റുമെന്ന വിശ്വാസം എനിക്ക് ഉണ്ട്.					
20.	ആദ്യപരീക്ഷ ബുദ്ധിമുട്ടായാൽ മറ്റു പരീക്ഷകൾക്കായി പഠിക്കാൻ എനിക്ക് പ്രയാസമനുഭവപ്പെടാറുണ്ട്.					
21.	രക്ഷിതാക്കൾ തമ്മിലുള്ള വഴക്ക് കാരണം പഠിക്കാൻ കഴിയാത്തത് എന്നിൽ മാനസികസംഘർഷമുണ്ടാക്കാറുണ്ട്.					
22.	അധ്യാപകർക്ക് എന്നോടുള്ള ഇഷ്ടക്കുറവ് എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്					
23.	നന്നായി പഠിച്ചിട്ടുണ്ടെങ്കിൽപോലും പേടി കാരണം അധ്യാപകർ ചോദ്യം ചോദിക്കുമ്പോൾ ഉത്തരം പറയാൻ എനിക്ക് സാധിക്കാറില്ല.					
24.	പഠനത്തിനാവശ്യമായ സൗകര്യങ്ങൾ മാതാപിതാക്കൾ ഒരുക്കിത്തരാത്തതിൽ എനിക്ക് മാനസിക സമ്മർദ്ദം അനുഭവപ്പെടാറുണ്ട്.					
25.	എന്റെ പഠനനിലവാരം അധ്യാപകർ മറ്റു കുട്ടികളുടെ പഠനനിലവാരവുമായി താരതമ്യം ചെയ്യുന്നത് എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
26.	തുടർച്ചയായുള്ള അസൈൻമെന്റുകളും, പ്രൊജക്ട് വർക്കുകളും എന്നെ മാനസികമായും ശാരീരികമായും സമ്മർദ്ദത്തിലാക്കാറുണ്ട്.					
27.	രക്ഷിതാക്കളുടെ അമിതപ്രതീക്ഷ എന്നിൽ മാനസിക പിരിമുറുക്കമുണ്ടാക്കാറുണ്ട്.					
28.	സുഹൃത്തുക്കൾക്ക് ലഭിക്കുന്ന പഠന സൗകര്യങ്ങളുമായി സ്വയം താരതമ്യം ചെയ്തു നോക്കി എനിക്ക് മാനസിക പ്രയാസമനുഭവപ്പെടാറുണ്ട്.					
29.	പഠനകാര്യങ്ങളിൽ മാതാപിതാക്കളുടെ അമിതശ്രദ്ധ എന്നിൽ അസ്വസ്ഥതയുണ്ടാക്കാറുണ്ട്.					
30.	പഠനകാര്യങ്ങളിൽ എന്നേക്കാൾ മികവുകാണിക്കുന്ന കൂട്ടുകാരുമായി ഇടപഴകുന്നതിൽ എനിക്ക് പ്രയാസമനുഭവപ്പെടാറുണ്ട്.					
31.	സുഹൃത്തുക്കൾ കളിയാക്കുമെന്ന് പേടിച്ച് ക്ലാസ്റൂം ചർച്ചകളിൽ ഞാൻ അഭിപ്രായം പ്രകടിപ്പിക്കാറില്ല.					
32.	ഒഴിവുദിവസങ്ങളിൽപോലും മാതാപിതാക്കൾ പഠിക്കാൻ നിർബന്ധിക്കുന്നത് എന്നിൽ മാനസിക സംഘർഷമുണ്ടാക്കാറുണ്ട്.					
33.	പഠനവിഷയങ്ങൾ തിരഞ്ഞെടുക്കുമ്പോൾ എന്റെ അഭിപ്രായങ്ങൾ മാതാപിതാക്കൾ പരിഗണിക്കാത്തതിൽ എനിക്ക് വിഷമം തോന്നാറുണ്ട്.					
34.	സ്കൂൾ പഠനത്തിനുപുറമേയുള്ള ട്യൂഷൻ ക്ലാസുകൾ എന്നിൽ മാനസിക സമ്മർദ്ദം ഉണ്ടാക്കാറുണ്ട്.					

Sl. No.	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും ശരിയാണ്	മിക്കപ്പോഴും ശരിയാണ്	ചിലപ്പോഴൊക്കെ ശരിയാണ്	അപൂർവ്വമായി ശരിയാണ്	ഒരിക്കലും ശരിയല്ല
35.	അസുഖമുള്ളപ്പോഴും രക്ഷിതാക്കൾ പഠിക്കാൻ നിർബന്ധിക്കുന്നത് എന്നിൽ മാനസിക സമ്മർദ്ദമുണ്ടാക്കാറുണ്ട്.					
36.	മാതാപിതാക്കൾ പരീക്ഷയിൽ ലഭിക്കുന്ന മാർക്കിന് നൽകുന്ന പ്രാധാന്യം എന്നിൽ മാനസിക സമ്മർദ്ദം ഉണ്ടാക്കാറുണ്ട്.					
37.	അധ്യാപകർ ശിക്ഷിക്കുന്നത് കാരണം പഠന പ്രവർത്തനങ്ങളിൽ താൽപര്യം കാണിക്കാൻ എനിക്ക് കഴിയാറില്ല.					

Appendix – F4

UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION

ACADEMIC STRESS INVENTORY (Final)

Dr. A. Hameed
Assistant Professor

Jasmine K.P.
Research Scholar

Instructions

The following statements are closely related to your academic stress. Each statement carries five alternative responses like 'Always true', 'Often true', 'Sometimes true', 'Rarely true' and 'Never true'. Read carefully each statement and put a tick (✓) mark in the most appropriate response of the given response sheet. The information given by you will be kept confidential and used only for research purposes. Please take care to respond to all the statements truthfully.

Sl. No.	Statements	Always true	Often true	Sometime true	Rarely true	Never true
1.	I don't feel difficulty to express opinion in classroom discussions					
2.	I feel mental stress due to the thought that my inability is the reason behind the negligence of teachers towards me.					
3.	Negligence from the side of parents in my studies often worries me					
4.	Unnecessary advice of teachers is always unbearable to me					
5.	The notion of being mocked by my friends often puts me in mental stress.					

Sl. No.	Statements	Always true	Often true	Sometime true	Rarely true	Never true
6.	I feel mentally disturbed when other students score more than me					
7.	I feel intense despair when I don't get the expected mark in the examination.					
8.	Having no mental attachment with the parents affects my study					
9.	I feel uncomfortable in seeking help in my academics from other students					
10.	I am often haunted by the thought whether I get suitable job or not.					
11.	Even class tests cause mental stress for me.					
12.	Reliving of my beloved teacher from the school often badly affect my studies					
13.	Seeking financial support from parents often disturb me mentally.					
14.	I feel very much stressed when my parents discuss with my teachers about my learning status.					
15.	Lack of mingling with my friends, due to the heavy load of academics is often stressful to me.					
16.	I feel mental stress in doing necessary help for friends in learning activities					
17.	I am disturbed when my parents often compels me to study					
18.	I feel difficulty to mingle with those whom I am not familiarized					

Sl. No.	Statements	Always true	Often true	Sometime true	Rarely true	Never true
19.	I have belief in my ability to adjust with the conditions in the classroom					
20.	I feel difficulty to study for other examination if the first exam is difficult					
21.	My inability to study due to the dispute of parents causes mental stress for me					
22.	I feel disturbance due to the thinking that teachers have not enough love towards me.					
23.	I am unable to answer teacher's question due to fear, eventhough I have learned it thoroughly.					
24.	I feel mental stress when parents fail to facilitate my learning needs					
25.	It makes me tensed when teacher compares my leaning progress with that of other students.					
26.	The incessant assignment and project works often exhaust me mentally and physically.					
27.	I am mentally disturbed by the over expectation of my parents					
28.	I feel mental difficulty when I compare learning facilities of friends with that of me					
29.	The over concern of parents in my academics disturbed me.					

Sl. No.	Statements	Always true	Often true	Sometime true	Rarely true	Never true
30.	I feel ill-at-ease when I mingle with my friends who often excel me in their academics					
31.	Fearing that I may be laughed at, I never express opinion in the class room discussions.					
32.	I feel discomfort when parents insist me to keep on studying even in holidays					
33.	I often feel sad when parents are not ready to consider my opinion in the choice of my academics					
34.	The tuition classes in addition to regular schooling creates tension for me					
35.	I feel restless when my parents force me to study without consider that I am sick					
36.	Importance given by parents to the mark obtained in the examination causes mental stress for me					
37.	I can't show interest in learning activities due to the punishment imposed by teachers.					

Appendix – G1
UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
GENERAL DATA SHEET

1. ആൺ/പെൺ:..... 2. സഹോദരങ്ങളുടെ എണ്ണം:
3. വീട് സ്ഥിതി ചെയ്യുന്ന സ്ഥലം : പഞ്ചായത്ത്/മുനിസിപ്പാലിറ്റി/കോർപ്പറേഷൻ
4. സ്കൂൾ സ്ഥിതി ചെയ്യുന്ന സ്ഥലം : പഞ്ചായത്ത്/മുനിസിപ്പാലിറ്റി/കോർപ്പറേഷൻ
5. കുടുംബാംഗങ്ങളെ കുറിച്ചുള്ള വിവരം (വിവരങ്ങൾ '✓' അടയാളം കൊണ്ട് രേഖപ്പെടുത്തുക)

A	വിദ്യാഭ്യാസം	പിതാവ്	മാതാവ്
	അക്ഷരാഭ്യാസമില്ല		
	പ്രൈമറി വിദ്യാഭ്യാസം		
	അപ്പർ പ്രൈമറി വിദ്യാഭ്യാസം		
	ഹൈസ്കൂൾ വിദ്യാഭ്യാസം		
	ഇന്റർ മീഡിയറ്റ് (ടി.ടി.സി., പ്ലസ് ടു മുതലായവ)		
	ബി.എ, ബി.എസ്.സി, ബി.കോ. മുതലായവ		
	എം.എ, എം.എസ്.സി, എം.കോ., എഞ്ചിനീയറിംഗ്, എം.ബി.ബി.എസ് മുതലായവ		
B	ജോലി		
C	രക്ഷാകർത്താവിന്റെ പ്രതിമാസ വരുമാനം:		
	1000 രൂപക്ക് താഴെ		
	1001 രൂപക്കും 4000 രൂപക്കുമിടക്ക്		
	4001 രൂപക്കും 8000 രൂപക്കുമിടക്ക്		
	8001 രൂപക്കും 12000 രൂപക്കുമിടക്ക്		
	12001 രൂപക്കും 16000 രൂപക്കുമിടക്ക്		
	16001 രൂപക്കും 20000 രൂപക്കുമിടക്ക്		
	2001 രൂപക്കു മുകളിൽ		

Appendix – G2
UNIVERSITY OF CALICUT
DEPARTMENT OF EDUCATION
GENERAL DATA SHEET

1. Male/Female:..... 2. No. of Siblings:.....
3. Locality of Home : Panchayath/Municipality/Corporation
4. Locality of School : Panchayath/Municipality/Corporation
5. Details of Family: (Mark the information using ‘✓’ mark)

A	Education	Father	Mother
	Illiterate		
	Primary Education		
	Upper Primary Education		
	High School Education		
	Intermediate (TTC, Plus-two, etc.)		
	B.A., B.Sc., B.Com., etc.		
	M.A., M.Sc., M.Com., Engineering, MBBS, etc.		
B	Occupation		
C	Monthly Income		
	Below Rs. 1000		
	Rs. 1001 - 4000		
	Rs. 4001 - 8000		
	Rs. 8001- 12000		
	Rs. 12001 - 16000		
	Rs. 16001 - 20000		
	Above Rs. 20000		