CHAPTER-V
SUMMARY AND CONCLUSIONS

5.1 CHILD ABUSE

Nineteen percent of the world’s children live in India. While articulating its vision of progress, development and equity, India has expressed its recognition of the fact that when its children are educated, healthy, and happy and have access to opportunities, they are the country’s greatest human resource. Regarding this, The National Policy for children, 1974, declared children to be a ‘supreme national asset’. It pledged measures to secure and safeguard all their needs, declaring that this could be done by making wise use of available national resources. Unfortunately, ten successive Five Year plans have not allocated adequate resources to meet the needs of children.

A child of any age, sex, race, religion, and socioeconomic background can fall victim to child abuse and neglect and abusers are family, friends and neighbours. Child abuse is a violation of the basic human rights of a child and is an outcome of a set of inter-related familial, social, psychological and economic factors. Child abuse is the physical, psychological and emotional mistreatment of children. The problem of child abuse and human rights violations is one of the most critical matters on the international human rights agenda. Child abuse has serious physical and psycho-social consequences which adversely affect the health and overall well-being of a child. Child abuse or maltreatment constitutes all forms of physical and 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)

Generally, child Abuse is the bad treatment of child under the age of 18 by a parent, caretaker, someone living in their home or someone who works with or around children. Abuse of a child is anything that causes injury or puts the child in danger of physical injury. Child abuse can be physical (such as burns or broken bones), sexual
(such a touching of private parts or incest), emotional (such as belittling or calling names). Neglect happens when a parent or responsible caretaker fails to provide adequate supervision, food, clothing, shelter or other basic needs of a child. The National Institute of Child Health and Human Development joined the American Psychological Association in marking the WORLD DAY FOR PREVENTION OF CHILD ABUSE on Nov 19, 2007. It aims to create a culture of prevention world by encouraging governments and community/social organizations to play more active roles in protecting children. (NICHD, 2007). According to the 1997 survey, physical abuse represented 22% of confirmed cases, sexual abuse 8%, neglect 54%, emotional maltreatment 4% and other forms of maltreatment 12%. These percentages have undergone some shift since 1986 when approximately 26% of the children were reported for physical abuse, 16% for sexual abuse, 55% for neglect, and 8% for emotional maltreatment (AAPC, 1988).

Thus, child Abuse is not usually just one physical attack or just one instance of failure to meet a child’s most basic needs. Usually child abuse is a pattern of behaviour that takes place over a period of time. The longer child abuse continues, the more serious it becomes, the more serious is the injury to the child and the more difficult it is to stop. According to a report, over 3 million children were reported for child abuse and neglect to Child Protective Services (CPS) in United States in 1997. The statistics represents that 15 out of every 1000 children were victims of child maltreatment. (Wang and Daro, 1997). Abused children sometimes present information in a piecemeal fashion to test an adult’s response to what they share. Therefore, it is vital for teachers and other school personnel to be provided with training not only in detecting possible abuse but in responding to intentional & accidental disclosure by children. In this study, the researcher has focussed primarily on school going children and is interested in knowing the relationship exist between home and school environment with child abuse.

One of the major problems in understanding the scope of the subject of 'child abuse' is that it is extremely difficult to get responses from children on such a sensitive subject because of their inability to fully understand the different dimensions of child abuse and to talk about their experiences. It is therefore difficult to gather data on abused children.
5.2  TYPES OF CHILD ABUSE

While many crimes are easily discovered and reported, there are some which may never see the light of the day. Child abuse is one such crime which is rarely noticed and seldom reported. Child abuse is simply neglected by parents for their children. There are 4 different kinds of abuse:

1)  **Physical abuse**: Physical abuses is one of the most easily recognized child abuses as it can be easily made out by the bruises on the body of the child. State and other laws say that any non-accidental physical injuries to the child or other actions that result in physical impairment in the child are physical abuses. The World Health Organisation defines ‘physical abuse’ of a child as an incident resulting in actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of parent or person in a position of responsibility, power, or trust. There may be single or repeated incidents. For the purpose of this study, physical abuse has been defined as beating manifested as kicking, slapping, hitting, punishments through corporal punishment, beating by family members and others including peers, employer, caregivers, etc. It also includes beating which may result in physical impairment or damage to the child. 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 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. Many physically abusive parents and caregivers insist that their actions are simply forms of discipline—ways to make children learn to behave.

2)  **Sexual abuse**: Sexual abuse includes any sexual act or experience which is forced upon a person or which occurs as a result as coercion. Child sexual abuse is not solely restricted to physical contact, such abuse include noncontact abuse such as exposure, voyeurism and pornography. Exposing one’s genitals to children or pressuring them for sex is sexual abuse. Child sexual abuse is the deliberate exposure of minor children to sexual activity. This means a child is forced or talked into sex or sexual activities by another person. Sexual abuse of a child is any sexual act between an adult and a child, including penetration, intercourse, incest, rape, oral sex, and sodomy. Most sexual abusers know the child they abuse. Sexual child abusers can be
father, mother, siblings, or other relatives, Childcare professionals or babysitters, clergy, teachers, or athletic coaches, foster parents or host families of foreign-exchange students, neighbours or friends, strangers etc. Children trapped in the cycle of commercial sex are often physically abused, beaten, burnt, tortured and deprived of food, air, light and movement (Ditmore, 2007).

(3) Emotional / Psychological abuse: Emotional abuse is any act or behaviour or failure to act that disturbs your child’s mental health or social development. This act can range from a simple verbal insult to an extreme form of punishment. Emotional abuse is always found along with some other form of abuse. Emotional abuse exists for longer periods and has negative psychiatric effects than either physical or sexual abuse. Hence emotional abuse can also be called as mental abuse, psychological abuse or verbal abuse. Some of examples of emotional child abuse are: always finding fault, humiliating the child, calling names, and showing no respect can damage a child’s self-esteem. Emotional abuse is when children are not given love, approval or acceptance. They may be constantly criticised, blamed, sworn and shouted at, told that other people are better than they are and rejected by those they look to for affection. Emotional abuse is more common amongst siblings.

(4) Neglect: Neglect is when parents or others looking after children do not provide them with proper food, warmth, shelter, clothing, care and protection. It is a very common type of child abuse. Most of the children suffer from neglect than from physical and sexual abuse. Signs of neglecting include not providing basic needs for a child, extreme hunger, and clothing unsuited to weather. There are three types of neglect; educational neglect, physical neglect, and emotional neglect.

In fact, Children have been maltreated and exploited throughout history. Evidence even exists that child abuse existed during the prehistoric period. Children have long been considered family property. Fathers in ancient times could sell, mutilate or kill their children. Many religions used child sacrifice to please and appease gods. Infanticide was common. Children born with infirmities, retardation or deformity were killed to maintain and strengthen society. In most cultures, severe punishment and harsh treatment were deemed necessary for rearing and educating children (Harcourt, 1986). Mary-Ellen was considered the very first child abuse case.
in North America. Her case led to the founding in 1874 of the Society for Prevention of Cruelty to Children with child protection as its primary mandate. The society also promoted the fact that parents did not have complete authority over their children (Finkelhor, 1986). April has been designated as Child Abuse Prevention Month in the United States since 1983. U.S. President Barrack Obama continued that tradition by declaring April, 2009 as Child Abuse Prevention Month. In 1989, the Blue Ribbon Campaign introduced the blue ribbon as one of the symbols to raise awareness for child abuse.

5.3 HOME ENVIRONMENT

Good home environment can be beneficial to the children in creating positive attitude towards life, establishing higher self-esteem, promoting good work ethics and control over emotions. The study of the family must begin with the relationship and interactions that each member has with each other. Violence in the home has been listed as a major factor contributing to the growth of reports of child abuse and neglect. It is important to evaluate the family's environment because general living conditions can pose risks for illness or accidents. Furthermore, certain environmental conditions may be essential to a child's basic health and, in some instances, may even be lifesaving. Researchers have long been aware of the link between domestic violence and child abuse. Even if children are witnesses to acts of violence and not the intended targets, they can be affected in the same way as children who are physically and sexually abused (Goodman and Rosenber, 1987).

5.4 SCHOOL ENVIRONMENT

The school comes only next to family. Few years ago, this was not of great concern and worry for the parents to find in depth about the schools and their environment but with time passing, Schools, these days are not safe anymore for the kids as all kind of violence is seen happening there. These are not any physical threats to the kids but mental too. Our education system works with the participation of the students, the teachers and staff members and to keep this system work smoothly it becomes important for the teachers and all other members to keep their eyes open to any kind of children abuse in the school. The classroom environment is regarded a
significant factor in children’s socialization and enculturation in school, together with other factors such as peer interaction, pupil-teacher relations, teaching material and program and the surrounding community that communicate norms and system of meaning (Minoura, 1990). The different forms of abuse occur in schools in very subtle way and could have damaging effects on children’s educational development. This is not exhaustive but shows that abuse is on going in the school. Physical abuse is one form of abuse that persistently occurs in schools especially in the form of correction or corporal punishment. Corporal punishment is the use of physical force with the intention of causing bodily pain, but not injury for the purpose of correction or control (Straus, 1994)

5.5 STATEMENT OF THE PROBLEM

CHILD ABUSE AMONG ELEMENTARY SCHOOL STUDENTS IN RELATION TO THEIR HOME AND SCHOOL ENVIRONMENT.

5.6 OBJECTIVES OF THE STUDY

1. To observe the difference between girls and boys on different types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect and projectively measured abuse, overall abuse, home environment and school environment.

2. To observe the difference between rural and urban school children on different types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect and projectively measured abuse, overall abuse, home environment and school environment.

3. To observe the interactional effect of location (rural and urban) by gender (girls and boys) on different types of child abuse i.e. Physical abuse, sexual abuse, emotional abuse, neglect, projectively measured abuse, overall abuse, home environment and school environment.

4. To observe the relationship of home environment dimensions with different types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect, projectively measured abuse and overall child abuse.

5. To observe the relationship of school environment dimensions with different
types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect, projectively measured abuse and overall child abuse.

6. To observe home environment and school environment dimensions as predictors of different types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect, projectively measured abuse and overall child abuse.

7. It will be seen how particular dimensions of child abuse are related to the different dimensions of home environment and school environment.

5.7 HYPOTHESES

5.7 (a) GENERAL HYPOTHESIS

It is presumed that this hypothesis will hold in all the groups of children i.e. rural female, rural male, urban female and urban male.

1. Poor/ unhealthy home environment and school environment lead to child abuse.

On the basis of review the related literature (given in Chapter 2), the hypothesis has been formulated. Some of studies have been mentioned here. It can be said that it is essential to keep the child in mind and to protect the child within the context of their family environment. Child protection is a responsibility which crosses all services and all hierarchies (Barker and Hodes, 2003). Similarly, Moss and Brannen (2002) stressed on variety of care contexts. They both talked about that how care might be transformed in the future. Mother’s employment, religious beliefs and parent’s educational attainments also demonstrated significant relations with child abuse. Another research concluded that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home(Cotton and Wikelund, 2001). Parental involvement at home influences the educational achievements of children. Herrenkohl et.al. (2008) talked about domestic violence and its effect on children, the prediction of child outcomes, and resilience in children exposed to family violence. They explore current findings on the intersection of physical child abuse and domestic violence within the context of other risk factors, including community violence and related family and
environmental stressors. Farah (2001) focused on the relationship of child abuse and neglect with the patterns of parental acceptance-rejection towards their children and role of these patterns played in child abuse. The results of the study revealed the fact that the children were more emotionally or psychologically abused by the parents as compared to physical abuse. So good home environment may curb the child abuse to some extent and poor/unhealthy home environment lead to child abuse.

In schools also, there should be a cordial and pleasant environment for the proper growth of the students. Today, many schools are striving to become more effective participants in prevention and intervention efforts designed to reduce the complex problem of child abuse (Gupta, 2007). It was also found by some researchers that poorer classroom environments were associated with poorer levels of student aggression, peer relations and academic focus (Barth et. al., 2004). Garrusi et. al. (2007) elucidated that teachers do spend many hours a day with children and they are likely to be concerned about the possible abuse or neglect of a child or young person at some time during their career. It is strong school violence that can impede students’ development and productivity (Jolly et. al. 2009). So on the basis of these researches, it can be said that healthy school environment helps the child to develop in a compact manner. If school environment will not provide the cordial environment then it will definitely lead to many forms of child abuses. So, unhealthy school environment lead to child abuse.

5.7(b) HYPOTHESES RELATED TO HOME ENVIRONMENT

It is presumed that these hypotheses will hold in all the groups of children i.e. rural female, rural male, urban female and urban male.

1. Overall child abuse is positively related to uncaring (HE1) home environment.
2. Overall child abuse is positively related to rejecting (HE2) home environment.
3. Overall child abuse is positively related to unsupportive (HE3) home environment.
4. Overall child abuse is positively related to low cognitive oriented (HE4) home environment.
5. Overall child abuse is positively related to low socio-emotional development (HE5) in home environment.

6. Overall child abuse is positively related to low cultural-moral oriented (HE6) home environment.

7. Overall child abuse is positively related to high controlled (HE7) home environment.

8. Overall child abuse is positively related to unsecure (HE8) home environment.

9. Overall child abuse is positively related to low independent (HE9) home environment.

5.7(c) HYPOTHESES RELATED TO SCHOOL ENVIRONMENT

It is presumed that these hypotheses will hold in all the groups of children i.e. rural female, rural male, urban female and urban male.

1. Overall child abuse is positively related to discouraging school environment.

2. Overall child abuse is positively related to distrusting school environment.

3. Overall child abuse is positively related to low cognitive oriented school environment.

4. Overall child abuse is positively related to low socio-emotional development in school environment.

5. Overall child abuse is positively related to low cultural-moral oriented school environment.

6. Overall child abuse is positively related to low physical development in school environment.

7. Overall child abuse is positively related to high controlled school environment.

8. Overall child abuse is positively related to indisciplined school environment.

9. Overall child abuse is positively related to unsupportive school environment.
5.8 METHODS OF THE STUDY

The descriptive survey method of research was employed to investigate child abuse among elementary school students in relation to their home environment and school environment. Home environment and school environment are independent variables whereas child abuse has been treated as dependent variable for the present study.

5.9 DESIGN OF THE STUDY

A research method describes the plan to be adopted in solving the research problem. To carry out the present study, the descriptive survey method has been employed. A descriptive research is one who describes, records, analyses and interprets the condition that exist (Singh, 2004). Descriptive research deals with relationships between the variables, testing of hypothesis, and the development of generalizations, principles, or theories that have universal validity (Best and Kahn, 2002). The survey research may be defined, “as a technique whereby the researcher studies the whole population with respect to certain sociological and psychological variables” (Singh, 2004).

Therefore, descriptive survey method helps to explain the phenomenon in terms of relationships that exist, opinions that are held by the respondents, effects that are evident or trends that are developing. Objective information could be gathered with the help of questionnaires. Since this study deals with relationship between variables in natural settings, it can be classified as a non-experimental study.

The present study was completed in two phases. In first phase, construction and standardization of the questionnaires on; home environment; school environment; child abuse; and pictures used for projective technique was accomplished. The self constructed questionnaires on home environment; school environment; child abuse; and pictures used for projective technique were used for data collection.

5.10 SAMPLE

For the present investigation, two samples were drawn for the two stages of the study viz. construction and standardization of the questionnaires on; home
environment; school environment; child abuse; and pictures used for projective technique and collection of the data for the study. The sample of elementary school students was selected for both stages by stratified proportionate random sampling technique from the government senior secondary schools of Mohali. In Stratified proportionate random sampling, the researcher stratifies the population according to known characteristics of the population and subsequently, randomly draws the individuals in a similar proportion from each stratum of the population. Proportionate stratified random sampling increases the representativeness of the sample drawn from each stratum, because those elements that exist in a few numbers are also included proportionately in the sample. In this method the sampling error can also be minimized.

For stage one, a randomly selected sample of elementary students were used for following stages of construction and standardization of questionnaires for home environment, school environment, child abuse and pictures to be used to measure child abuse through projective technique.

(a) Preliminary try out of questionnaires for home environment, school environment, child abuse and pictures to be used to measure child abuse through projective technique.

(b) Final try out of questionnaires for home environment, school environment, child abuse and pictures to be used to measure child abuse through projective technique.

(c) Establishing reliability and validity of the questionnaires.

For stage two, a sample was drawn by stratified proportionate random sampling technique from the universe of elementary school students of rural and urban area of district Mohali (Punjab). Since it was not possible to cover the entire population, a list of government senior secondary schools of Mohali was prepared. A total sample of six schools consisting of 300 elementary students was selected.

5.11 TOOLS

1. Questionnaire on Home Environment was prepared by investigator.

2. Questionnaire on School Environment was prepared by investigator.
3. Questionnaire on Child Abuse was prepared by investigator.

4. Pictures to be used to measure child abuse through projective technique.

5.12 DELIMITATIONS OF THE STUDY

The present study will be delimited to:

- Only the variables i.e. Home environment, School environment and Child Abuse have been taken for this study.
- Sample of 300 students will comprise of only students of elementary classes of high schools of Mohali.
- Only government schools of Mohali from rural and urban location have been taken.

5.13 STATISTICAL TECHNIQUES

Following statistical techniques were employed to analyze the data:

1. Chi-square test was employed to observe the frequencies in place by father profession, gender by father profession, place by mother profession and gender by mother profession.

2. Elementary statistics like mean and standard deviation were employed to know the nature of the data and to find out the significance of difference between mean scores on all the variables i.e. home environment, school environment, child abuse, projective technique of various groups i.e. rural, urban, girls, boys, rural girls, rural boys, urban girls and urban boys.

3. 2 x 2 ANOVA was employed to:
   (a) test the significance of difference between girls and boys on the means of all the variables i.e. home environment, school environment, child abuse, projective technique.
   (b) test the significance of difference between rural and urban on the means of all the variables i.e. home environment, school environment, child abuse, projective technique.
   (c) test the interactional effect of gender and place on the means of all the variables i.e. home environment, school environment, child abuse, projective technique.
4. Product moment coefficient of correlation was worked out to study the interrelationship of different variables i.e. home environment, school environment, child abuse, projective technique.

5. Stepwise multiple regression analysis was employed to study the predictors of child abuse.

5.14 DISCUSSIONS OF THE RESULTS

(A) Results of Descriptive statistics of all variables
1. Maximum child abuse occurs in the form of neglect (CA4) and minimum child abuse is sexual abuse (CA2).

2. In case of home environment, maximum child abuse occurs in the form of Control at home (HE7) and minimum child abuse at home is cognitive orientation (HE4).

3. In case of school environment, maximum child abuse occurs in the form of control in schools (SE7) and minimum child abuse in schools is Physical Development (SE6).

4. Skewness and kurtosis values indicate deviation from the normal in some cases.

(B) Results of chi-square
1. Chi-Square showed the results that the urban students as compared to the rural students have fathers’ belonging more to service, labour and business professional categories and less from agriculture professional categories.

2. Chi-Square showed the results that the urban students as compared to the rural students have mothers’ belonging more to working (all others) professional categories and less from housewife category.

(C) Results of Significance of Difference between Means of all variables
1. (i) Child abuse is more in rural students as compared to urban students.

(ii) Child abuse is more in boys as compared to girls.

(iii) Child abuse is more in rural boys as compared to rural girls.

(iv) Child abuse is more in urban boys as compared to urban girls.
II. (i) When different forms of abuses were compared then it was found that:

(i)(a) Maximum abuse in rural students is in the form of neglect (CA4) and minimum abuse is sexual abuse (CA2).

(i)(b) Maximum abuse in urban students is in the form of emotional abuse (CA3) and minimum abuse is sexual abuse (CA2).

(i)(c) Maximum abuse in girls is in the form of neglect (CA4) and minimum abuse is sexual abuse (CA2).

(i)(d) Maximum abuse in boys is in the form of physical abuse (CA1) and emotional abuse (CA3) and minimum abuse is sexual abuse (CA2).

(i)(e) Maximum abuse in rural girls is in the form of neglect (CA4) and minimum abuse is sexual abuse (CA2).

(i)(f) Maximum abuse in rural boys is in the form of physical abuse (CA1) and minimum abuse is sexual abuse (CA2).

(i)(g) Maximum abuse in urban girls is in the form of neglect (CA4) and minimum abuse is sexual abuse (CA2).

(i)(h) Maximum abuse in urban boys is in the form of emotional abuse (CA3) and minimum abuse is sexual abuse (CA2).

III. (i) The results of abuse assessed through projective technique:

(i)(a) The abuse is more in case of urban students as compared to rural students.

(i)(b) The abuse is more in case of girls as compared to boys.

(i)(c) The abuse is more in case of rural girls as compared to rural boys.

(i)(d) The abuse is more in case of urban girls as compared to urban boys.

In fact, the above results are found to be just the opposite and are not in consonance with the results of different kinds of abuses assessed through questionnaires.

IV. (i) When different dimensions of home environment were compared to assess the child abuse then it was found that:
(i)(a) Maximum abuse in rural students is in the form of control at home (HE7) and minimum abuse at home is cognitive orientation (HE4) and socio-emotional development (HE5).

(i)(b) Maximum abuse in urban students is in the form of control at home (HE7) and minimum abuse at home is cognitive orientation (HE4).

(i)(c) Maximum abuse in girls is in the form of control at home (HE7) and minimum abuse at home is cognitive orientation (HE4).

(i)(d) Maximum abuse in boys is in the form of control at home (HE7) and minimum abuse at home is cognitive orientation (HE4).

(i)(e) Maximum abuse in rural girls is in the form of independence at home (HE9) and minimum abuse at home is cultural-moral orientation (HE6).

(i)(f) Maximum abuse in rural boys is in the form of control at home (HE7) and minimum abuse at home is cognitive orientation (HE4).

(i)(g) Maximum abuse in urban girls is in the form of control at home (HE7) and minimum abuse at home is cognitive orientation (HE4).

(i)(h) Maximum abuse in urban boys is in the form of control at home (HE7) and minimum abuse at home is cognitive orientation (HE4).

V(i) When different dimensions of school environment were compared to assess the child abuse then it was found that:

(i)(a) Maximum abuse in rural students is in the form of control in schools (SE7) and minimum abuse in schools is in the form of cultural-moral orientation (SE5) and support in schools (SE9).

(i)(b) Maximum abuse in urban students is in the form of control in schools (SE7) and minimum abuse in schools is in the form of physical development (SE6).

(i)(c) Maximum abuse in girls is in the form of control in schools (SE7) and minimum abuse in schools is in the form of encouragement (SE1).

(i)(d) Maximum abuse in boys is in the form of control in schools (SE7) and minimum abuse in schools is in the form of physical development (SE6).
(i)(e) Maximum abuse in rural girls is in the form of control in schools (SE7) and minimum abuse in schools is cultural-moral orientation (SE5).

(i)(f) Maximum abuse in rural boys is in the form of control in schools (SE7) and minimum abuse in schools is in the form of support (SE9).

(i)(g) Maximum abuse in urban girls is in the form of control in schools (SE7) and minimum abuse in schools is in the form of physical development (SE6).

(i)(h) Maximum abuse in urban boys is in the form of control in schools (SE7) and discipline in schools (SE8) and minimum abuse in schools is in the form of physical development (SE6).

(D) Results of Analysis of Variance

(I) Difference between girls and boys was found to be significant in some variables are given below:

1. Boys as compared to girls showed higher physical abuse (CA1), emotional abuse (CA3), but lower child abuse through projective technique.

2. Girls as compared to boys showed lower socio-emotional development [HE5] in home environment but higher cultural-moral orientation [HE6], higher insecurity [HE8], lower independence [HE9] at home.

3. In school environment, boys as compared to girls showed higher discouragement [SE1], lower socio-emotional orientation [SE4], lower cultural-moral orientation [SE5], but higher physical development [SE6], lower control and higher unsupportive school environment [SE9].

(II) The difference between rural and urban was found to be significant in some variables are given below:

1. Rural area as compared to urban area showed high overall child abuse [CA], physical abuse[CA1], sexual abuse[CA2], emotional abuse [CA3], uncaring home environment [HE1], rejecting home environment[HE2], unsupportive home environment [HE3], lower cognitive orientation in home environment [HE4], lower socio-emotional development in home environment[HE5], lower cultural-moral orientation in home environment[HE6], insecure home
environment[HE8], low independence in home environment[HE9],
discouraging school environment[SE1], distrusting school environment[SE2],
lower cognitive orientation in school environment[SE3], lower socio-emotional orientation in school environment[SE4], lower physical development in school environment[SE6], but higher supportive[SE9] school environment.

(III) Analysis of variance for place by gender was found to be significant in some variables are given below:

1. Among rural students, girls as compared to boys have lower independence [HE9] at home, whereas among urban students, the girls as compared to boys have slightly higher independence at home. Similarly, among rural students, girls as compared to boys have lower trust at school[SE2], whereas among urban students, the girls as compared to boys have comparable trust at school.

2. Among rural students, boys and girls have more or less equal socio-emotional orientation [SE4] at schools whereas in urban students, boys as compared to girls have lower socio-emotional orientation.

3. Among rural students, girls as compared to boys have lower physical development [SE6] at schools whereas in urban students, though girls as compared to boys have higher physical development, yet both have better concern for physical development in schools than the rural students.

(E) Results of intercorrelations

(I) Intercorrelations between child abuse of the group comprising rural girls in terms of dimensions of home environment and school environment have been given below:

1. Overall child abuse (CA) is correlated positively with some dimensions of home environment which indicates that rejecting (HE2), low socio-emotional development (HE5), insecurity (HE8), less independence (HE9) in home environment leads to higher child abuse in girls of rural area. Therefore, hypotheses no.1.16 (b) (2, 5, 8, 9) “Overall child abuse is positively related to rejection, lower socio-emotional development, insecure and lower independence in home environment” are accepted.
2. Overall child abuse (CA) is correlated positively with some dimensions of school environment which indicate that distrust (SE2), low cognitive orientation (SE3), low socio-emotional orientation (SE4) and low physical development in school environment (SE6) leads to higher child abuse in girls of rural area. So, hypotheses no.1.16(c) (2, 3, 4, 6) “Overall child abuse is positively related to distrusting, lower cognitive orientation, socio-emotional orientation and physical development in school environment” are accepted.

3. Physical abuse (CA1) is correlated positively with some dimensions of home environment and indicate that rejecting (HE2), insecure (HE8) and less independence (HE9) home environment leads to higher physical abuse in girls of rural area.

4. Physical abuse (CA1) is correlated positively with some dimensions of school environment and indicates that distrust (SE2) and low physical development in school environment (SE6) leads to higher physical abuse in girls of rural area.

5. Sexual abuse (CA2) is correlated positively with some dimensions of home environment and indicate that home environment low on socio-emotional development (HE5) and insecurity (HE8) at home leads to higher sexual abuse in girls of rural area.

6. Sexual abuse (CA2) is correlated positively with some dimensions of school environment and showed that high controlled (SE7) and less supportive school environment (SE9) lead to higher sexual abuse in girls of rural area. It is negatively correlated with encouragement and indicates that encouraging school environment still leads to sexual abuse in girls of rural area. Further research should be required to probe this fact.

7. Emotional abuse (CA3) is correlated positively with some dimensions of home environment and indicates that unsupportive (HE3), low cultural-moral orientation (HE6) and insecure (HE8) home environment lead to higher emotional abuse in girls of rural area.

8. Emotional abuse (CA3) is correlated positively with some dimensions of school environment and indicates that distrust (SE2), low socio-emotional
orientation(SE4) and low physical development in school environment(SE6) lead to higher emotional abuse in girls of rural area.

9. Neglect(CA4) is correlated positively with home environment in some cases and indicates that home environment low on cognitive orientation(HE4) and insecurity(HE8) at home leads to higher neglect in girls of rural area.

10. Neglect (CA4) is correlated positively with school environment and showed that low cognitive orientation (SE3) leads to higher neglect in girls of rural area.

11. Projectively measured child abuse (PT) is correlated positively with socio-emotional orientation(SE4) and indicates that low socio-emotional orientation in school environment leads to higher child abuse in girls of rural area.

(II) Intercorrelations between child abuse of the group comprising rural boys in terms of dimensions of home environment and school environment as below:

1. Overall Child abuse (CA) is correlated positively with some dimensions of home environment which indicates that uncaring(HE1), unsupporting(HE3), low socio-emotional development(HE5), low cultural-moral orientation(HE6), high controlled(HE7) and insecure(HE8) home environment lead to higher child abuse in boys of rural area. Therefore hypothesis no.1.16(b)(1,3,5,6,7,8) “Overall Child abuse is positively related to uncaring, unsupportive, low on socio-emotional development and cultural-moral orientation, high controlled and unsecure home environment” are accepted.

2. Overall Child abuse (CA) is correlated positively with some dimensions of school environment which indicates that discouraging (SE1), low socio-emotional orientation(SE4) and low cultural-moral orientation in school environment(SE5) leads to higher child abuse in boys of rural area. So, hypotheses no.1.16(c) (1, 4, 5) “Overall Child abuse is positively related to discouraging, lower socio-emotional orientation and cultural-moral orientation in school environment” are accepted.

3. Physical abuse(CA1) is positively correlated with some dimensions of home
environment which depicts that unsupportive(HE3), high controlled(HE7), insecure(HE8) home environment lead to higher physical abuse in boys of rural area.

4. Physical abuse (CA1) is positively correlated with some dimensions of school environment which depicts that low physical development in school environment (SE6) leads to higher physical abuse in boys of rural area. It is negatively correlated with encouragement (SE1) which reveals that encouraging school environment still leads to physical abuse in boys of rural area. Further research can be required to probe this phenomenon.

5. Sexual abuse (CA2) is positively correlated with one of the dimensions of home environment which depicts that insecure home environment (HE8) leads to higher sexual abuse in boys of rural area.

6. Sexual abuse (CA2) is positively correlated with some dimensions of school environment and showed that low socio-emotional development in school environment (SE4) leads to higher sexual abuse in boys of rural area. It is negatively correlated with encouragement (SE1) which depicts that school environment high on encouragement and still it leads to sexual abuse in boys of rural area. Further research should be required to probe this fact.

7. Emotional abuse (CA3) is positively correlated with home environment and showed that rejecting(HE2), unsupportive(HE3), low socio-emotional development(HE5), low cultural-moral orientation(HE6) and high controlled(HE7) home environment leads to higher emotional abuse in boys of rural area.

8. Emotional abuse (CA3) is positively correlated with school environment and showed that low cultural-moral orientation (SE5) and low physical development in school environment (SE6) leads to higher emotional abuse in boys of rural area.

9. Neglect (CA4) is positively correlated with uncaring(HE1), unsupporting (HE3), low socio-emotional development (HE5) and low cultural-moral orientation(HE6) in home environment leads to higher neglect in boys of rural area.
10. Projectively measured child abuse (PT) is positively correlated with insecure home environment (HE8) leads to higher child abuse in boys of rural area.

11. Projectively measured child abuse (PT) is positively correlated with low on trusting school environment (SE2) leads to higher child abuse in boys of rural area.

(III) Intercorrelations between child abuse of the group urban girls in terms of dimensions of home environment and school environment have been given below:

1. Overall child abuse (CA) is positively correlated with insecure home environment (HE8) which leads to higher child abuse in girls of urban area and therefore hypothesis no.1.16 (b) (8) “Overall child abuse is positively related to insecure home environment (HE8)” is accepted.

2. Overall child abuse (CA) is positively correlated with some dimensions of school environment and indicated that low cognitive orientation (SE3) and low cultural-moral orientation in school environment (SE5) lead to higher child abuse in girls of urban area. Therefore hypotheses no.1.16(c) (3, 5) “Overall child abuse is positively related to low cognitive oriented and cultural-moral oriented school environment” are accepted.

3. Physical abuse (CA1) is positively correlated with low cognitive orientation in school environment (SE3) which leads to higher physical abuse in girls of urban area.

4. Sexual abuse (CA2) is positively correlated with insecure home environment (HE8) which leads to higher sexual abuse in girls of urban area.

5. Sexual abuse (CA2) is positively correlated with low cognitive orientation in school environment (SE3) lead to higher sexual abuse in girls of urban area.

6. Emotional abuse (CA3) is positively correlated with low cognitive orientation (SE3) and indisciplined school environment (SE8) lead to higher emotional abuse in girls of urban area.

7. Neglect (CA4) is positively correlated with uncaring home environment (HE1) which leads to higher neglect in girls of urban area.
8. Neglect (CA4) is positively correlated with low cognitive orientation (SE3) and low cultural-moral orientation in school environment (SE5) leads to higher neglect in girls of urban area.

9. Projectively measured child abuse (PT) is positively correlated with unsupportive home environment (HE3) leads to higher projectively measured child abuse in girls of urban area.

10. Projectively measured child abuse (PT) is negatively correlated with high cognitive orientation (SE3) in school environment and still lead to child abuse. It means students showed projectively that besides high cognitive orientation, they still face some kind of abuse and positively related to low cultural-moral orientation in school environment (SE5) leads to higher projectively measured child abuse in girls of urban area.

(IV) Intercorrelations between child abuse of the group comprising urban boys in terms of dimensions of home environment and school environment as below:

1. Overall child abuse (CA) is positively correlated with uncaring home environment (HE1) leads to higher child abuse in boys of urban group.

2. Overall child abuse (CA) is positively correlated with low cognitive orientation (SE3), low socio-emotional orientation (SE4) and unsupportive school environment(SE9) leads to higher child abuse in boys of urban group.

3. Physical abuse (CA1) is negatively correlated with control (SE7) in schools. This indicates that school environment have less control and it still leads to physical abuse in boys of urban group. It can be said that uncontrolled environment in schools may cause physical abuse in the form corporal punishment and there was no check on these activities of school authorities.

4. Sexual abuse (CA2) is positively correlated with uncaring home environment (HE1) leads to higher sexual abuse in boys of urban group.

5. Sexual abuse (CA2) is positively correlated with low cognitive orientation (SE3), low socio-emotional orientation (SE4) and low physical development in school environment (SE6) leads to higher sexual abuse in boys of urban group.
6. Emotional abuse (CA3) is positively correlated with rejecting home environment (HE2) leads to higher emotional abuse in boys of urban group but negatively correlated with cultural-moral orientation in home environment (HE6). It is observed that high cultural-moral orientation in home environment (HE6) still leads to emotional abuse. Here, it can be said that elders in family may forcefully impose conservative cultural-moral values on children which further force the children to live in orthodox environment. Further research is required to probe this reason.

7. Emotional abuse (CA3) is positively correlated with low cognitive orientation (SE3), low socio-emotional orientation (SE4), low cultural-moral orientation (SE5) and higher control in school environment (SE7) leads to higher emotional abuse in boys of urban group.

8. Neglect (CA4) is positively correlated with rejecting (HE2) and lower socio-emotional development (HE5) in home environment leads to higher neglect in boys of urban group.

9. Neglect (CA4) is positively correlated with lower cognitive orientation (SE3), socio-emotional orientation (SE4) and higher control in school environment (SE7) leads to higher neglect in boys of urban group.

10. Projectively measured child abuse (PT) is negatively correlated with higher secure home environment and still it leads to higher child abuse in projectively measured child abuse in boys of urban group. It depicts that besides higher security at home, child abuse occurs at home. It leads to the occurrence of child abuse in some forms.

(F) Results of Stepwise Multiple Regression Analysis

The analyses of data w.r.t objective no. 6 which was exploratory in nature yielding finding nos. 6.11(D) (1-24).

1. Four variables were found to be significant predictors of overall child abuse in rural girls. Insecure home environment (HE8), distrust (SE2), lower cognitive orientation (SE3) in school environment were positive predictors and encouraging school environment (SE1) was a negative predictor of overall child abuse in rural girls.

2. Five variables were found to be significant predictors of overall child abuse in
rural boys. Unsupporting (HE3), insecure home environment (HE8) and lower physical development (SE6) in school environment were positive predictors of overall child abuse in boys of rural area. Further, lower cultural and moral orientation in home environment (HE6) was a positive predictor and encouragement in school environment (SE1), a negative predictor of overall child abuse in boys of rural area.

3. Two variables were found to be significant predictors of overall child abuse (CA) in girls of urban area. Lower cognitive orientation (SE3) in school environment and insecure home environment (HE8) were the positive predictors of overall child abuse in girls of urban area.

4. Two variables were found to be significant predictors of overall child abuse (CA) in boys of urban area. Lower cognitive orientation (SE3) and lower socio-emotional orientation (SE4) in school environment were the positive predictors of overall child abuse in boys of urban area.

5. Three variables were found to be significant predictors of physical abuse (CA1) in girls of rural area. Rejecting home environment (HE2), distrust in school environment (SE2) and further lower independence in home environment (HE9) were the positive predictors of physical abuse in girls of rural area.

6. Five variables were found to be significant predictors of physical abuse (CA1) in boys of rural area. High controlled home environment (HE7), lower physical development (SE6) in school environment, insecure (HE8), unsupportive (HE3) home environment were positive predictors of physical abuse in boys of rural area and lower cognitive orientation (HE4), a negative predictor of the physical abuse in boys of rural area.

7. One variable was found to be significant predictor of physical abuse (CA1) in girls of urban area. Lower cognitive orientation (SE3) in school environment was a positive predictor of physical abuse in girls of urban area.

8. Two variables were found to be significant predictors of physical abuse (CA1) in boys of urban area. Lower cognitive orientation (SE3) in school
environment was a positive predictor and higher control in school environment (SE7) was a negative predictor of physical abuse in boys of urban area.

9. Two variables were found to be significant predictors of sexual abuse (CA2) in girls of rural area. Lower socio-emotional development (HE5) in home environment was a positive predictor and unsupportive school environment (SE9) was a negative predictor of sexual abuse in girls of rural area.

10. One variable was found to be significant predictor of sexual abuse (CA2) in boys of rural area. Insecure home environment (HE8) was a positive predictor of sexual abuse in boys of rural area.

11. Three variables were found to be significant predictors of sexual abuse (CA2) in girls of urban area. Lower cognitive orientation in school environment (SE3), rejecting home environment (HE2) were positive predictors and indisciplined school environment (SE8), a negative predictor of sexual abuse in girls of urban area.

12. Two variables were found to be significant predictors of sexual abuse (CA2) in boys of urban area. Lower cognitive orientation (SE3) and lower socio-emotional orientation (SE4) were positive predictors in school environment of sexual abuse in boys of urban area.

13. Three variables were found to be significant predictors of emotional abuse (CA3) in girls of rural area. Distrust in school environment (SE2) and insecure home environment (HE8) were positive predictors and lower cultural–moral orientation in home environment (HE6), a negative predictor of emotional abuse in girls of rural area.

14. Three variables were found to be significant predictors of emotional abuse (CA3) in boys of rural area. Higher control in home environment (HE7), lower physical development in school environment (SE6) and lower cognitive orientation in home environment (HE3) were positive predictors of emotional abuse in males of rural area.

15. Four variables were found to be significant predictors of emotional abuse (CA3) in girls of urban area. Lower cognitive orientation (SE3), indiscipline in school environment (SE8) and further rejecting home environment (HE2)
were positive predictors and uncaring home environment (HE1) was a negative predictor of emotional abuse in girls of urban area.

16. Five variables were found to be significant predictors of emotional abuse (CA3) in boys of urban area. Lower socio-emotional orientation (SE4), lower cultural-moral orientation (SE5), lower cognitive orientation (SE3) and further unsupportive school environment (SE9) were positive predictors and lower socio-emotional development in home environment (HE5) was a negative predictor of emotional abuse in boys of urban area.

17. Six variables were found to be significant predictors of neglect (CA4) in girls of rural area. Lower cognitive orientation in school environment (SE3), insecure (HE8), uncaring (HE1) and further lower cognitive orientation (HE4) in home environment, higher control in school environment (SE7) were positive predictors and unsupportive home environment (HE3) was a negative predictor of neglect in girls of rural area.

18. Three variables were found to be significant predictors of neglect (CA4) in boys of rural area. Uncaring (HE1), lower socio-emotional development (HE5) in home environment were positive predictors and lower physical development in school environment (SE6) was a negative predictor of neglect in boys of rural area.

19. Three variables were found to be significant predictors of neglect (CA4) in girls of urban area. Lower cognitive orientation in school environment (SE3), lower cultural-moral orientation (HE6) in home environment and lower socio-emotional orientation in school environment (SE4) were positive predictors of neglect in girls of urban area.

20. Two variables were found to be significant predictors of neglect (CA4) in boys of urban area. Lower cognitive orientation in school environment (SE3) and uncaring home environment (HE1) were positive predictors of neglect in boys of urban area.

21. One variable was found to be significant predictor of child abuse measured through projective technique in girls of rural area. Lower socio-emotional orientation in school environment (SE4) was a negative predictor of child abuse measured through projective technique in girls of rural area.
22. Four variables were found to be significant predictors of child abuse measured through projective technique in boys of rural area. Insecure home environment (HE8), distrust school environment (SE2) and further lower cultural-moral orientation in home environment (HE6) were positive predictors and lower cognitive orientation in home environment (HE4), a negative predictor of child abuse measured through projective technique in boys of rural area.

23. Two variables were found to be significant predictors of child abuse measured through projective technique in girls of urban area. Unsupportive home environment (HE3) was positive predictor and lower cultural-moral orientation in school environment (SE5), a negative predictor of child abuse measured through projective technique in girls of urban area.

24. One variable was found to be significant predictor of child abuse measured through projective technique in boys of urban area. Insecure home environment (HE8) was negative of child abuse measured through projective technique in boys of urban area.

5.15 MAJOR CONCLUSIONS

1. It is perceived that child abuse is widespread.

2. Poor/unhealthy home and school environment are not conducive for the proper growth and development of the child and many a times it leads to child abuse.

3. The present study showed that insecurity at home and low cognitive orientation in schools have great impact on child abuse in urban girls and boys.

4. The study revealed that child abuse is more in rural students as compared to urban students, more in boys as compared to girls, more in rural boys as compared to rural girls and more in urban boys as compared to urban girls.

5. It is concluded from the study that maximum child abuse occurs in the form of neglect in rural, girls, rural and urban girls, maximum emotional abuse is found in urban, boys and urban boys.

6. The study showed that minimum child abuse occurs in the form of sexual
abuse in all the groups of students i.e. rural and urban, girls and boys, rural girls and boys, urban girls and boys.

7. Students were more abused physically rather than other forms of abuse. Maximum physical abuse is found in boys especially rural boys. The study further revealed that boys are more prone to physical abuse as compared to girls. This has also been revealed by the national report on child abuse by the Ministry of Women and Child Development (2007) which shows that boys are marginally more likely to face physical abuse (73 per cent) than girls (65 percent). Corporal punishment in both government as well as private schools is deeply ingrained as a tool to discipline children and as a normal action. But most children do not report or confide about the matter to anyone and suffer silently. Similarly study conducted by Hunshal and Gaonkar (2009) revealed that physical and multiple abuses were more in case of boys as compared to girls.

8. Child abuse through projective technique revealed that the abuse is more in case of urban students as compared to rural students, the abuse is more in case of girls students as compared to boys students, the abuse is more in case of rural girls students as compared to rural boys, the abuse is more in case of urban girls students as compared to urban boys. In fact, the results of child abuse assessed through projective technique are found to be just the opposite and are not in consonance with the results of different kinds of abuses assessed through questionnaires. It can be concluded from these observations that while answering the questions in the questionnaires; students are giving socially acceptable responses whereas in the projective technique, their responses are more authentic as they feel that they are not being evaluated. Therefore, the researcher is of the view that there is a need to have better instruments to assess child abuse.

9. In case of home environment, maximum child abuse occurs in the form of control as has been seen in all the groups of students except rural girls (i.e. rural, urban, girls, boys, rural boys, urban girls and urban boys). Maximum abuse in rural girls is in the form of independence at home. In school
environment, maximum abuse is found in the form of control in all the groups of students (i.e. rural, urban, girls, boys, rural girls, rural boys, urban girls and urban boys).

10. Minimum child abuse was found at home in the dimension of cognitive orientation. This is true for all the groups except rural girls (i.e. rural, urban, girls, boys, rural boys, urban girls, urban boys). In case of rural girls, minimum abuse at home is in the form of cultural-moral orientation. In school environment, minimum child abuse was found in the dimension of physical development in urban, boys, urban girls and urban boys. Minimum child abuse in rural and rural girls is found in the form of cultural-moral orientation in schools.

5.16 EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

1. The present study has highlighted many forms of abuses at home and schools. So there is pressing need to educate parents, teachers and students to stop this bad practice towards children. Teachers need to be guided in developing good social relations with their students so as to promote healthy development of their childhood. Seminar and workshops should be conducted to impart this type of training to teachers.

2. Teachers should understand the psychology of the child so as to understand the needs of students. This will enhance their trust towards school authorities and also develop their socio-emotional orientation of students in schools.

3. Parents should be made aware of the special needs of children so that they understand them better. In case of any specific problem which they observe in their child then they should seek the help and guidance from various psychologists, teachers and social workers so as to deal with children in different manner.

4. Teachers should be made aware of the special needs of children so that they understand them better. This will lead to healthy school environment.

5. Sex education must be an integral part of school curriculum. A health
professional can also help to communicate sex education to children if parents are uncomfortable doing so. It is important to remember that physical force is often not necessary to engage a child in sexual activity. Children are trusting and dependent and will often do what is asked of them to gain approval and love.

6. As the present study shows insecurity at home and low cognitive orientation in schools leads to child abuse. So, it is the duty of parents to provide secure and congenial environment to their wards and also, it is the responsibility of teachers to take care of the cognitive domain of the students so that they are not neglected.

7. As it has been seen that control is an important dimension in case of all the groups in home and school environment therefore, it is important for parents and teachers to realise that for proper growth and development of children, an environment which is less controlling and providing more freedom to students is required.

5.17 SUGGESTIONS FOR FURTHER STUDY

1. Similar study can be replicated in another state.

2. More variables like self-esteem, personality and mental health can be included in the study.

3. Sample size can be increased.

4. Cross cultural sample comparisons can be done.