CHAPTER III

STATEMENT OF PROBLEM AND HYPOTHESES

Institutions for the neglected children provide educational and vocational training as part of their curriculum. However, they are not able to provide psychological support such as psychotherapy and counseling for overcoming behavioral problems and for enhancement of their self-worth. Most neglected children have anxiety, difficulty in learning, suicidal tendency, temper-tantrums, stammering, bed-wetting, withdrawn behavior, depression, aggression, poor cognitive skills, less moral development, less self control and other behavioral problems where 'self' seems to be the core factor (Spitz, 1951; Graziano et.al., 1992). Keeping this in view, the investigator attempted to study the following problem:

Effect of self-esteem training on Behavioral problems, Adjustment, Locus of causality and academic performance of the neglected, institutionalized adolescent girls.

Hypotheses

Hypotheses for the present study were formulated based on the past research literature. Review of literature shows that there are more studies on survey type than action research.
The following hypotheses were formulated based on the previous research findings:

It has been reported that children and adolescents from divorced families have more behavior problems and low self-esteem (Wallerstein and Kelley 1980). Maxwell and Bruce (1992) conducted a study on hostility, depression and self-esteem among troubled adolescents in crisis, and revealed that adolescents who had greater hostility and depression had lower self-esteem. Having this in view, the following hypothesis was formulated:

1. Self-Esteem would be negatively related to Behavioral Problems of Adolescent Girls.

Davis and Phores (1969), Katovsky et al., (1976) in their study concluded that maltreatment that begins during childhood, which is also considered as a period of increasing internality, prevents the personal resource from developing and allows a victim to enter adolescence with an external locus of control orientation. If the maltreatment did not begin until adolescence, it is more likely that the victim would have already established an internal locus of control orientation. Hence, it was hypothesized as below:
2. Internality would be negatively related to Behavioral Problems of the Adolescent Girls.

Malavika (1995) reported a significant positive relationship between behavior problems and adjustment problems. Therefore it was hypothesized as:


Miller (1984) found that when parental absence exists in a home situation the level of self-esteem of children is affected. Having this in view the researcher framed the following hypothesis.

4. The self-esteem training would increase the self-esteem of the neglected institutionalized adolescent girls.

From this main hypothesis the following five sub hypotheses were formulated.

Sub Hypotheses

4.1 The global self-esteem would increase for the neglected institutionalized adolescent girls after the self-esteem training.

4.2 After the self-esteem training the academic self-esteem of the neglected institutionalized adolescent girls would increase.
4.3 The physical self-esteem would increase for the neglected institutionalized adolescent girls after the self-esteem training.

4.4 The family self-esteem of the neglected institutionalized adolescent girls would increase after the self-esteem training.

4.5 After the self-esteem training the social self-esteem of the neglected institutionalized adolescent girls would increase.

Prawat, et.al., (1979) found a positive relationship between self-esteem and locus of control. Another study by Cunningham (1986) revealed that high self-esteem children assumed more personal responsibility for successful outcomes than failures. Based on these findings the following hypotheses were formulated:

5. After the self-esteem training the internal attribution for positive outcomes would be increased for the neglected institutionalized adolescent girls.

6. After the self-esteem training the internal attribution for negative outcomes would be reduced for the neglected institutionalized adolescent girls.
Schweitzer (1992) studied the relationship between self-esteem and psychological adjustment in young adolescents and found a positive relationship between these two variables. Fish and Biller (1973) reported that fathers who are positively involved in their daughters' upbringing have been shown to have good effect on their adjustment in school and college, whereas girls who feel that their fathers have rejected them often have personality problems. Hence the following hypothesis was formulated.

7. The adjustment problems of the Neglected institutionalized adolescent girls would reduce after the self-esteem training.

From this main hypothesis the following four sub hypotheses were formulated.

**Sub Hypotheses**

7.1 The school adjustment problems would reduce after the self-esteem training for the Neglected institutionalized adolescent girls.

7.2 Adjustment problems with teachers would reduce after the self-esteem training for the Neglected institutionalized adolescent girls.

7.3 The general adjustment problems of the Neglected institutionalized adolescent girls would reduce after the self-esteem training.
Louise and Ercilia (1997) Entwistle (1990), in their study revealed that there was a drastic increase in behavioral problems which is a sign of history of neglect.

Peterson and Deborah (1994) screened neglected children entering protective custody and found that the children displayed high level of risk or problems in one or more domains of psycho-social functioning such as developmental, cognitive, academic, behavioral, adaptive skill, affective and self competence domain. Claudia and Peyrot (1994) investigated aggressive, withdrawn and prosocial behavior of Neglected and normal children and reported that the neglected children were more withdrawn and submissive than the normal children. Therefore it was hypothesized:

Pope, et al., (1988) treated a wide variety of child and adult problems through self-esteem enhancement. From these findings the authors reported that behavior problems could be symptomatic expression of low self-esteem, and that treating the underlying self-esteem problem may result in changes across several domains, including behavior. Therefore it was hypothesized as following:
8. Behavioral Problems of the Neglected Institutionalized Adolescent Girls would reduce after the self-esteem training.

From this hypothesis the following eight sub hypotheses were formulated.

Sub Hypotheses

8.1 The withdrawn behavior of the Neglected Institutionalized Adolescent Girls would decrease after the self-esteem training.

8.2 Somatic complaints of the neglected institutionalized adolescent girls would reduce after the self-esteem training.

8.3 The Anxiety/depression of the Neglected Institutionalized Adolescent Girls would decrease after the self-esteem training.

8.4 Social problems of the neglected institutionalized adolescent girls would decrease after the self-esteem training.

8.5 The attention problems would reduce after the self-esteem training for the neglected institutionalized adolescent girls.
8.6 Thought problems of the Neglected institutionalized adolescent girls would decrease after the self-esteem training.

8.7 The self-esteem training would reduce delinquent behavior of the Neglected institutionalized adolescent girls.

8.8 The self-esteem training would reduce aggressive behavior of the Neglected institutionalized adolescent girls.

Lawrence & Merritt (1981) conducted a cross cultural study and reported a positive relationship between self-esteem and academic achievement of children. It was also reported that the neglected children had low self-esteem, had deficits in cognitive performance, academic achievement, behavior in the classroom and social interaction (Dubowitz and Black, 1994). Based on these research findings, the following hypothesis was formed.

9. The self-esteem training would increase the academic performance of the Neglected institutionalized adolescent girls.
Remember the worst thing we can do to anyone wanting our attention is to ignore them.

Positive attention is what we crave, but in its absence we will seek negative attention rather than be ignored.

- Anonymous