CHAPTER-V

SUMMARY, CONCLUSIONS AND SUGGESTIONS

5.1 **Summary:** Child (with in an age of 18 years and even lesser then 16 years of age in some countries). Abuse includes any abuse harmful or offensive contact on a child’s body; and, any humiliating, a shaming, or frightening communication, or transaction with the child. Some experts also include any act or omission, which fails to nurture or hinders in the upbringing of the children.

There are multiple causes of child abuse and neglect. No true consensus exists about specific causes, but most people agree that child abuse occurs as a result of multiple stressors that interact with and reinforce each other.

Misunderstanding of child rearing patterns by members of one cultural viewing another can lead to the mislabeling of a particular practice as child abuse. In many families it is common for children to be raised by relative, each of whom contributes to the care of child, with the effect that the child feels at the home within the extended family which may not be true for other families and child may be taken as burden and might be neglected. One must consider factors associated with child abuse and categorize them according to factors related to parents, children, families and the environment. This study was undertaken with a view to understand.

“**Patterns of Child Abuse and Neglect in Rural Children: An Exploration the Study Objective Areas**” with the following objectives-

- To find out the prevalence of child abuse and neglect in family and school setting with reference to frequency and severity
- To analyze different forms of neglect and abuse such as physical, emotional
- To find out the socio-psycho characteristics of abused children and their parents
- To find out the gender difference and association of inside (within home) and outside (school) neglect and abuse

**Delimitations of the Study:**

Study was limited to school children from 6th to 8th standards of some selected schools in Baghpat district.
Child abuse and neglect included non-accidental physical or emotional harm to child, by older siblings and parents in the family and teachers in school.

Responses were based on children’s perceptions about different variables under study (teacher and parents were not included in the study). Teacher rating on some variables was taken at the time of data collection.

Methodology:

This study was conducted in two, randomly selected, blocks (out of six blocks) of Baghpat district of Uttar Pradesh state. The study was conducted among children studying in 6th, 7th, and 8th of 20 randomly selected schools.

Following Standardized Tests as well as Self Developed Tool were Used for Data Collection.

I. Parent Child Relationship Scale (developed by Nalini Rao)
II. Home Environment Inventory (developed by Dr. Reena Sharma & Dr. Vibha Nigam)
III. Intelligence Scale (developed by Dr. P.N. Mehrotra)
IV. Social Intelligence (developed by Dr. S. Mathur)
V. Emotional Intelligence (developed by Dr. Vinod Kumar Shanwal)
VI. Temperament Schedule (developed by Dr. Savita Malhotra & Dr. Anil Malhotra)
VII. CANQ (Child Abuse and Neglect) Semi Structure, self prepared questionnaire with mix type of responses.

Demographic Variables:

- Age: most of the students were between 11 to 12 years of age followed by 13-15 and above years.
- Caste: most of children belonged to OBC, SC or ST. General cast children were less than one third of the student population.
- Religion: Mostly respondents belonged to Hindu religion but considerable number of Muslim and Jain respondents were there.
- Number of Siblings: Most of children had two or three siblings in the family.
- Birth Order: Mostly children were either first born or second born.
Education Level of Parents: The high percentage of parents (father and mother) of respondents was educated up to secondary or higher secondary level followed by under graduation or above (father and mother). Some mothers and fathers were illiterates and never attended school.

Profession of Parents: The high percentages of respondents’ parents, (fathers and mother) were in Government jobs. Mostly mother were home makers and not in paid jobs, fathers were farmers.

Type of Family: The higher percentage of respondents came from nuclear families.

Family Income: The largest number of respondents comes from families with monthly income between 11000 to 20000.

Different Type of Personal Factors:
- Family Discipline: the higher percentage of respondents considered their family discipline as normal as compared to strict type. In some family there was no discipline.
- Higher percentage of parents (mothers and fathers) got married between 18 to 24 years of age.
- Use of Alcohol: use of alcohol was common in families. Fifty five per cent children reported alcohol dependence of one or more members of the family. (including Parents grandparents and siblings)
- Other Substance Abuse: Gutka tobacco was the most abused substance consumption in the family.

Different Type of Family Stress
- Mostly respondents feel that their family environment is good and reported that they love to be in home. Four respondents have step mother whereas five have step parents classes and conflicts.
- Some respondent feel that their family income inadequate and insufficient.
- Some respondents opine that family expresses preference for male child and pray for boys. Some respondents reported that there are challenges of one or another type. Children reported that they are considered extra in the family and many times scolded by family member.
All reported they have pakka houses, but some houses are still incomplete. There are bathrooms not sufficient houses and lack of toilets of houses.

General relationship the respondents were reported all the members of family show having a good relation, adequate time is devoted to their study and consideration about their health with both parents as comparatively to siblings.

Quality of health care was also assessed through question on type of medical care respondents received during illness. It was observed that home medicines are preferred as reported by girls as comparatively boys. More boys than girls are taken to private hospitals, whereas girls are taken to government hospital when ill.

Prevalence of Different Forms of Abuse and Neglect in Family:

Neglect:
- More than 30 per cent respondents reported low category of neglect.
- About 8-12 per cent children reported severe category of neglect.
- In most of the activities more than 50 per cent children reported moderate category of neglect.
- In most of cases mother were reported to use neglect about acts more as compared to fathers.
- Neglect by siblings was also reported by 8 to 10 per cent of respondents.

Emotional abuse: About 50 per cent or more respondents reported moderate category of emotional Abuse.
- More than 30 per cent respondents reported low category of emotional abuse.
- But in 6-14 per cent cases severe emotional abuse was reported.
- In most of cases mothers were reported to use emotional about acts more as compared to fathers.

Physical abuse: In most of the activities about 31-51 per cent of students reported low degree of physical abuse.
- In about 6-8 per cent cases severe physical abuse was reported by the children.
- In most of cases father were reported to use physical abuse acts more as compared to mothers. Fathers were reported to injure, punch and kick, bang by
belt, pinch, bang on back, slapping on face, hitting on hand and legs, smack on face of children.

- Physical abuse was also used by siblings.

**School Environment Information:** Most of the respondents perceived their school environment as good.

**Bullying in Schools:** One more important dimension was bully in school where the children complained of misbehavior from other students of the school.

**Neglect with degree of severity in School:**
**Neglect:** Although most of the respondent reported moderate to low degree of neglect. 6-10 percent students reported severe neglect in schools.

**Emotional Abuse:** 21-26 percent students reported severe emotional abuse in schools whereas more of the respondent reported moderate to low degree of neglect.

**Physical abuse:** Physical abused was reported in moderate or severe level at school level by the students.

**Child Neglect and Abuse with Reference to Demographic Variables:**
Analysis of variance revealed significant difference for some personal and family variables with reference to neglect, emotional and physical abuse.

- Analysis of variance show significant difference for religion and a neglect and abuse in the family.
- Analysis of variance show significant difference for emotional abuse with age, religion and occupation of father.
- Analysis of variance show significant difference for physical abuse with age, religion, occupation of father.

**Gender Differences in Child Neglect and Abuse In Families and Schools:**
Significant gender differences were there in treatment with children in family setting. Emotional abuse was more or less equally reported by both the sexes. Girls received more of neglect and boys were subjected to more physical abuse acts in their families. Similar pattern was reported for school settings.
Socio-psycho Characteristics of Abused Children and their Parents:

**Gender Different in Temperament**

Boys have higher mean scores on temperament sociability, emotionality, and energy whereas girls have higher mean score on temperament attentivity and rhythmicity. But out of five calculated ‘t’ values, differences were significant only for three (for factor sociability, emotionality, and energy).

**Gender Different in Home Environment**

Data that boys have higher mean scores on three domain of home environment (autocratic, over-protection, and permissiveness) than girls. And girls have higher mean scores than boys on two domain acceptance as well as rejection. Boys and girls get different type of home environment.

**Gender Different in Intelligence**

Boys scored significantly higher on verbal intelligence, social intelligence, and emotional intelligence.

**Gender Different in Parent Child Relationship:**

There was significant difference in mother and father relationship with their children. In general fathers have better relationship with their children than mothers. One more important fact revealed by the analysis of data is that for both of the parents, relationship with sons was better than daughters.

**Association Between Problems of Neglect and Abuse in Family and School:**

- Neglect in family environment is positively and significantly related to neglect, emotional abuse and physical abuse school. There is possibility that those children who are neglected in the family will also get neglect treatment in their schools by their teachers and fellow students and also more prone to emotional and physical abuse in schools.

- Emotional abuse in family and school is positively and significantly related.

- Physical abuse in family and school is negatively and significantly related. It may be due to the fact that those children who are physically abused may be more composed and disciplined in school and consequently getting low abusive reactions by teachers.
Summary, Conclusion and Suggestions

Correlation of Temperament with Child Neglect and Abuse

Neglect is significantly and positively related with temperament dimension ‘attentivity’. Emotional abuse is significantly and negatively associated with temperament sociability and attentivity. Physical abuse is significantly and positively associated with temperament factors sociability, emotionality and rhythmicity whereas negatively associated with factor ‘attentivity’.

Correlation of Home Environment with Child Neglect and Abuse

There was no significant association between different type of family discipline. Although negative association between acceptance and autocratic factors was observed. Children of more permissive environment get less emotional and physical abuse.

Correlation of Intelligence with Child Neglect and Abuse

Neglect is significantly and negatively associated with verbal and social intelligence. Physical abuse was significantly and positively associated with verbal and social intelligence.

Correlation of Parent Child Relationship with Child Neglect and Abuse

Although parent child relationship positively and negatively associatively with neglect, emotional abuse and physical abuse with mother and father, but this association is not significant.

5.2 Suggestions

Our lack of understanding about the behaviors of neglect and abuse, and the potential for adverse effects, especially for school children, calls for restraint in planning safety in home and school resources. Based on what was found through the present study and researchers’ observation the following recommendations can be made:

5.3 Prevention of Child Abuse

Child abuse prevented, first, through awareness, then early detection and intervention. Protecting children from abuse is the first and foremost concern of police and child protection authorities.
• The education of children to recognize inappropriate behaviors (sexual and physical) and report possible abuse at its earliest stages to their parents of family will help children avoid being abused, save families from dysfunctional interactions, identify real abusers almost immediately to law enforcement, and help in the early identification of family members with abusive tendencies so to prevent child from being abused in the hands of those responsible for their care.

• To prevent abuse by changing the behavior of the abuser (whether they are a loved one or a friend), tendencies to be abusive must be identified, and be given behavioral counseling.

• Community groups, social services agencies, schools, and other concerned citizens may provide service for audiences ranging from the general public to individuals who have abused or neglected a child and student groups for knowledge of their rights.

• As the evident from the data family environment and schools environment in neglect, emotional and physical abuse severity behavior is common.

• Family support programme should include enhancement to parental ability, safety and stabled home environment, unbiased attitude towards both the sex and knowledge of child development.

• Arrange for neighbors who are at home most of the day to watch out for children on their way to and from school. Set up "safe houses" where children can go if they feel threatened or afraid. Participate in a telephone network for neighborhood children who are home alone after school and need help advice, or reassurance. Although child abuse occurs in all racial, ethnic, cultural, and socio-economic groups, physical abuse and neglect are more likely among people living in poverty. Children who are most likely to be abused are children who are mentally retarded, premature, unwanted, stubborn, inquisitive, demanding, or have a disability.

5.4 Parent Education and Support Groups-

• Educational and support services delivered to parents through center-based programs and group settings should be used in a variety of ways to address risk factors associated with child abuse and neglect. Opportunities should be
provided for structured parent-child interactions, and parallel interventions for children. For instance:

- Weekly discussions for 8 to 14 weeks with parents around topics such as cognitive development, parent-child communication, temperament of children, family discipline.
- Group-based sessions at which parents and children can discuss issues and share feelings.
- Opportunities for parents to model the parenting skills they are learning.
- Time for participants to share meals and important family celebrations such as birthdays and graduations.
- Educational and support services range from education and information sharing to general support to therapeutic interventions programs delivered under the direction of social workers or health-care providers.
- Since care is provided in homes, family members need to plan strategies to meet the challenges of keeping the environment safe for children, both in terms of adequate supervision and in limiting the access of anyone not associated with the actual care of the children.
- Because there may be no other adult caregivers around, family members should take steps to reduce stress and to avoid burnout specially among mothers that could lead to the abuse or neglect of children in their homes.
- In addition, communities need to have a plan for backup support to care for the children in emergencies or when the provider is if family members are unable to provide proper care and support.
- Family members who are accused of abuse or neglect are in a more difficult, vulnerable position. While there may be no witnesses to corroborate the accusations, there also might be no witnesses to protect that member. One form of protection is to have policies and procedures in place that demonstrate high-quality care.
- If families feel that they or their children are being threatened, they should make sure that the children are safe and contact the school authorities and local law enforcement agency in case of non cooperation.
- Prevention programs must take into account the overall well-being of the children, their developmental needs and abilities and must be developmentally appropriate.

- Program content and method of presentation must not be unduly frightening to children and must be very specific and concrete, and should include behavioral rehearsals that allow children to learn self-protective behaviors through role-playing, practicing, and discovering what works and what does not.

- Efforts should also be made to talk with children during training and to follow-up afterwards to determine how much of the content they have learned, what they have retained, and whether any adverse side effects such as increased anxiety have occurred in the children.

- There should be provision for systematic assessments of children for personality traits, temperament, intelligence, their relationship with family members, their environment and such other factors, both abuse-related and general mental health. Results of systematic assessments should form the basis for program content and method of presentation.

5.5 School Based Programmes for Child Abuse and Neglect-

- School systems should work on poster, essay or poetry contest creating awareness in children about essential ingredients in good parent-child and family relationships and child abuse prevention. Publicize and award prizes.

- Work with schools to encourage special “personal safety” programming for children such as role play, storytelling, speakers, videos and puppet shows.

- Invite a law professional to provide information on child rights, help lines.

- Invite a community prevention speaker to come to the school to talk to students about communicating with their parents.

- Schools should conduct training seminars for teachers focusing on child abuse related issues, such child development and behavior, the teacher’s role in child abuse prevention.

- Conduct Assistance programmes for teachers to improve teaching skills and alternatives to using corporal punishment in the classroom.
5.6 Suggestions for the Further Study

- Further studies on other aspects of personality of children in association with neglect and abuse could be taken.
- Sexual and other abusive behaviors can be included in the study.
- Comparison between rural and urban children can be planned to find out other environmental influences.
- Case studies of abused children can be of great help in planning strategies for abuse and neglect prevention.
- Developed tool can further be standardized for use by other researchers.