CHAPTER II

REVIEW OF LITERATURE

This chapter deals with the review of research work done in the area of Child Neglect in relation to self-esteem, behavior problems, locus of control, adjustment and academic performance.

Zirkel (1972) revealed a growing recognition of the importance of self-concept enhancement in the education of disadvantaged students. Exploratory and evaluative efforts to enhance the self-concept of disadvantaged students have utilised as their basis the regular curriculum, ancillary services, significant others and special programs. Those efforts based on the regular curriculum, have focused on the creative use of languages and art materials and are yet to be fully evaluated. Those results involving ancillary services have been limited to tutoring and counseling and have yielded disappointing results. Efforts involving significant others have revealed the importance of parental involvement and teacher training. Finally, those self-concept enhancement efforts constituting more comprehensive compensatory programs have yielded more promising results when based on ethnic pride and college opportunities. The author has suggested that further research is both necessary and desirable in this increasingly important area.
Scheiner and Kraut (1979) reviewed studies of academic intervention that attempted to improve self-concept as means of improving academic achievement. They found predominantly non-significant results, most intervention failed to alter either self-concept or academic achievement. Similarly, Wylie (1979) reviewed studies of the effects of psychotherapy and growth oriented group, experience on self concept. She also found predominantly null results.

Groves (1980) discussed the utility of an instrument designed to measure the development of youth self-concept in a controlled environment and to determine which parts of a program of self-concept enhancement had contributed most significantly to growth in self-concept. Results suggest that positive self-concept tended to grow during activities that involved "doing" and "reflecting". Growth also occurred when participants helped to design the self-concept program.

Positive group efficacy in adolescent treatment was studied by Rosenstock and Mederie (1982). The positive group as a treatment modality was evaluated in an 8 week pilot study with 24 adolescents. This technique requires adolescents to make positive
statements about themselves and others in the group. Each adolescent must also verbally acknowledge the compliment paid to him. This group experience enhanced self-image, social skills and leadership potentials in the presence of and with the encouragement of peers.

Sonstroem and Morgan (1989) summarized pertinent self-esteem theory and presents an empirically based rationale for self-esteem enhancement through exercise participation. This theory was formulated for examining self-esteem in interaction, in which components of self-structure are hierarchically organized on a basis of generality. The self-esteem model contains dimensions of competence and self concept and it is operationally defined through measures of physical work expenditure, physical self-efficacy, physical competence, physical acceptance, global self-esteem and perceived importance of self conception components.

Schroeder and Walter (1990) conducted a study to determine whether subjects (N = 60) from a residential school for behaviorally disordered adolescents would experience improvement, in academic achievement, locus of control and self-esteem over a 6 week period using a structured Brief Transactional Analysis. The results showed that the subjects improved after the training in the area of achievement, reported higher self-esteem and internal locus of control.
Wuching (1990) investigated the relationships between self-esteem and educational outcome in Chinese children and adolescents. The study was done on 260 students who were enrolled in public school belonging to grades 3 to 6. The study utilized the Piers–Harris self-concept scale and the educational outcomes were collected from the office of Academic studies.

Analysis of data indicated that female students had higher mean total scores than the male students on the self-concept scale. Results also indicated that high self-esteem group students had significantly higher educational outcome than low self-esteem group students. The study concluded that self-esteem was an important indicator of educational outcome for children and adolescents.

Morgan and Eckenrode (1992) examined whether personality characteristics, such as, locus of control orientation and self-esteem were protective against depression among female adolescent victims of maltreatment. The subjects were 33 maltreated females (12-18 years) and a control group of 112 non-maltreated adolescent females (12-18 years). The subjects were administered the Beck Depression scale, the Rosenberg Self-Esteem Scale and the Stanford
Internal-External Locus of Control Scale. Data was collected for the non-maltreated group by administering the questionnaire to entire classes of students during regular classroom periods. The questionnaire was administered to the maltreated subjects in their treatment settings.

The first research question addressed in this study was whether there were significant differences between the maltreated and control groups on levels of depression, locus of control and self-esteem. The research concluded that high self-esteem and internal locus of control orientation for good events appear to be protective factors in relation to depression for maltreated adolescent females. It was also found that neglect that began before the age of 11 was related to lower self-esteem, more external locus of control for good events and greater depression.

A study by Kurtz, et al., (1993) compared 139 school-aged children and adolescents (Physically abused, neglected, and non-maltreated) on a range of variables that are conceptually and empirically associated with maltreatment. A multi-measure, multi-model design was employed to comprehensively assess school performance in the areas of academic
achievement, socio emotional development and adaptive behavior in functional areas of motor development, and personal living skills.

A battery of instruments were administered to teachers, parents and children in all the three groups. Problem behaviors were measured through parent and teacher reports using the Child Behavior Checklist (Achenbach and Edelbrock, 1980), children's self-reported feeling of aggression through the Jesness Manifest Aggression Scale (Jesness, 1983), and adaptive behavior through parent responses of the Woodcock-Johnson Scales of Independent Behavior (Bruininks et al., 1984). Self-Adjustment, education aspirations, adjustment at school, at home, with peers, and delinquency were assessed through child and parent reports, using items from the Child Assessment Schedule (Hodges, 1987) and items developed by the authors of the study. Differences among the three groups on demographic variables were tested using chi-square analysis, and analysis of variance for continuous demographic variables. Differences on dependent measures of school functioning were assessed using repeated measures of factorial analysis of variance.
Results showed that the neglect group differed significantly from the abuse and comparison groups in racial composition. There was a significant difference in family size among the groups, with neglect families more likely to consist of five or more members. Academic failure emerged as the single most dramatic and consistent risk factor for the neglect children. To conclude the results provided substantial evidence that school problems, both academic and behavioral, were a consistent risk factor for school going abused and Neglected Children.

Deepa (1993) studied whether there would be a significant difference among orthopaedically handicapped, institutionalized destitute adolescents and normal adolescents on self-concept. The sample consisted of one hundred, 7th to 12th class students. The self description questionnaire (SDQ-II). Marsh (1990) was administered to these adolescents. The study utilized the correlational and experimental designs. The Self Concept Enhancement Training (SCET) was introduced ten days after the pretesting for all the students in the 3 experimental groups. The training program undertaken in the present study was basically a group approach. The duration of the training program was for 11 weeks.
The collected data was analysed using parametric statistics such as 2x3 factorial analysis of variance, t-test, multiple regression analysis, product moment correlation and point biserial correlation.

The study concluded the following:

1. Normal adolescents were better than to orthopaedically handicapped and institutionalized destitute adolescents on self-conceptualization.

2. Personal, familial and institutional factors influenced the Self-concept of orthopaedically handicapped institutionalized destitute and normal adolescents.

3. Psychological intervention enhanced the self-conception of normal, orthopaedically handicapped and institutionalized destitute adolescents.

Pandey (1993) investigated the impact of Locus of Control (LOC) on self-esteem of college going male and female subjects. The sample of the study consisted of 100 male and female, under graduate and post graduate students ranging between the age 18 and 25 years. The tools used to collect data included Pandey's
Indian adaptation of James Battle's Canadian self-esteem inventory and Kumar and Srivastava's Indian adaptation of Rotter's Locus of Control Scale. The collected data were treated with Mean, SD and 't' values. It was found that internally controlled group possessed high self-esteem than externals.

Ney, et.al., (1994) had studied the worst combinations of child abuse and Neglect. Data was collected from 167 children and adolescents from 7 to 18 years of age. Each child was interviewed and asked to complete the Child Experience Questionnaire. Questions included the child's feelings of enjoyment, purpose in life, future expectations, chances of having a happy marriage, reflections on their childhood and other perspectives on world problems.

The results were analyzed using the visual analog scales being coded into 9 point numerical scales. The results revealed that all forms of maltreatment had a significant impact and reduced the chances of "developing into the person I could have been". The Pearson correlation coefficient showed that a combination of physical abuse, physical neglect and verbal abuse had the greatest impact.
Prino and Peyrot (1994) investigated the effect of Child Neglect on aggressive, withdrawn, and prosocial behavior. A sample of 26 neglected and 21 non-neglected children (5 to 8 years) participated in the study. Subjects were matched on age, parental income, birth order, gender, race and marital status of parents. Since the focus of this study was on long term rather than short-term consequences of maltreatment, subjects were included in the study only if they were in residential placement for at least 1 year. The length of residential placement ranged from 12 to 34 months, with a mean of 17.54 (SD = 5.52).

Multiple assessment techniques were used specifically the Human figure and Kinetic group drawings to measure maladjustment, children's verbal stories were used to assess the presence of aggressive and prosocial behavior and Pittsburgh Adjustment Survey Scale to measure overt aggression, withdrawal and prosocial behavior. Data analysis was carried out in four successive stages (a) inter-rater reliability on individual measures; (b) construction of composite scales; (c) univariate analysis of group differences; and (d) multivariate analysis of group differences.
The analysis showed that the neglected children were more withdrawn and submissive than the non-neglected children but there was no significant differences between the neglected and control groups on any individual or composite measures of aggression. The study concluded that children receiving residential treatment were more severely affected than others who can remain in their families, or be placed in foster care. The study also suggested that maltreatment effects may be more subtle when maltreatment is less severe.

Chouhan, et al., (1994) attempted to study the effect of scholastic achievement on adjustment of deprived adolescents. The sample comprised of 360 subjects of the age ranging between 16 and 18 years belonging to the state of Rajasthan. The tool used to collect data included an Adjustment Inventory of Asthana. The data collected was analysed by using and Anova.

The findings revealed that males were better adjusted as compared to females. High scholastic achievers were better adjusted as compared to low scholastic achievers. There was a significant difference in the adjustment of high achievers and low
achievers. Adjustment of deprived adolescents was found to be significantly affected by their scholastic achievement.

Eckman and Karen (1995) conducted a program to improve self-concept in preadolescent females. It was hypothesized that the intervention, a four week summer day program, would result in a significant increase in the self-concept of the participants as measured by using Piers-Harris Children Self-Concept Scale (1984). Further, it was hypothesized that participants in the program would experience an increased internalization (locus of control) measured by the Crandall (1965) Intellectual Achievement Responsibility Questionnaire, a lessening of traditional perception of female sex roles measured by the Bem Sex Role Inventory (1981). An improvement in academic achievement was measured by the Iowa Tests of Basic skills, and increase in school attendance.

Thirty maltreated pre-adolescent females participated in the intervention program and thirty non-maltreated group composed of students who did not attend the summer program. Results indicated that a significant increase in self-concept occurred in subjects participating in the summer program when
Teachers were asked to fill out the Teachers Report Form for a specified child to obtain information about the child's behavioral characteristics at school and permission to evaluate the child was obtained from the parents. The Total Behavior Problems score was analysed using analysis of variance (ANOVA). Results indicated a significant difference, $F(2,63) = 7.37$, $p = .001$, between the three groups scores. It also indicated significant group differences for both Externalizing, $F(2,63) = 4.03$, $p = 0.02$ and internalizing scales, $F(2,63) = 3.30$, $p = 0.04$. These results indicated that the physically abused and neglected children displayed more behavioral problems than the non-maltreated children.

The study also analyzed the school adjustment of all the 3 groups. The results supported previous research findings (Kurtz, et.al., 1993) that neglected children present a significantly greater number of social and behavioral problems and less school adjustment than the non maltreated children. The neglected children also had more externalizing behavior problems than the other two groups. Both physically abused and neglected children presented a lower level of academic performance and a lower adaptive functioning at school with the neglected children showing the greatest academic delay. Moreover the girls presented more externalizing problems.
A correlational study was carried out by Lorena (1995) on 4 groups of 179 fifth graders (normal children) from one integrated, one magnet, and two, non-integrated schools in St. Louis to determine a possible relationship between locus of control orientations and their perceptions of self-worth. They were asked to respond to the Nocuicki-Strickland locus of control scale for children (1973). The Academic Achievement Accountability Questionnaire by Clifford and Cleary (1972) and the Piers-Harris children's self concept scale (1984). These questionnaires were administered in classrooms by the researcher.

It was hypothesized that girls would demonstrate more often an external locus of control, but statistical analysis demonstrated no significant difference between racial groups. Pearson's correlation showed an expected relationship between generalized locus of control and academic achievement, internal locus of control and self-worth.

Sujarita, (1995) found out the effect of life skills training program on the self-esteem, assertive behavior and academic performance of Higher Secondary Students. The sample of consisted of 59 students (33 girls and 26 boys) of standard eleven. The students who
scored high on Mooney's problem checklist (Mooney and Gorden, 1950) were selected for the study. The tools used were Self-esteem questionnaire (Robson, 1989) Assertion Inventory (Gambrill and Richey, 1975) Study skills Questionnaire (Ranchana, 1986). The data collected during the 3 assessments of the present study were analysed using Critical Ratio, Analysis of variance, Newman – Keuls test and Trend-Analysis.

The life skills training included enhancement of self-esteem, study skills training and assertive skills training and the following conclusion was made from the study. Life skills training program was effective in enhancing the self-esteem of the students, improving their study skills, and academic performance enabling the students to cope well with problems in the different areas of life. Improvement was gained in the self-esteem and assertive behavior and was sustained. The overall perceived problems of the students had further decreased over a period of time after the life skills training program.

Karunanidhi, et.al., (1996) conducted a study on perceived problems and gender differences in relation to self-esteem among adolescents aged 14 to 16 years. The Mooney problem checklist and self-esteem scale were administered to 179 adolescent boys and girls.
A multivariate analysis was carried out to examine the effect of gender and perceived problems on self-esteem among the adolescents. Results indicated that girls perceived less number of problems and higher levels of self-esteem than boys. Adjustment to school work was found to be of high concern for boys. Moreover, both boys and girls have scored high on global self-esteem and low on physical self-esteem, overall self-esteem was found to be high for girls than for boys and a significant relationship between perceived problems and self-esteem was found.

An attempt was made by Barnett et.al., (1996) to study the manner in which children's self-perceptions and global self-worth influence academic motivation and functioning of low-income maltreated and non-maltreated children. The study proposed the following hypotheses:

1. Teachers would report lower academic effort and intrinsic motivation among maltreated than among non maltreated children.

2. Both maltreated and non maltreated children would exhibit deficits in school performance, to the extent that differences existed, maltreated children would perform more poorly.
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2. Both maltreated and non maltreated children would exhibit deficits in school performance, to the extent that differences existed, maltreated children would perform more poorly.
The sample consisted of 50 maltreated and 26 non-maltreated children. All children in the maltreatment group had been victims of child Neglect. Children were interviewed during a research home visit by interviewers and the children completed measures tapping cognitive and socio-emotional functioning. The children were instructed that the purpose of the study was "to learn more about children's Thoughts and feelings."

Analysis was done using the ANOVA and MANOVA. The results indicated that the significance of maltreatment for school performance and motivation appeared to have less effect on the level of functioning and more to do with the underlying self-system processes that account for school functioning. Among the maltreated children, self-perceptions of scholastic competence and global self-worth either were uncorrelated or negatively correlated with indices of academic functioning. The findings also suggested that an examination of such children's self-reports would reveal feelings of low self-worth and personal distress. The older maltreated children also showed evidence of defensive reactions and delay in socio-cognitive functions.
To conclude, the maltreated children have disturbed images of themselves both as individuals and as partners in relationships. Hence it was suggested that a careful differentiation of the construct of "self" and its relation to mental health in maltreated group represents a critical step toward future progress in both treatment and research.

Kendall and Eckenrode (1996) examined the effect of child Neglect on Academic Achievement. The sample consisted of 324 neglected children and adolescents and non-maltreated sample of 420 children and adolescents. Data on school performance was collected using school records which provided information on academic performance. The primary analyses were done using 3 x 3 analysis of covariance.

The results revealed that neglected children scored more poorly in school than the non-maltreated counterparts, and that performance markedly decreased in the transition from elementary school to junior high school. The results of this study have implications for interventions and emphasizes that a drastic increase in behavior problems and a decline in grades may be a sign not only of abuse, but also a history of Neglect that had not been previously identified. The study results
demonstrated that neglect does have a serious impact on children's abilities to perform in school, whether it occurs alone or in combination with other forms of maltreatment—and these effects are too serious to ignore.

Gauthier, et al., (1996) made an attempt to determine childhood Neglect and Physical Abuse as differential predictors of current psychological functioning. They studied a sample of 276 females and 236 males. The mean age of the respondents was 19 years. A modification of the Assessing Environments (Berger and Knutson, 1984) was used to measure participants recall of past physical abuse and Neglect. Psychological functioning was measured using the symptoms checklist (Derogates, 1977). The Adult Attachment Scale (Collins and Read, 1990) was used and yielded scores reflecting one "healthy" approach to interpersonal relationships (secure attachment) and two dysfunctional approaches (anxious—avoidant and anxious-resistant attachment).

The results of the present study suggested that neglect was significantly related more to both psychological problems and to difficulties in relationships with others. Individuals who reported
having been neglected were more likely to report symptoms of anxiety, depression, somatization, paranoia, and hostility than were those who reported only physical abuse. These findings emphasize the need to examine the impact of "silent" forms of maltreatment and the harmful impact of emotional neglect on children's psychological adjustment.

An Overview of the Entire Research Work

Many research studies in the area of Child Neglect revealed that the neglected children experience more behavioral problems and problems in the area of academic achievement, adjustment, interpersonal relationship, etc., (Schroeder and Walter 1990; Kurtz, et.al., 1993; Ney, et.al., 1994). Neglected children reported more withdrawn and submissive behavior and displayed more behavioral problems than the non-maltreated children (Prino and Peyrot, 1994; Paul and Arruabarrena, 1995).

Findings of research consistently proved that self-esteem is highly correlated with locus of control (Morgan and Eckenrode, 1992; Lorene, 1995; Schroeder and Walter, 1990; Pandey 1993). Self-esteem is also highly related to academic performance and adjustment (Barnett, et.al., 1996; Wuching, 1990; Kurtz, et.al.,
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1993). Researches have also reported that self-esteem was an important indicator of educational outcomes for children and adolescents. Also, academic failure was the single most dramatic and consistent risk factor for the neglected children. Moreover the neglected children have problem in school adjustment and difficulties in relationships with others (Gauthier, et.al., 1996).

Sonstroem and Morgan (1989) developed a model for self-esteem enhancement through exercise participation. Groves (1980) determined which part of program of self-concept enhancement had contributed most significantly to the growth of self-concept. He found that positive self-concept tend to grow during activities that involved 'doing' and 'reflecting'.

Barnett, et.al., (1996) has revealed that the maltreated children have disturbed images of themselves and of others. Hence the researcher has suggested that a careful differentiation of the construct of 'self' is essential for the maltreated group which is a critical step for both treatment and research.

Therefore, self-esteem training based on experiential learning approach was selected as the intervention for the present research study. Keeping this view, the following research problem was undertaken.
To find out the effect of self-esteem training on behavior problems, adjustment, locus of control, and academic performance of the neglected institutionalized adolescent girls.
Gabrila Mistral Saying,

"We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the fountain of life."

Many of the things we need can wait,
the child cannot,
Right now is the time his bones are being formed, his blood is being made and his senses are being developed
To him we cannot answer “tomorrow”
His name is “to-day”.
CHAPTER - III

PROBLEM AND HYPOTHESES