

Does Child Abuse Impede Behavioural Functioning in School Children?

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ABSTRACT

Abusive treatments of school children by school personnel, misinterpreted as discipline or punishment is totally wrong and unprofessional behaviour. It destroys children's curiosity and causes detrimental impacts on overall development of children. This study intended to investigate the incidence of child abuse in schools and its consequences on student's behaviour. In this study 480 students (boys & girls, 6-12th grade) from government and private schools of Uttar Pradesh (India) were selected through stratified random sampling technique. Child Abuse in School Checklist and Child Behaviour Scale were applied to determine level of abuse and behavioural functioning in children. Findings have proved the high prevalence of child abuse in schools. Child abuse caused adverse effect on proper development of positive behavioural functioning in children. The roles of other factors in students' behaviours were partially supported. Regression results evinced the negative contribution of abuse to students' behaviours in school setting. Results suggest that child abuse in schools is present at high level and exerting damaging impact on development of positive behaviours in children. Thus, it is suggested to exercise school based intervention devices to control incidence of child abuse and support abused children in enhancing their career and quality of life.

Keywords: *Behavioural Functioning, Child Abuse, Development, School Setting.*

Child abuse is a serious psycho-social problem, which is present at epidemic threshold around the globe. The problems emancipating from child abuse and neglect are indeed complex and multifaceted and have adverse consequences on children. Majority of child population is maltreated within the family as well as outside the family (in schools or workplace) in many forms. The World Health Organization (WHO) defines Child Abuse as, "All forms of physical and/or emotional ill-treatment, sexual-abuse, neglect or negligent treatment or 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

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power” (WHO, 1999). Thus, social scientists/ psychologists sincerely working in the area of child abuse identified four major types of child abuse (maltreatment): physical, sexual, emotional/ psychological abuse and neglect. Very often, they occur in different combinations and also vary from culture to culture.

Though, majority of researches on child abuse have focused on the cases of abuse within the family however; less emphasis is given by investigators in studying child abuse outside the family. Some children experience their first incidence of abuse by teachers in schools. When abuse is observed in schools, it is sometimes left unreported by teachers and principals as well as other school personnel. Children often do not report experiences of abuses to teachers or other school professionals because they believe that nothing will be done about it. When they do report, they will disclose to peers or family members. In most states, educators who fail to report incidence or suspicions of abuse are subject to fines or other legal consequences, so professional development training for teachers and other school personnel is essential to help them understand signs and symptoms of abuse reporting guidelines and interventions.

There is no specific profile of abusers, although various characteristics have been identified over time. Perpetrators of child abuse are identified as Parents, Teachers or other care givers such as relatives, neighbors, principals and senior students (Bullies). According to NCANDS's report, *Child Maltreatment 2004*, of the 872,000 child abuse victims, parents were the abusers in 78.5% of the cases; 6.5% were relatives; 4.1 % were teachers and the remaining were residential facility staff, legal guardians, and foster parents. More than half (50 %+) of these perpetrators neglected their children, 10 % physically abused them, and 6% sexually abused them, and 15% committed more than one type of abuse.

Studies evaluating the extent of abuse and neglect in institutional settings suggest that child maltreatment in these out-of-homes setting is less common than other forms of child maltreatment. Wage and Daro (1998) reported on data from the Annual Fifty Survey and found that only 3% of confirmed abuse cases in 1997 occurred in day care centers, foster care, or other institutional care setting. Wang and Daro further asserted that this pattern has remained consistent during the past 11 years. The majority of studies addressing child abuse and neglect in institutional settings have focused on physical and sexual abuse in child care centers. The characteristics of child maltreatment occurring in child care facilities differ in significant ways from abuse perpetrated in other circumstances (Finkelhor et al; 1988; Kelley, Brant, & Waterman, 1993; Waterman, Kelly, Oliverly, & McCord, 1993). The proportion of women involved as perpetrators in child care centers, for example, is higher than in other cases of child maltreatment (Finkelhor et al., 1988).

Studies examining the psychological impact of abuse in child care centers suggest that children abused in child care setting exhibit symptoms similar to children abused within their homes. A comprehensive study of sexual abuse in preschool setting described in *Behind the Playground Walls: Sexual Abuse in Preschool* (Waterman et al., 1993), for example, found that children who reported experiencing sexual abuse in preschool exhibited more social

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incompetence, cognitive problems, emotional difficulties, sexualized behavior, and behavior problems than a control group of children attending preschool. There is also evidence that abuse circumstances involving multiple perpetrators, multiple victims, pornography, and ritualistic elements are associated with more psychological difficulties for victims (Finkelhor et al., 1988; Kelley, 1989; Waterman et al., 1993)

One of the most extensively documented consequences in child physical abuse victims is heightened aggression and related externalizing behaviours (National Academy of Sciences, 1993) including poor anger modulation (Beeghly & Cicchetti, 1994; Shields, Cicchetti & Ryan, 1994). Group differences have been reflected on adult ratings (Cummings, Hennessy, Radideau & Cicchetti, 1994; Dodge, Pettit & Bates, 1997; Feldman et al., 1995; Hotaling, Straus, Lincoln, 1990; Manly, Cicchetti & Barnett, 1994; Okun, Parker & Levendosky, 1994), self-ratings (Pelcovitz, Kaplan, Goldenberg & Mandel, 1994; Wolfe, Werkele, Reitzel-Jaffe & Lefebvre, 1998) and observations in both the home (Bousha & Twentyman, 1984) and play or social setting (Alessandri, 1991; Howes & Espinosa, 1985; Kaufman & Cicchetti, 1989). Dodge et al. (1997) pointed out that the experience of child physical abuse included aggressive behaviour and conveys its appropriateness as a problem-solving skill.

The level of externalizing dysfunction may be related to the experience of witnessing family violence and other adverse family environment factors, such as negative life events (Wolfe, 1999). Both heightened family conflict that included verbal and physical aggression (*vs.* verbal only) and shelter residence (*vs.*, home) have been found to be significantly related to the clinical severity of children's conduct and emotional problems and diminished social functioning (Fantuzzo et al., 1991). Pandey (2007) investigated the influence of child abuse and neglect on aggression level in children. Aggression was found to be high in physically abused children particularly belonging to low socio-economic status. Physical aggression and anti-social behaviour are among the most common correlates of child physical abuse (CPA) (Wolfe, 1987). In most studies, abused children showed more aggression, even after the poverty, family instability, and battering that often accompany abuse are statistically controlled (Fantuzzo, 1990; Pandey, 2007).

Diminished Positive Behaviours: Researches indicate negative association between child abuse and positive behaviours. It is quite possible that helping tendency in abused children might be damaged due to poor modeling and unfavorable circumstances in the abusive families. Other students indicate that abused children belonging to low socio-economic status expressed poor helping behaviour than their non-abused counterparts (Pandey, 2007; 2017).

One of the most often-cited problems associated with child abuse and neglect is difficulty in social skill and adjustment. As evidence of social difficulties, a number of studies have revealed a relationship between neglect and disturbed pattern of infant- caretaker attachment (Crittenden, 1992; Bousha & Twentyman, 1984; Egeland & Sourfe 1981). Additional research has also revealed the other area of social maladjustment in victim of child neglect such as socially withdrawn behaviour (Crittenden, 1992; Hoffman-Plotkin & Twentyman, 1984). They observed other social difficulties in the form of disturbed parent-child

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attachment and disturbed parent-child interaction. Other researchers have also proved that children abused in home setting displayed poor positive behaviours and intense negative behaviours (Pandey, 2007; 2010, Pandey et.al, 2015). A critical review of studies denotes that child abuse has serious impacts on internalizing and externalizing behaviours. However, fewer researches have been done focusing to consequences of child abuse on proper development of positive behaviours in children. Thus, more studies are needed to examine the predicting role of child abuse in development of positive behaviours.

Objective

Against this backdrop, it was considered pertinent to investigate the impact of child abuse in schools on development of positive behaviours in students. The study was conducted with following objectives.

1. To assess the impact of school abuse on behavioural functionings of children.
2. To examine the role of type of school, gender and grade in student's behaviour.

Hypotheses

On the basis of above research objectives, following hypotheses were formulated.

1. Earlier studies report that abusive treatment by adults (parents/ caregivers) exerts adverse impact on development of children (Pears et.al; 2010; Teisl& Cicchetti, 2007). Therefore, it was hypothesized that child abuse in schools would exercise negative impact on development of positive behaviours in school children
2. The pattern of students' behaviour would vary across different types of school, gender and grade level.
3. There would be negative relationships between various forms of child abuse and positive behaviours of students.
4. Various forms of abuse and neglect would be found strong predictors of behavioural functioning in children.

METHODOLOGY

Research Design

A 2x2x3x2 factorial design with two types of school(Government& Private) x gender (Male & Female) x three grade levels (6th -8th, 9th -10th & 11th -12th) x two level of abuse (High & low) factorial design was used. Therefore, Multivariate analysis would be exercised. Apart from this, correlation and regression analysis would also be done.

Participants

A total of 480 students of two types of schools (government& private) were selected from various districts of Uttar Pradesh. Stratified random sampling technique was used for sample selection. On the basis of responses by students on Child Abuse in School Checklist, median score was calculated (Mdn= 117) and level of abuse (High & Low) in students was determined. Apart from this, different types of abuses by school personnel were also identified.

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Measures

- 1. Child Abuse in School Checklist (CASC) :-** To ascertain the magnitude and various forms of abuse of students by school personnel, 'The Child Abuse in School Checklist' (Pandey, 2016) was used. The checklist includes four sub sections i.e. Physical abuse (18 items), Psychological abuse (20 items), Sexual abuse (13 items) and Child Neglect (total= 28 items; physical neglect -08; emotional neglect- 08 and educational neglect-12). The CASC has five point scale ranging from Always (5) Very often (4) Sometimes (3), Rarely (2), to Never (1). For NOT Applicable, zero (0) score is provided. The Test-retest reliability of the checklist was found high ($r=.83$). The reliability alpha was also calculated which was found to be high and significant ($r=.89$).
- 2. Child Behaviour Scale (CBS):-** Students' behaviours were assessed with the help of child behaviour scale. This scale includes 58 items based on seven behavior patterns related to Positive Behaviours (i.e. social interaction, Helping Behavior, Study Behavior, Disciplinary Behaviour,) and Negative Behaviours (i.e. Aggressive Behaviour, Non-compliance and Bullying behavior). The CBS has five point scales ranging from Highly Agree (5), Agree (4), Neutral (3), Disagree (2) and Highly Disagree (1). This scale is pilot tested and coefficient alpha has been determined ($r = .89$). Specifically, for the purpose of present study, only domains of positive behaviours were applied. Responses on each item were scored following 5,4,3,2 and 1 order. Total summated scores in each area denote the extent and forms of behaviour pattern in children.

Procedure: This study was conducted in multiple phases. First of all, administrators of the schools were approached and introduced about the aim of the study and took permission for collecting the data from the students. After getting the permission, a brief orientation session was planned to introduce the nature and purpose of the study and detailed instructions for the administration of measuring tools was done. After the completion of instruction, the researcher should make sure that the participants could have understood everything. Participants were then asked to open the booklet and give responses carefully. After the completion of the responses, researcher collected the data and thanked them for their cooperation. Data were scored according to defined rules and scores were treated statistically using SPSS 21st version.

RESULTS

This section includes the obtained results from the statistical analysis of responses. The scores for the analysis were obtained on the basis of the responses given by students. Data were collected on standardized measuring devices i.e. Child Abuse in School Checklist and child behaviour scale. Further, Multivariate analysis, Correlation and Regression analysis were done. All the analyses with their tables and figures are displayed and results are reported in the following section.

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Table 1:- Mean and S.D. of Child Behaviours by Type of School, Gender, Grade and Child Abuse in Schools

Dimension of Child Positive Behaviour ↓			Government Schools				Private Schools			
			Boys		Girls		Boys		Girls	
			High Abused	Low Abused	High Abused	Low Abused	High Abused	Low Abused	High Abused	Low Abused
6-8 th Grade	Social Interaction	Mean	22.53	21.05	22.82	22.14	20.58	19.67	19.94	21.47
		(SD)	(3.97)	(4.80)	(3.11)	(4.503)	(4.75)	(6.19)	(4.70)	(4.93)
	Helping Behaviour	Mean	28.47	31.21	30.10	31.96	26.70	27.63	26.88	28.88
		(SD)	(7.41)	(7.52)	(5.97)	(6.53)	(6.45)	(7.98)	(6.84)	(7.13)
Discipline	Mean	27.88	27.53	29.22	28.21	27.47	26.17	25.56	29.25	
	(SD)	(6.41)	(7.23)	(5.22)	(6.34)	(5.02)	(7.54)	(5.86)	(5.80)	
Study Behaviour	Mean	19.88	18.68	18.61	19.00	18.43	16.27	19.53	19.12	
	(SD)	(4.15)	(6.29)	(4.22)	(5.44)	(4.29)	(4.43)	(5.63)	(4.25)	
9-10 th Grade	Social Interaction	Mean	18.19	18.93	17.60	19.00	20.15	21.40	22.02	20.70
		(SD)	(8.74)	(6.83)	(3.29)	(6.98)	(4.74)	(4.25)	(4.10)	(5.17)
	Helping Behaviour	Mean	22.89	31.50	24.80	26.85	28.83	29.58	31.48	27.77
		(SD)	(11.39)	(10.44)	(5.54)	(9.01)	(5.13)	(5.72)	(4.55)	(6.69)
Discipline	Mean	23.30	29.00	25.60	26.60	28.13	28.68	28.45	27.84	
	(SD)	(11.17)	(9.600)	(9.29)	(8.15)	(5.44)	(5.90)	(5.44)	(7.16)	
Study Behaviour	Mean	15.26	17.29	18.20	16.58	17.85	18.43	17.64	16.71	
	(SD)	(7.84)	(6.62)	(6.38)	(5.05)	(4.74)	(4.75)	(5.17)	(4.78)	
11-12 th Grade	Social Interaction	Mean	19.84	20.09	22.41	22.18	21.13	17.40	22.57	20.92
		(SD)	(6.87)	(4.21)	(3.98)	(3.92)	(3.48)	(4.16)	(3.97)	(4.16)
	Helping Behaviour	Mean	29.00	26.17	31.43	30.67	32.38	23.60	30.77	28.60
		(SD)	(7.38)	(7.49)	(5.16)	(5.23)	(3.81)	(5.17)	(5.19)	(4.99)
Discipline	Mean	27.00	25.39	29.65	29.80	31.13	22.40	30.06	27.00	
	(SD)	(7.34)	(6.67)	(5.07)	(4.59)	(4.58)	(5.03)	(5.01)	(4.27)	
Study Behaviour	Mean	18.90	19.78	18.39	17.82	22.63	16.60	20.77	18.40	
	(SD)	(6.61)	(5.63)	(4.44)	(4.62)	(7.03)	(3.20)	(5.65)	(2.65)	

Table 2:- Summary of 2x2x3x2 MANOVA of Positive Behaviours as a Function of Type of School, Gender, Grade and Child Abuse

Source of Variance	Social Interaction	Helping Behaviour	Discipline	Study Behaviour
Type of school (A)	.050	.078	.191	.568
Gender (B)	5.95*	2.987	3.83*	.021
Grade (C)	4.9**	1.423	.384	6.3**
Child abuse (D)	.846	.009	.684	4.7**
AXB	.113	.016	.506	.358
AXC	10.06**	9.80**	3.41*	1.780
AXD	.850	10.22**	3.92*	4.56*
BXC	2.010	1.843	1.748	.897
BXD	.308	.092	.770	.006
CXD	1.243	8.50**	5.68**	1.483
AXBXC	.120	.668	.157	2.704
AXBXD	.034	1.473	3.77*	1.981
AXCXD	2.115	2.618	4.29*	1.711
BXCXD	.873	4.92**	2.92*	2.458
AXBXCXD	.994	.112	.108	.696

*P<0.05, **P<0.01

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I) Social Interaction: Results displayed in Table 2 and Figure 1 & 2 indicates the significant effects of gender and grade on social interaction.

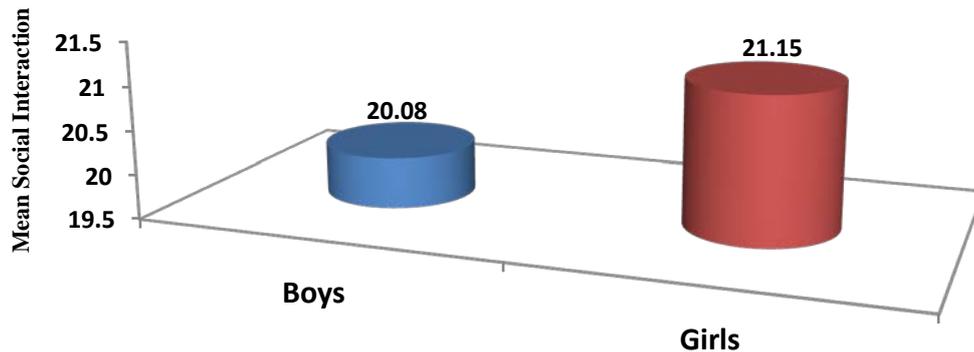


Fig 1:- Social Interaction as a Function of Gender

As displayed in figure-1, girls showed superior social interaction (M=21.15) as compared to boys (M=20.08).

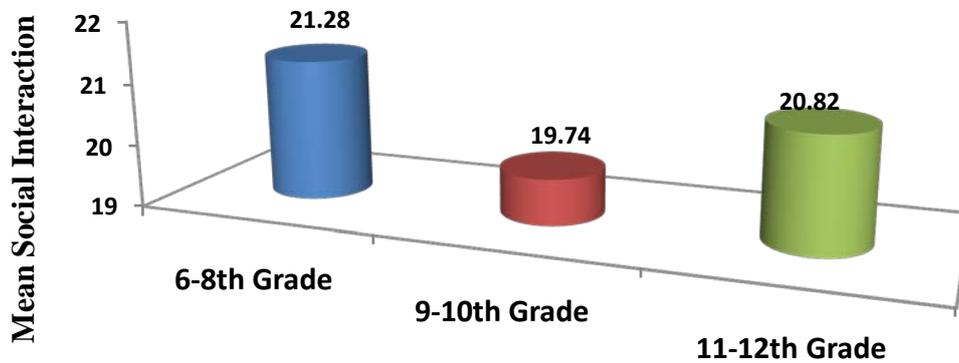


Fig 2:- Social Interaction as a Function of Grade

Again, main effect of grade was also found significant (fig.-2), which revealed that poor social interaction was displayed by high school (9-10th grade) students (M=19.74) as compared to intermediate (11-12th grade) (M=20.82) and junior high school (6-8th) students (M=21.28). Interaction effect was also found significant.

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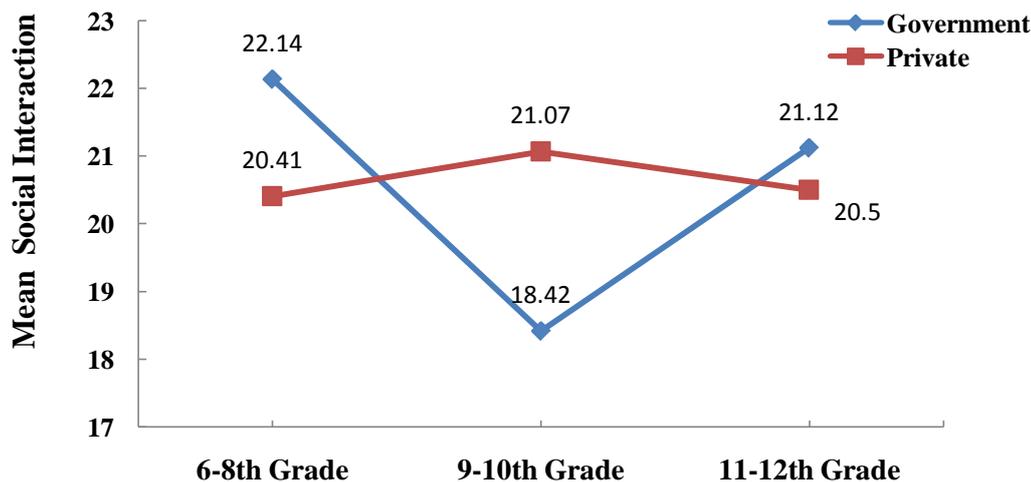


Fig 3:- Social Interaction as a Function of Interaction of Type of School and Grade

Significant type of school x grade interaction effect (fig.3), suggests that in case of government school, high school (9-10th grade) students expressed lesser social interaction as compared to junior high school (6-8th grade) and intermediate level (11-12th grade) students. But reverse pattern was found in case of private school students. High school (9-10th grade) students showed little more social interaction behaviour than their intermediate level (11-12th grade) and junior high school level (6-8th grade) counterparts.

(ii) Helping Behaviour: Helping behaviour in students differed significantly across type of school, grade and child abuse (Table -2). Significant interaction effect of type of school x grade (fig.-4) revealed that junior high school (6-8th grade) students of government school expressed more helping behaviour than intermediate level (11-12th grade) students, whereas, High school level (9-10th grade) students showed poor helping behaviour. But reverse pattern

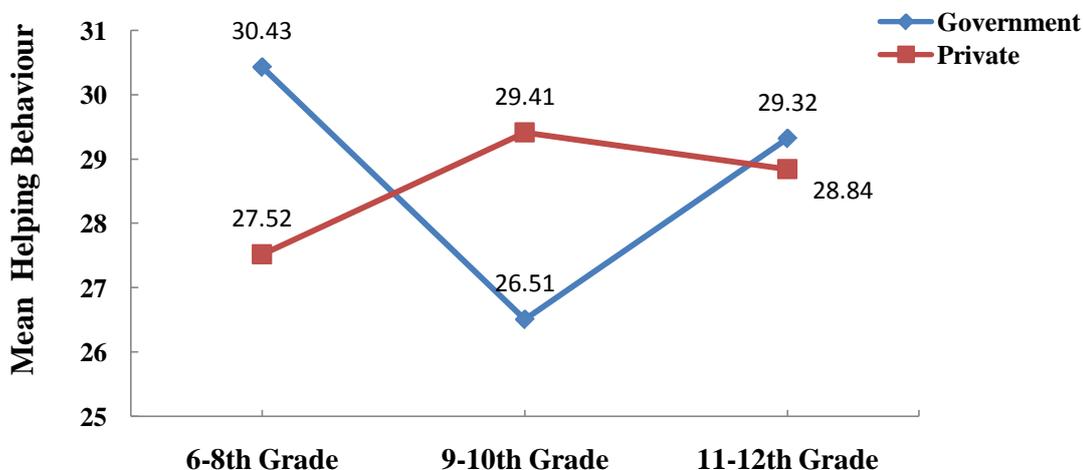


Fig 4:- Helping Behaviour as a function of interaction of Type of School and Grade

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was found in private school students. High school level (9-10th grade) students expressed more helping behaviour than intermediate level students (11-12th grade) and junior high school level students (6-8th grade).

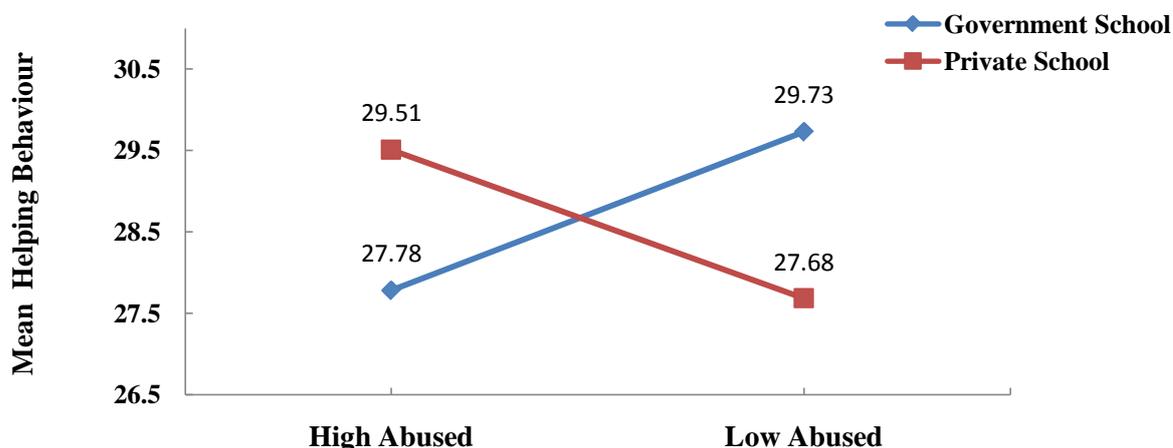


Fig 5:- Helping Behaviour as a function of interaction of type of school and child abuse

Further, significant interaction effect of type of school x child abuse (fig.5) revealed that high abused students of government school displayed lesser helping behaviour than their low abused counterparts. But in case of private school, reverse pattern was found. High abused group expressed more helping behaviour as compared to low abused group of students.

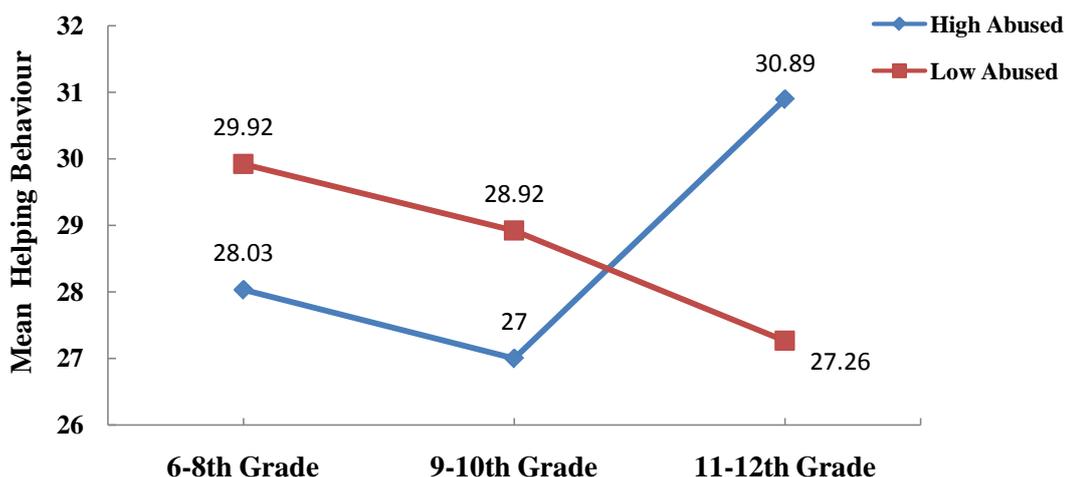


Fig 6:- Helping Behaviour as a Function of Interaction of Grade and Child Abuse

Significant interaction effect of grade x child abuse (fig.6) denoted that in case of high abused group, helping behavior was found lesser in high school level (9-10th grade) students as compared to junior high school students but helping behaviour was found maximum in intermediate level students. However, in case of low abused group a decreasing pattern in helping was found with increasing grade level.

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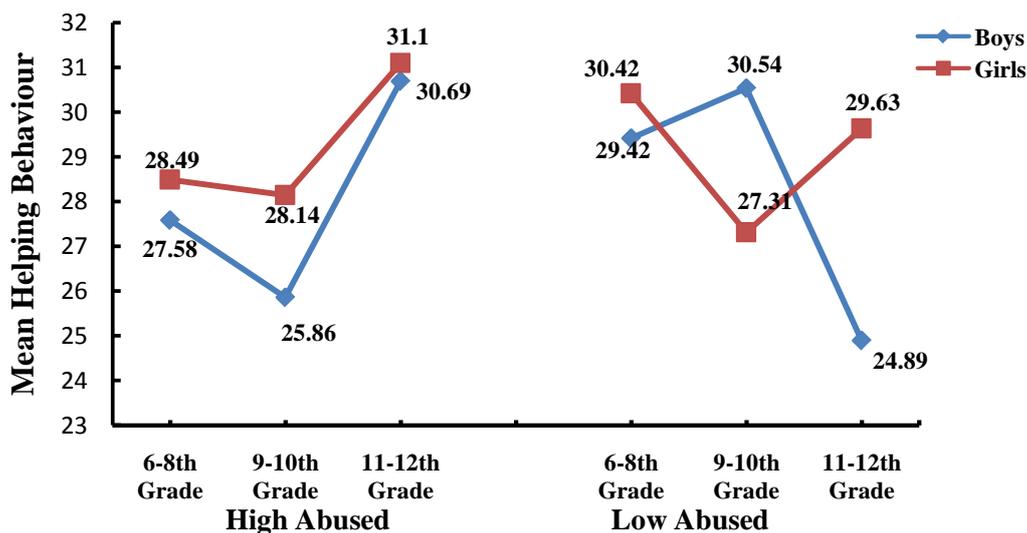


Fig 7:- Helping Behaviour as a Function of Interaction of Gender, Grade and Child Abuse

The interaction effect of gender x grade x child abuse was also found significant. Results (fig.7) suggest that in case of high abused group, boys and girls belonging to intermediate level (11-12th grade) expressed higher level of helping behaviour than their junior high school (6-8th) and high school (9-10th grade) counterparts. A sharp decline was found in case of high school (9-10th grade) boys. Contrary to this, a different pattern was found in boys and girls of all three grades belonging to low abused group. High school level (9-10th grade) girl students expressed low level of helping behaviour as compared to junior high school level students (6-8th grade) and intermediate level students (11-12th grade). But, in case of high school level students (9-10th grade) boys expressed more helping behaviour as compared to junior high school level (6-8th grade) and minimum helping behavior in intermediate level (11-12th grade) male students was identified.

(iii) Disciplinary Behaviour: The influence of gender on disciplinary behaviour was found significant (Fig. 8).

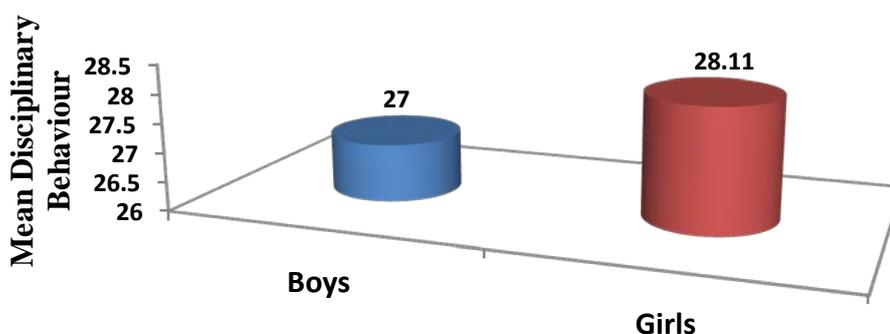


Fig 8:- Disciplinary Behaviour as a Function of Gender

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As figure- 8, displays, girls (M=28.11) showed more disciplinary behaviour as compared to boys (M=27.00).

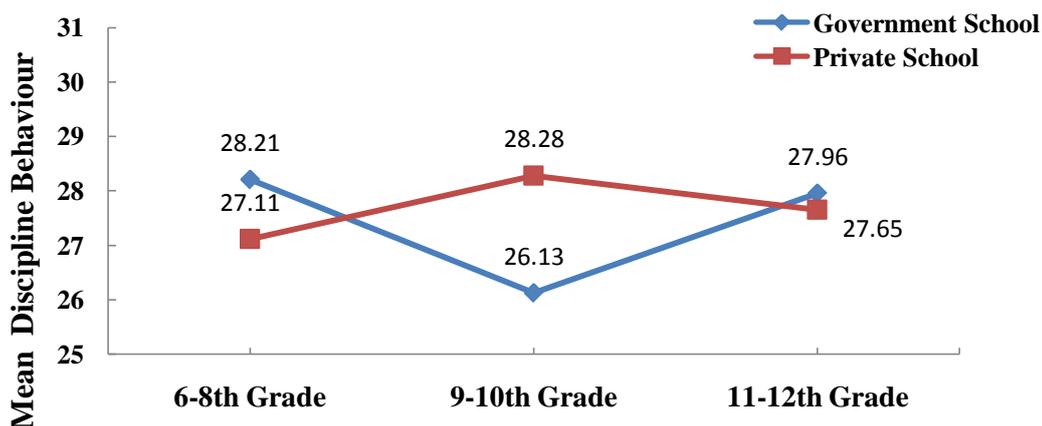


Fig 9:- Disciplinary Behaviour as a Function of Interaction of Type of School and Grade

Further, the significant interaction effect of type of school x grade (fig-9) revealed that in case of government schools, junior high school and intermediate level students were found superior in disciplinary behaviour . But a sharp decline was found in case of high school level students (9-10th grade) of government schools. However, in case of private schools, reverse pattern was found. High school level students of private schools showed more disciplinary behavior than intermediate level and junior high school students.

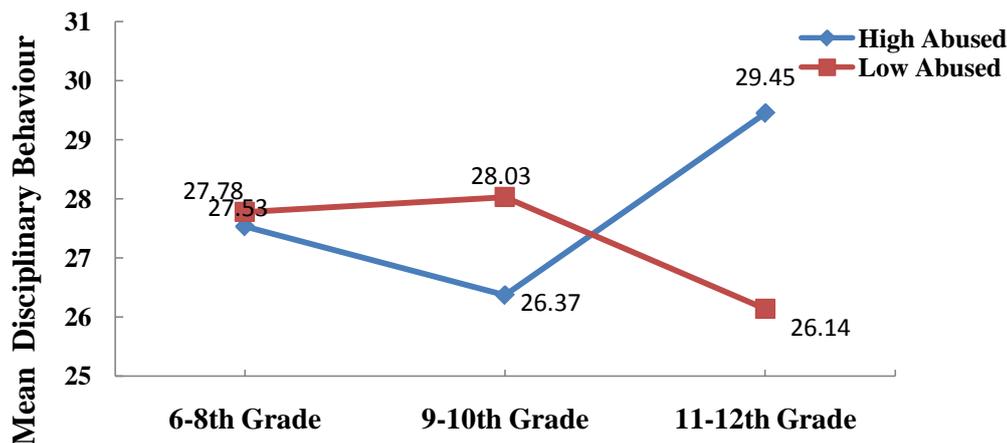


Fig 10:- Disciplinary Behaviour as a Function of Interaction of Grade and Child Abuse

Significant interaction effect of grade x child abuse (fig. 10) revealed that in case of high abused group, disciplinary behavior was found minimum in high school students. Intermediate level students showed more discipline than junior high school students. Contrary to this, in case of low abused group, high school level students (9-10th grade) showed greater disciplinary behaviour than intermediate level students (11-12th grade) and junior high school level (6-8th grade) students.

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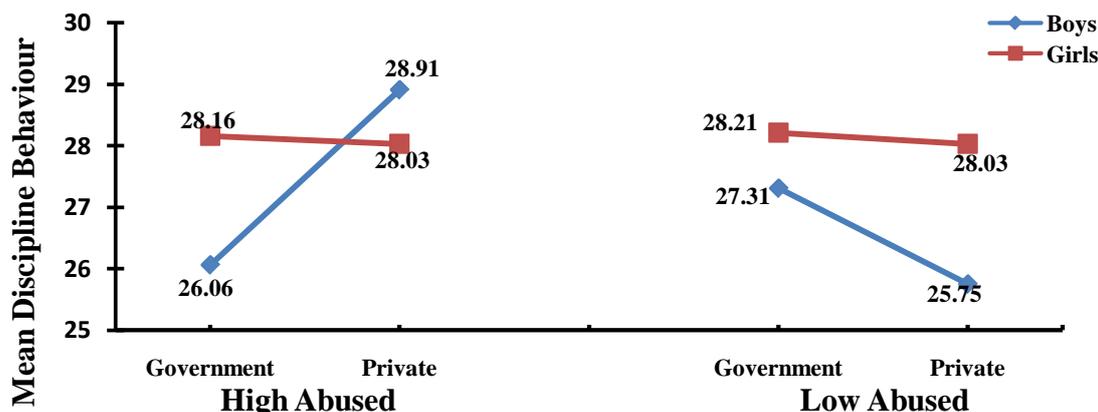


Fig 11:- Disciplinary Behaviour as a Function of Interaction of Type of School, Gender and Child Abuse

Further, Type of school x gender x child abuse interaction effect was also found significant (fig.11) which revealed that in case of high abused group, private school boys showed more disciplinary behavior than government school boys. A very little difference was found between girls belonging to government and private schools. Contrary to this, in case of low abused group, boys of government schools showed more discipline than those of private schools. But little difference in disciplinary behaviour was found among girl students of government and private schools.

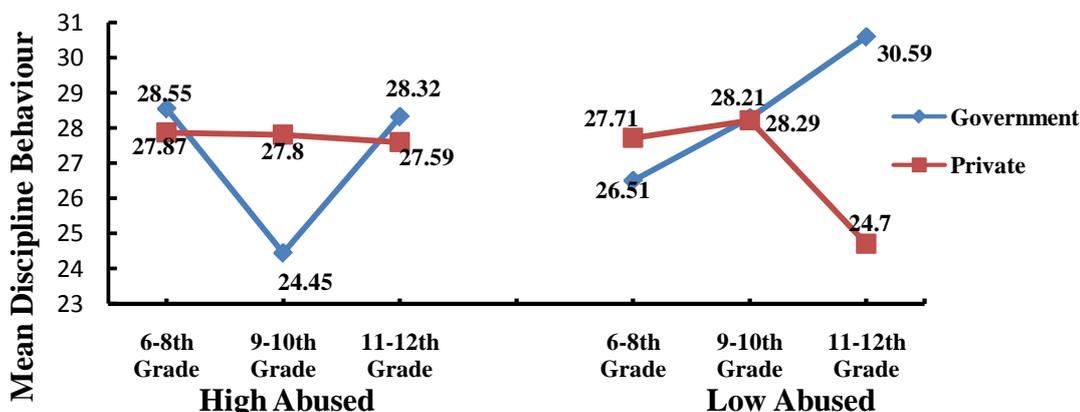


Fig 12:- Disciplinary behaviour as a Function of Interaction of Type of School, Grade and Child Abuse

Similarly, the interaction effect of type of school x grade x child abuse was also found significant (fig-12), which suggests that in case of high abused group, high school level students (9-10th grade) of government schools were found worse on disciplinary behaviour. But junior high school students and intermediate level students showed superior level of disciplinary behaviour. Private school students of all three grades expressed almost equal level of discipline. Contrary to this, in low abused group, government school students showed disciplinary behaviour in increasing order across all three grades. However, a sharp decline was found in intermediate level (11-12th grade) students of private schools.

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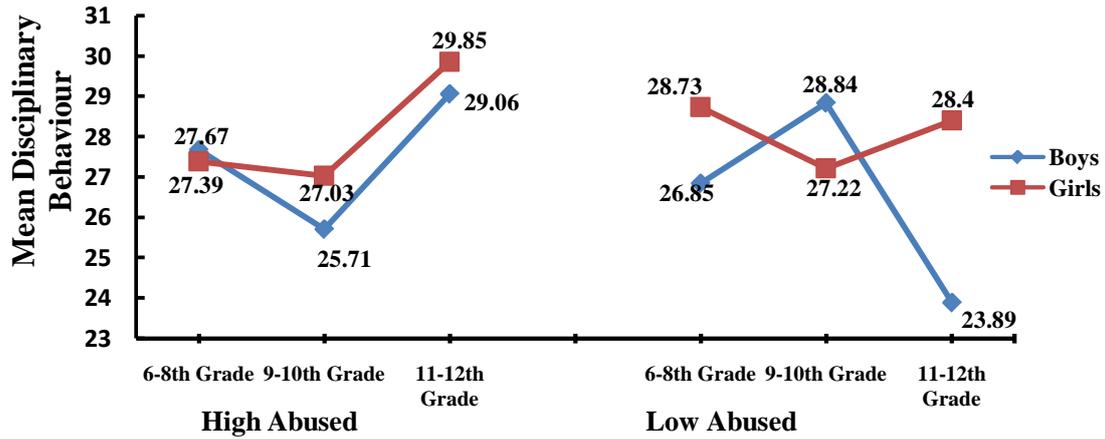


Fig 13:- Disciplinary Behaviour as a Function of Interaction of Gender, Grade and Child Abuse

A significant interaction effect of gender x grade x child abuse (fig-13) denoted that in case of high abused group intermediate level students (both boys and girls) showed higher level of discipline. But a sharp decline was found in high school level (9-10th grade) boys than girls. Junior high school level students (both boys and girls) showed average level of discipline. Contrary to this, different pattern was identified in low abused group, high school level girls showed poor discipline than junior high school and intermediate level counterparts. But in case of boys, minimum discipline was found in intermediate level students than junior and high school level children.

IV: Study Behaviour: The MANOVA results as reported in Table-2 evinced the significant influence of grade and child abuse on study behavior.

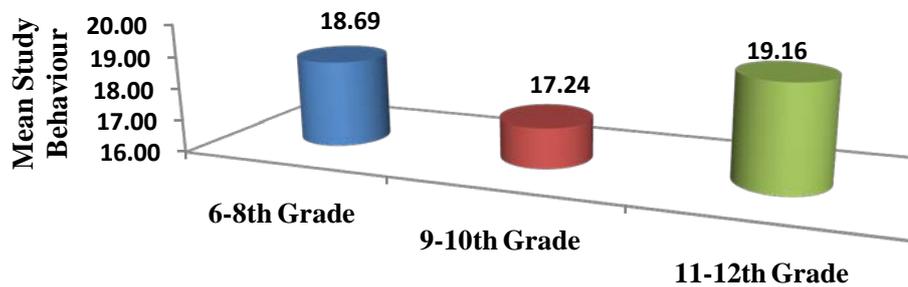


Fig 14:- Study Behaviour as a Function of Grade

It is clear from Fig.14, intermediate level students showed superior study behavior than junior high school students however, study behavior was found very inferior in high school level students.

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Fig 15:- Study Behaviour as a Function of Child Abuse

The study behaviour also varied significantly by child abuse (fig.15). Results revealed that low abused group of students expressed better study behaviour ($M=18.84$) than high abused students ($M=17.89$). In other words, abusive experiences caused negative impact on students' study behaviour.

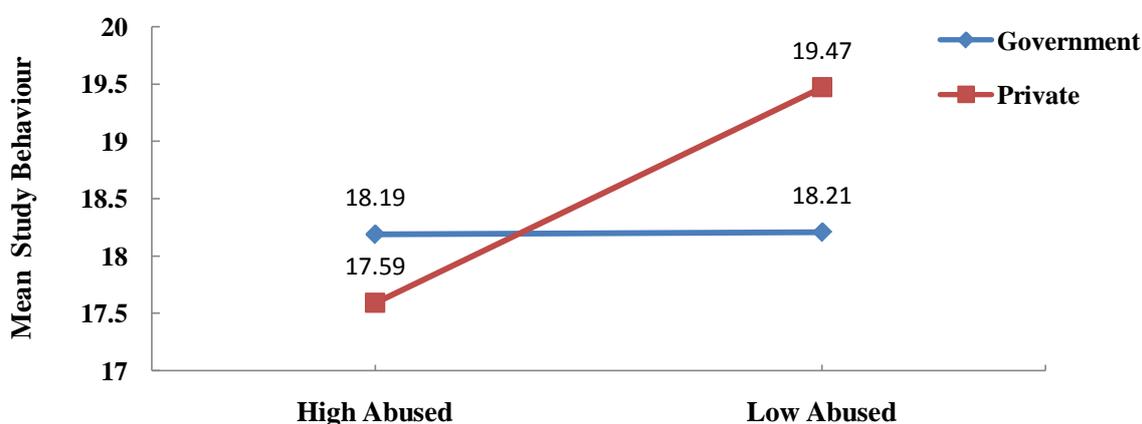


Fig 16:- Study Behaviour as a Function of Interaction of Type of School and Child Abuse

Furthermore, significant interaction effect of type of school x child abuse (fig-16) revealed that government school students from both high and low abused groups showed equal level of study behaviour. Besides this, in case of private school students high abused group expressed very poor study behaviour than low abused group.

Thus, findings of MANOVA results have proved that child abuse in schools adversely affected the proper development of positive behaviours in students. The role of type of school, gender and grade in students' behaviour is partially supported.

Further, to identify the linkage between various types of child abuse and children's behaviours correlations were computed. Results are displayed in Table-3.

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Table 3:- Correlation between Child Abuse and Students' Behaviour

Dimensions of Child abuse	Positive Behaviours			
	Social Interaction	Helping Behaviour	Discipline	Study Behaviour
Physical Abuse	-.028	-.012	-.005	-.057
Psychological Abuse	-.083*	-.079*	-.051	-.108**
Sexual Abuse	-.004	-.028	-.018	-.101**
Physical Neglect	-.028	-.042	-.036	-.123**
Emotional Neglect	-.090**	-.070*	-.066*	-.142**
Educational Neglect	-.076*	-.061	-.052	-.132**
Child Abuse (as a whole)	-.069*	-.056	-.044	-.137**

Correlations results (Table -3) indicate that child abuse was found inversely correlated with positive behaviours of students. Specifically, Psychological abuse was found negatively related with social interaction, helping behavior and study behavior of students. Sexual abuse was also found inversely linked with study behavior. Likewise, Physical neglect was found negatively associated with study behavior. Further, Emotional neglect was found negatively related with social interaction, helping behavior, disciplinary behaviour and study behavior. Again, Child Educational neglect was found negatively correlated with social interaction and study behavior. Finally, child abuse as a whole was found inversely related with social interaction and study behaviour.

Prediction of Behavioural Functioning from Child Abuse: Step-wise multiple regression analysis (SMRA) was done to examine the relative contribution of child abuse to children's behaviours and obtained results are displayed in Table-4.

Table.4:- Step-Wise Multiple Regression Analysis for Behavioural Functioning on to the Child Abuse

Predictors Dimensions of Child Abuse ↓	Criterion Variables				
	R	R2	R2 Change	Beta β	F Value
	Social Interaction				
Emotional Neglect	.089	.008	.008	.133	7.394**
Sexual Abuse	.111	.012	.004	-.079	5.69**
	Helping Behaviour				
Psychological Abuse	.078	.007	.007	.136	5.640*
Sexual Abuse	.116	.014	.007	-.104	6.31**
	Discipline				
Emotional Neglect	.065	.004	.004	.109	3.923*
Sexual Abuse	.092	.008	.004	-.079	3.89*
	Study Behaviour				
Emotional Neglect	.142	.020	.020	.142	18.97***

* $P < 0.05$, ** $P < 0.01$

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i.) Social Interaction: As table-4.denotes, social interaction was predicted by emotional neglect ($\beta = .133$, $R^2 = .008$) and sexual abuse ($\beta = -.079$, $R^2 = .004$). Though independently, emotional neglect explained .8% of variance followed by sexual abuse which explained .4% variance but composite contribution was 1.2% variance to criterion variable.

ii.) Helping Behaviour: Results (table-4.) indicate that helping behaviour was positively explained by psychological abuse ($\beta = .136$, $R^2 = .007$) but negatively explained by sexual abuse ($\beta = -.104$, $R^2 = .007$). Though independently, psychological abuse explained 0.7% of variance followed by sexual abuse that also explained 0.7% but composite contributions of both factors were 1.4% to criterion variable.

iii.) Disciplinary Behaviour: Regression results (Table-4) further indicate that students' disciplinary behaviour was negatively predicted by emotional neglect ($\beta = .109$, $R^2 = .004$) and sexual abuse ($\beta = -.079$, $R^2 = .004$). Where, emotional neglect contributed 0.4% followed by sexual abuse (0.4% variance), however composite contribution was 0.8% to Disciplinary Behaviour.

iv.) Study Behaviour: As table-4.denotes, study behaviour of students was predicted by emotional neglect ($\beta = .142$, $R^2 = .02$) which explained 2% of variance in criterion variable.

Thus, regression results have also proved the negative contribution of domains of child abuse in the development of students' positive behaviours.

DISCUSSION

The present piece of research attempted to examine the role of child abuse, type of school, gender and grade in behavioural functioning of students. Findings of the study proved the hypotheses that the magnitude and forms of child abuse differed in accordance with type of school as well as personal characteristics of the students. Further, abusive experiences in schools caused adverse impact on students' behavioural functioning. Results are discussed in relation to other empirical and theoretical evidences.

Results obtained on multiple analyses of variance (MANOVA) denote that high abused children were found far inferior on Social interaction than low abused children. Further, high school students showed lesser social interaction than intermediate level and junior high school level students. Despite this, helping behavior in students was jointly influenced by child abuse, type of school, gender and grade. But none of the main effects was found significant.

Disciplinary Behaviour was found higher in girls as compared with boys. Interaction results indicate that child abuse along with type of school, gender and grade exerted impact on

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disciplinary behavior. High abused children displayed less disciplinary behavior than low abused children.

Similarly, Study Behaviour was found very poor in high abused children than their low abused counterparts. Moreover, Study behavior was found superior in intermediate level students than junior high school and high school level students. Interaction results indicate that along with other factors, abusive experiences diminished positive behaviours in students. Present results have partially proved the significant roles of type of institution, grade and gender in behavioural functioning of students.

Correlation and regression results have proved the unfavourable role of different forms of child abuse in behavioural functioning. Present findings have ample empirical supports.

A sizeable number of researches has evinced that abusive treatment by adults (parents/teachers) diminished positive behaviours and increased negative behaviours in children (Pandey et.al; 2016; Pandey, 2017). In another study, Pandey (2010) studied impact of the exposure of domestic violence on child behaviour in schools. She found that exposed group of children as compared to non-exposed group were found poor in study behavior, disciplinary behaviour, and helping behavior and also displayed lesser school activities and social interaction in schools. A number of studies revealed that abused children displayed deficiency in pro-social behavior and communication and showed physical aggression. They also showed disturbed peer interaction, deficits in pro-social behavior, social withdrawal and isolation (Prino & Peyrot, 1994; Crittenden, 1992; Holfman-Plotkin & Twentyman, 1984).

In a recent study, Pandey, Tripathi and Prasad (2015) investigated the role of parenting in shaping children's behavior. They identified that positive parenting i.e.; love, encouragement, acceptance, progressiveness, democratism, independency and dominance played favorable role in developing positive behaviours and controlling negative behaviours in children. Contrary to this, negative parenting exercised detrimental impact in shaping desirable behaviours in children. Earlier, Pandey (2007) identified that child maltreatment was found positively related with aggressive behavior and abuse contributed favorably to heightened level of aggression and bullying in children. Abused children as compared to non-abused group showed more aggression and level of aggression was also found higher in rural and younger age children than their urban and pre-adolescent/adolescent counterparts.

A bulk of studies conducted worldwide, confirms the heightened aggression and related externalizing behaviours in children who are victims of physical abuse (Wolfe et.al., 1998; Shields, Cicchetti & Ryan, 1994; National Academy of Sciences, 1993). Dodge et al. (1997) reported that the experience of child physical abuse included aggressive behavior and communicate its appropriateness as a problem solving skill. High aggression and other problems in abused children may be related to the witnessing family violence and other negative life events. High level of family conflicts, including verbal and physical aggression

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has been found to be associated with emotional problems and diminished social functioning (Fantuzzo et al., 1991; Pandey, 2010).

Another important finding of the present study is that apart from school abuse, the type of school, grade/ age and gender also significantly contributed to development of students' behaviour. Behavioural problems were found higher in high school level students of rural schools as compared with other group of urban school students. Pandey (2017) found that incidence of child abuse is identified in all schools in same or other forms. Physical abuse was reported higher in rural/ government schools whereas, psychological abuse was found more in urban school settings. Such abusive experiences caused damaging impact on overall development of students.

Present results can be theoretically supported by the reciprocal nature of the Teacher –student relationship. The Interaction theories of maltreatment (Milner, 1993), suggest that difficult child behaviours interact with behavioural problems and deficits of adults (parents/ teachers) i.e. poor skills or anger control problems. Poor bond in family continues and shifts outside the family in the abusive pattern of student- teacher relationship. The cultural explanations of present results can also be made. The cultural explanation of child maltreatment approach suggests that violence is an accepted and encouraged form of cultural explanation in our society in the form of illegitimate discipline, and causes detrimental impact on behavioural functioning and entire development of children.

CONCLUSION

Findings of the study have proved the negative impact of school abuse on behavioural functioning of students. Abused children exhibited poor social interaction, diminished helping, less discipline and poor study behaviour as compared with their low abused counterparts. The role of types of school, gender and grade in students' behaviour were partially supported. Bivariate and multivariate results have also denoted that forms of abuse exerted unfavorable role in the proper development of positive behaviours in students. Findings are supported by interaction theory and cultural perspective of child maltreatment. The study has established a framework which is found to be connected with the existing literature in the pertinent area. However, the study endeavours to provide some methodological and practical recommendations to scholars and professionals working in the area of child abuse and school psychology. Therefore, it can be suggested to exercise qualitative measures in addition to strengthen the findings in future researches. Secondly, the study was conducted in schools of eastern districts of UP, the larger coverage area of study setting and sample size will provide more accuracy in results and thereof, increase its generalizability.

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Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

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