

A STUDY OF THE EFFECT OF PARENTAL MALTREATMENT ON EMOTIONAL AND SOCIAL ADJUSTMENT IN CHILDREN

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Abstract: The current study revolves around the childhood issues and aims to find whether parental maltreatment impacts the general adjustment, social adjustment and emotional adjustment. The basic premise is the notion that as the parenting quality deteriorates adjustment also decreases. A correlation study was conducted on 15 male and 15 female children studying in English medium schools in Indore. It was found on comparing the Pearson's correlation coefficient of both adjustment and mothering fathering and parenting that there exists a moderate negative linear correlation among parental maltreatment and different types of adjustment. The study further emphasises that a good atmosphere at home which includes parental support and care can help the children grow to achieve better adjustment at social and emotional front thus lead a better life.

Keywords: Parenting, Mothering, Fathering, Social Adjustment, Emotional Adjustment.

1. INTRODUCTION

This is the need of the hour that we identify the emotional and social impact of parental Maltreatment. Everyday the newspaper is strewn with cries where we read about the atrocities against the children. Child abuse has serious physical and psycho-social consequences which adversely affect the health and overall well-being of a child. According to WHO: "Maltreatment constitutes all forms of physical and/or 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." The term 'Child Abuse' may have different connotations in different cultural milieu and socio-economic situations. A universal definition of child abuse in the Indian context does not exist and has yet to be defined. According to WHO:

Physical Abuse: Physical abuse is the inflicting of physical injury upon a child. This may include burning, hitting, punching, shaking, kicking, beating or otherwise harming a child. The parent or caretaker may not have intended to hurt the child. It may, however, be the result of over-discipline or physical punishment that is inappropriate to the child's age.

Sexual Abuse: Sexual abuse is inappropriate sexual behaviour with a child. It includes fondling a child's genitals, making the child fondle the adult's genitals, intercourse, incest, rape, sodomy, exhibitionism and sexual exploitation.

Emotional Abuse: Emotional abuse is also known as verbal abuse, mental abuse, and psychological maltreatment. It includes acts or the failures to act by parents or caretakers that have caused or could cause, serious behavioural, cognitive, emotional, or mental trauma

Adjustment: Adjustment would be a harmonious relationship of an individual to his environment which affords him comfortable life devoid of strain, stress, conflict and frustration.

Child neglect is the presence of certain deficiencies in caretaker obligations (usually the parent, although neglect can be found in residential centers or foster care homes) that harm the child's psychological and/or physical health. Child neglect covers a range of behaviors including educational, supervisory, medical, physical, and emotional neglect, and abandonment, often complicated by cultural and contextual factors. Several authors (Mrazek and Mrazek, 1985; Zuravin, 1991) have noted the relative lack of attention to definitional issues of child neglect, particularly given its greater reported prevalence (NCCAN, 1981, 1988b; Wolock and Horowitz, 1984). Emotional maltreatment, a recently recognized form of child victimization, includes such acts as verbal abuse and belittlement, symbolic acts designed to terrorize a child, and lack of nurturance or emotional availability by caregivers.

Kempe and colleagues (1962) coined the term battered child syndrome to "characterize a clinical condition in young children who have received serious physical abuse, generally from a parent or foster parent."

Parenting refers to a privilege or responsibility of mother and father together or independently to prepare a child for society and culture (Veenes, 1970) and hence provide ample opportunity to a child to find roots continuity and sense of belonging (Sirohi and Chouhan, 1991). We can henceforth say that it is the dynamics of parental relationship that a child develops a sense of self identity and self ideal. Parenting is a very important aspect in the study of child abuse and especially when the focus is on emotional abuse or emotional maltreatment and neglect. In various developmental studies it is well noted and found that father and mother and other caregivers to the child have a great impact on the child's development, even to say that form the bases of personality. In India the parents often adhere to strict discipline practices as well as have family and social norms which comes to be more hard on the young minds. The preconceived notions, expectations use of verbal, mental and psychological tactics to make their child meet expectations. Often the child is unable to cope up and their voices remain choked in heart and brain leading to slow yet steady development of behavioural discrepancies.

The major factors understood in psychological maltreatment of children may be noted as below:

Psychological maltreatment of children occurs when a person conveys to a child that he or she is worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another's needs. (Navarre EL, 1987) The perpetrator may spurn, terrorize, isolate, or ignore or impair the child's socialization. If severe and/or repetitious, the following behaviours may constitute psychological maltreatment (APSAC, 1995):

1. Spurning (belittling, degrading, shaming, or ridiculing a child; singling out a child to criticize or punish; and humiliating a child in public).
2. Terrorizing (committing life-threatening acts; making a child feel unsafe; setting unrealistic expectations with threat of loss, harm, or danger if they are not met; and threatening or perpetrating violence against a child or child's loved ones or objects).
3. Exploiting or corrupting that encourages a child to develop inappropriate behaviors (modeling, permitting, or encouraging antisocial or developmentally inappropriate behavior; encouraging or coercing abandonment of developmentally appropriate autonomy; restricting or interfering with cognitive development).
4. Denying emotional responsiveness (ignoring a child or failing to express affection, caring, and love for a child).
5. Rejecting (avoiding or pushing away).
6. Isolating (confining, placing unreasonable limitations on freedom of movement or social interactions).
7. Unreliable or inconsistent parenting (contradictory and ambivalent demands).
8. Neglecting mental health, medical, and educational needs (ignoring, preventing, or failing to provide treatments or services for emotional, behavioral, physical, or educational needs or problems).
9. Witnessing intimate partner violence (domestic violence).

Consequences of Psychological Maltreatment:

Psychological maltreatment may result in a myriad of long-term consequences for the child victim. (Briere and Runtz, 1990)

A chronic pattern of psychological maltreatment destroys a child's sense of self and personal safety. This leads to adverse effects on the following (Hart, Binggeli and Brassard, 1998):

- Intrapersonal thoughts, including feelings (and related behaviors) of low self-esteem, negative emotional or life view, anxiety symptoms, depression, and suicide or suicidal thoughts.
- Emotional health, including emotional instability, borderline personality, emotional unresponsiveness, impulse control problems, anger, physical self-abuse, eating disorders, and substance abuse.
- Social skills, including antisocial behaviors, attachment problems, low social competency, low sympathy and empathy for others, self-isolation, noncompliance, sexual maladjustment, dependency, aggression or violence, and delinquency or criminality.
- Learning, including low academic achievement, learning impairments, and impaired moral reasoning.
- Physical health, including failure to thrive, somatic complaints, poor adult health, and high mortality.

Similar patterns can be seen in children who are exposed to intimate partner violence. Exposure to domestic violence by terrorizing, exploiting, and corrupting children increases childhood depression, anxiety, aggression, and disobedience in children. (Hughes, Graham-Bermann, 1998).

The primary ground for the current research is the belief that children get the first hand experience of maltreatment at the hands of primary care giver. Now who is the primary care giver?

A primary caregiver is the person who takes primary responsibility for someone who cannot care for themselves. It may be a family member, a trained professional or another individual. Depending on culture there may be various members of the family engaged in care. The concept can be important in attachment theory as well as in family law, for example in guardianship and child custody.

Sociologists such as Gil (1975) and Pelton (1978) viewed child maltreatment from a socio-cultural perspective and emphasized the need to take into account societal contexts such as overcrowding, poverty, inadequate services, and large family sizes. It is very understandable here that if a healthy atmosphere is generated for the children they can bloom and if not they are doomed.

Model of Child Maltreatment:

Belsky's (1980) gave ecologically integrative model of child abuse. The model views maltreatment within a system of risk and protective factors interacting across four levels:

- the individual or ontogenic level
- the family microsystem
- the exosystem
- the social macrosystem

The ontogenic level involves individual characteristics and the changing developmental status of family members. The family microsystem includes the family environment, parenting styles, and interactions among family members. The exosystem consists of the community in which the family lives, the workplace of the parents, school and peer groups of the family members, formal and informal social supports and services available to the family, and other factors such as family income, employment, and job availability. Finally, the social macro-system consists of the overarching values and beliefs of the culture.

Model of Child Social Adjustment:

The model assumes that parents' beliefs about their children and parents' emotional health are associated with parenting quality, and in turn, parenting is a predictor of children's subsequent social adjustment. The model assumes that parenting is associated with children's social information processing which predicts children's social adjustment.

Literature Review:

There is very little research on child maltreatment in India. But there appears to comprehensive studies in the impact of role of parents on the children's behaviour. The current study in fact was taken after coming through a few important works in the field which are as follows:

A study of Physical and Sexual Abuse and Behavioural Problems amongst boys in a Child Observation Home in Delhi was conducted by Dr. Deepti Pagare, of Maulana Azad Medical College, New Delhi. The study revealed the following:

- About three-fourth (76.7%) of subjects reported physical abuse.
- On clinical examination, among the physically abused children (n=145) physical signs were seen in 49.7% and behavioural signs in 22.8%.
- The most common perpetrators of physical abuse were fathers (55.2%) followed by policemen (29.7%).
- Physical abuse was found to be significantly associated with domestic violence, substance use in family, step parent, substance use by child, running away from home and working status.

A research study in West Bengal conducted by Save the Children and Tulir in 2006 among child domestic workers revealed that:

- Almost 70% of the child domestic workers had been physically abused.
- In 41.5% cases the abuser was from the employers' family.
- 46.6% of the children had faced severe abuse that left them with bodily injuries of which 25.3% reported that they were cut or bruised as a result of the violence.
- About 25% of the child domestic workers reported that the abuse was still happening with them.

According to a study by Nalini PR and Thirunavukarasu MR (2013)

- Child abuse was found more among girls (92.1%) as compared to boys (5.3%). The maximum cases were reported from Western part of India, (39.4%) especially in Goa, followed by South (28.9%), North (21.1%) and East (2.6%).
- Among type of abuse, sexual abuse was more commonly reported (84.2%), compared to other forms of child abuse like emotional (15.8%) and physical abuse (15.8%).
- The abusers were mostly people well known to the children (52.6%), among the other abusers were unknown persons (23.7%), family members constituted 21.1% while the details of the abuser were not mentioned in one case (2.6%).
- National Study on Child Abuse in India 2007

Percentage of children reporting abuse by family and other by age groups		
Age Group	By family	By others
Younger Children (5-12)	54.47	35.22
Children (13-14)	47.18	34.00
Adolescents (15-18)	40.67	31.97
Total	48.70	34.00

Apart from these there are various studies which created the urge to work on the current problem of study which can be well noted in the following paragraphs.

- In a study by National Institute of Child Health and Human Development Early Child Care Research Network (2004) found that the most competent and least problematic children from the teachers' perspectives are those whose fathers are sensitive and supportive of their children's autonomy, whose mothers' parenting beliefs support self-directed child behavior, and whose parents maintain an emotionally intimate relationship. These findings have implications for efforts to prevent early school problems in children and support the children's transitions into formal schooling.
- In a study by Bronstein et. Al (1993). Where they compared the children's social, psychological and academic adjustment found that martially intact families tended to show positive parenting and co-parenting practices, they also found that children had higher adjustment level in such families. They also noted difference in parenting and children's gender differences and family configuration.
- In a study African American and Hispanic families by Mistry, Vandewater, Huston and McLoyd Economic Well-Being and Children's Social Adjustment found that family process is a critical mediator of the effects of economic

hardship on children's social adjustment Distressed parents reported to be less affectionate in parent-child interactions. They also found that less than optimal parenting predicted lower teacher ratings of children's positive social behavior and higher ratings of behavior problems.

- M. E. Haskett and M. Willoughby(2006) in their efforts to study the manner in which multiple influences on child social adjustment operated together to predict differential outcomes for young children. Results indicated that the quality of parenting that children received was more central to subsequent adjustment in peer interactions than were children's SIP operations. Furthermore, the quality of parenting children experienced was closely linked to parents' beliefs about their children and parents' mental health status.
- Kathleen Cranley Gallagher(2002), suggested in her study that Parental socialization and child temperament are modestly associated with child adjustment outcomes. Main-effects models have yielded valuable information, but fail to explicate mechanisms via which child adjustment occurs. A conditional model of influence is suggested, in which parenting effects on child adjustment are moderated by child temperament characteristics.
- Ron Roberts, Tom O'Connor, Judy Dunn, Jean Golding, The ALSPAC Study Team, After adjustment for other childhood adversity, prior child sexual abuse was associated with a range of outcomes in adulthood. They concluded that child sexual abuse has long-term repercussions for adult mental health, parenting relationships, and child adjustment in the succeeding generation.
- Gregory S. Pettit, John E. Bates and Kenneth A. Dodge (1997) addressed questions:(1) Does Supportive Parenting assessed prekindergarten predict grade 6 adjustment after controlling for early harsh parenting? (2) Does Supporting Parenting moderate (buffer) the impact of early family adversity on grade 6 adjustment? High levels of SP mitigated the effects of family adversity on later behavior problems. These findings implicate both direct (main effect) and indirect (moderator of adversity) processes in the linkage between positive and supportive aspects of parenting and children's school adjustment.
- Steinberg, Laurence; And Others (1990) This study examined whether the widely reported positive relation between "authoritative" parenting and adolescent adjustment is moderated by the ecological context in which adolescents live. A socio-economically and ethnically diverse sample of approximately 10,000 high school students provided information about their parents' behavior and their family background and completed measures of four indicators of adjustment: school performance, self-reliance, psychological distress, and delinquency. Analyses indicated that the positive correlates of authoritative parenting transcended ethnicity, socioeconomic status, and family structure. Virtually regardless of their ethnicity, class, or parents' marital status, adolescents whose parents were accepting, firm, and democratic earned higher grades in school, were more self-reliant, reported less anxiety and depression, and were less likely to engage in delinquent behavior.
- Capaldi, D. M.; Patterson, G. R.(1991) found that boys who had experienced multiple transitions showed the poorest adjustment. This relationship was still significant after controlling for socio-economic status (SES) and per capita income. The antisocial mother was most at risk for transitions and unskilled parenting practices, which in turn placed her son at risk for poor adjustment.
- Paul R. Amato and Frieda Fowler (2004) Parents' reports of support, monitoring, and harsh punishment were associated in the expected direction with parents' reports of children's adjustment, school grades, and behavior problems and with children's reports of self-esteem, grades, and deviance. With a few exceptions, parenting practices did not interact with parents' race, ethnicity, family structure, education, income, or gender in predicting child outcomes. A core of common parenting practices appears to be linked with positive outcomes for children across diverse family contexts.
- Lengua, Liliana J. (2006) The author examined relations among demographic risk (income, maternal education, single-parent status), growth in temperament (fear, irritability, effortful control), and parenting (rejection, inconsistent discipline) across 3 years and the prediction of children's adjustment problems in a community sample Family income was related to higher initial levels of fear, irritability, rejection, and inconsistency and lower effortful control but was not related to changes in these variables. Higher initial rejection predicted increases in child fear and irritability. Higher initial fear predicted decreases in rejection and inconsistency. Higher initial irritability predicted increases in inconsistency, and higher initial effortful control predicted decreases in rejection. When growth of parenting and

temperament were considered simultaneously, increases in effortful control and decreases in fear and irritability predicted lower Time internalizing and externalizing problems. Increases in rejection and inconsistent discipline predicted higher Time externalizing, although sometimes the effect appeared to be indirect through temperament. The findings suggest that temperament and parenting predict changes in each other and predict adjustment during the transition to adolescence.

- Kaufmann et.al. (2000) examined the relationship between authoritative and authoritarian parenting styles and socio-emotional adjustment in elementary school children as reported from the parents' perspective. Results indicated that authoritative parenting was associated negatively with parent- and teacher-rated maladaptive behavior, and positively with indicators of healthy adjustment. Correlations between authoritarian parenting and adjustment were either small or non-significant. Regression analyses indicated that authoritative parenting was more predictive of children's competence than maladaptation (22% versus 10% of variance). The effects of parenting style on adjustment were not moderated by demographic variables, such as the child's gender, grade level, ethnicity, and family income.
- Gill Paterson and Ann Sanson (1999) identified specific temperament, parenting, and family variables, and their interactions, which predict problem behaviours and social skills in children. Results showed different combinations of variables predicted each behavioural outcome, and the child's 'goodness of fit' in the home was a strong predictor of externalising behaviour and social skills. An interaction between temperamental inflexibility and punitive parenting in the development of parent-rated externalising behaviour problems was found. This study highlights the value of using specific indices of temperament, parenting and family functioning and of pursuing interaction effects in the prediction of children's behavioural development.
- Kirby Deater-Deckard (1998) Individual differences in parenting stress, experienced by most parents as those aversive feelings that are associated with the demands of the parenting role, have been shown to be an important aspect of parent, child, and family functioning. Three implicit hypotheses in much of the past research on parenting stress and behavior are evaluated: (a) parenting stress is causally related to poor parenting, (b) poor parenting is causally related to problems in child adjustment, and (c) parenting behavior mediates the associations between parenting stress and child adjustment. In
- Conger, R. D., Conger, K. J., Elder, G. H., Lorenz, F. O., Simons, R. L. and Whitbeck, L. B. (1992) found by Employing a sample of 205 seventh-grade boys aged 12 to 14 years ($M= 12.7$) and living in intact families in the rural Midwest, the theoretical constructs in the model were measured using both trained observer and family member reports. In general, results were consistent with the proposed model. The pressures were associated with depression and demoralization for both parents, which was related to marital conflict and disruptions in skilful parenting. Disrupted parenting mediated the relations between the earlier steps in the stress process and adolescent adjustment. The emotions and behaviors of both mothers and fathers were almost equally affected by financial difficulties, and disruptions in each parent's child-rearing behaviors had adverse consequences for adolescent development.
- Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S. and Dornbusch, S. M. (1994), demonstrated that adolescents' adjustment varies as a function of their parents' style (e.g., authoritative, authoritarian, indulgent, neglectful). They found that this Differences in adjustment associated with variations in parenting are either maintained or increase over time. However, whereas the benefits of authoritative parenting are largely in the maintenance of previous levels of high adjustment, the deleterious consequences of neglectful parenting continue to accumulate.
- Els Gadeyne, Pol Ghesquière & Patrick Onghena (2010) studied the predictive relations between reports of parenting behavior on the one hand and academic achievement and reported behavior problems of young children on the other hand. The results indicated that in the academic domain, low supportive and high controlling parenting practices were modestly related to poor subsequent math achievement. Children's externalizing and attention problem behavior was clearly predictive of high levels of control in mothers and low levels of support in fathers. The combination of high parental support and control was especially associated with high levels of problem behavior.
- Kirby Deater-Deckard (2000) examined environmental and gene – environment processes linking parenting (i.e., affect, control, responsiveness) and preschool children's behavioral adjustment difficulties (e.g., noncompliance, conduct problems) by using bivariate genetic analyses of parents' and observers' ratings. Parent self-reported negative and positive affect included shared and non-shared environment as well as child genetic variance. There was no

evidence for gene – environment interaction or dominance. Higher levels of difficult behavior and conduct problems co-varied with higher levels of maternal negative affect and control and lower levels of maternal positive affect and control. Shared environmental mediation of these correlations was found for observations, whereas genetic and non-shared environmental mediation was found for parents' ratings.

- JoAnn M. Farver, Yiyuan Xu, Bakhtawar R. Bhadha, Sonia Narang and Eli Lieber (2007) examined how parents' child-rearing beliefs were associated with the psychological well-being of 360 adolescents. Asian Indian adolescents reported higher family conflict, ethnic identity achievement, and anxiety, and their parents endorsed training and shaming child-rearing beliefs more than did European American families. Asian Indian parents who had an integrated or assimilated acculturation style approximated the European families' family conflict ratings and their child-rearing beliefs. With exposure to situations that challenge their ways of thinking, immigrant parents develop child-rearing beliefs that allow them to function in both cultures and have positive effects on their adolescent children's psychological adjustment.
- Sibnath Deb and Kerryann Walsh revealed that students experienced physical (21.9%), psychological (20.9%), and sexual (18.1%) violence at home, and 29.7% of the children had witnessed family violence. Boys were more often victims of physical and psychological violence while girls were more often victims of sexual violence. The social adjustment scores of school children who experienced violence, regardless of the nature of the violence, was significantly lower when compared with scores of those who had not experienced violence. Social adjustment was poorer for girls than boys. The study speaks in favour of early detection and intervention for all child maltreatment subtypes and for children exposed to inter-parental violence, and highlights the crucial role of schools and school psychology in addressing the problem
- Beenish Sartaj and Naeem Aslam found that adolescents raised by authoritative parents have better home, health and emotional adjustment as compared to adolescents raised by authoritarian parents. Authoritative parents have positive and authoritarian parents have negative relationship with home, health and emotional adjustment.
- Marwan Dwairy conducted a study based on a multi-national research examining the association between parental factors and adolescents' psychological disorders in nine western and eastern countries, differing in family connectedness. It was hypothesized that parental factors, family connectedness, and the association between these factors and adolescents' mental health differ across cultures.
- Kavita Prakash and Robert J. Coplan found that Children completed peer nominations of social-withdrawal, aggression, and socio-metric status, as well as self-report measures of loneliness and depressive symptoms. The results indicated that, compared with their average counterparts, socially withdrawn children reported greater loneliness and depressive symptoms, were rated by teachers as more anxious, and were more likely to be rejected by peers. Although girls were rated as being more socially withdrawn than boys, contrary to expectations, few interactions with gender were found.

2. RESEARCH METHODOLOGY

2.1 Hypothesis:

Null Hypothesis

- There is no significant difference between the Parental Maltreatment on emotional adjustment in School going children.
- There is no significant difference between Parental Maltreatment on social adjustment in School going children
- There exists no relation between parental maltreatment on adjustment in school going children.

2.2 Methodology:

2.2.1 Sampling: The study aims to look into impact of bad parenting and subsequent failure to adjust in school going children. Sample was collected using convenience sampling. Sample size decided for the research was 15 male and 15 female school going student of age group 10 to 16. The sample consisted of student going to English medium schools in Indore city.

2.2.2 Tools and Techniques:

Variables:

Independent Variable – Parental Maltreatment

Dependent Variable- Emotional and Social adjustment in children.

For the purpose of this research the characteristics of the parental maltreatment are taken as follows:

- A. Rejection
- B. Carelessness
- C. Neglect
- D. Utopian expectation
- E. Lenient
- F. Freedom
- G. Faulty role expectation
- H. Marital conflict

Design:

The research will be co-relational research design. The Research studies the relationship between the independent variable and dependent variable. It is expected here that independent variable and the dependent variable will have effect on each other or not. The study will see the measure using the Pearson's Correlation coefficient.

Testing measures:

For the purpose of the research The following tests were used :

1. Parenting Scale by R.L. Bharadwaj, H. Sharma and A. Garg

The scale is intended to measure the perceptions of an individual or one's own feeling as to how he/she is brought up by his / her parents on eight dichotomous modes of parenting with two distinctive roles as mothering and fathering as well as parenting as a whole. This test is applicable on age 10 year and above. The scale consists of 40 statement of which first 35 have five options each and answer are to be marked for both mother and father while last 5 questions are based on perceived relationship between the parents.

2. Adjustment Inventory for School Students by Prof A.K. P. Sinha and Prof. R.P. Singh

The inventory is used to measure levels of adjustment in school going children of age 13 and above. It measures Emotional, Social and Educational adjustment. The inventory consists of 60 questions to be answered in yes or no.

3. RESULT

3.1. The results of the study is summed up as follows:

TABLE OF CORRELATION COEFFICIENT			
	PARENTING	MOTHERING	FATHERING
EMOTIONAL ADJUSTMENT	-0.318218791	-0.35596897	-0.231149537
SOCIAL ADJUSTMENT	-0.218937376	-0.288412334	-0.2115193
TOTAL ADJUSTMENT	-0.314781099	-0.242992646	-0.311518277

- The Adjustment decreases with increase in Parental maltreatment.

On applying test for finding Pearson's Correlation coefficient was found to be -0.314781099 indicating negative linear correlation between Total Adjustment and Parenting. Hence we can say that The Adjustment decreases with increase in Parental Maltreatment.

- The Emotional adjustment decreases with poor mothering, poor fathering and parenting.

On applying test for finding Pearson's Correlation coefficient was found to be :

-0.318218791 , -0.35596897 and -0.231149537 indicating negative linear correlation between Emotional Adjustment and Parenting, Mothering and fathering

- The Social adjustment decreases with poor mothering, poor fathering and parenting.

On applying test for finding Pearson's Correlation coefficient was found to be :

-0.218937376 , -0.288412334 and -0.2115193 indicating negative linear correlation between Emotional Adjustment and Parenting, Mothering and Fathering

3.2. Graphs:

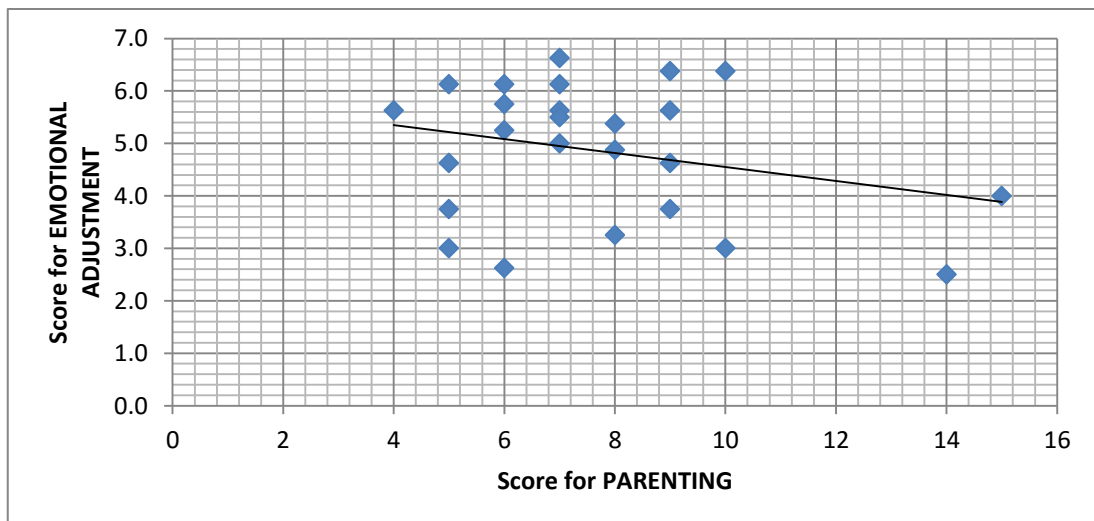


Fig. 1: Emotional Adjustment versus Parenting

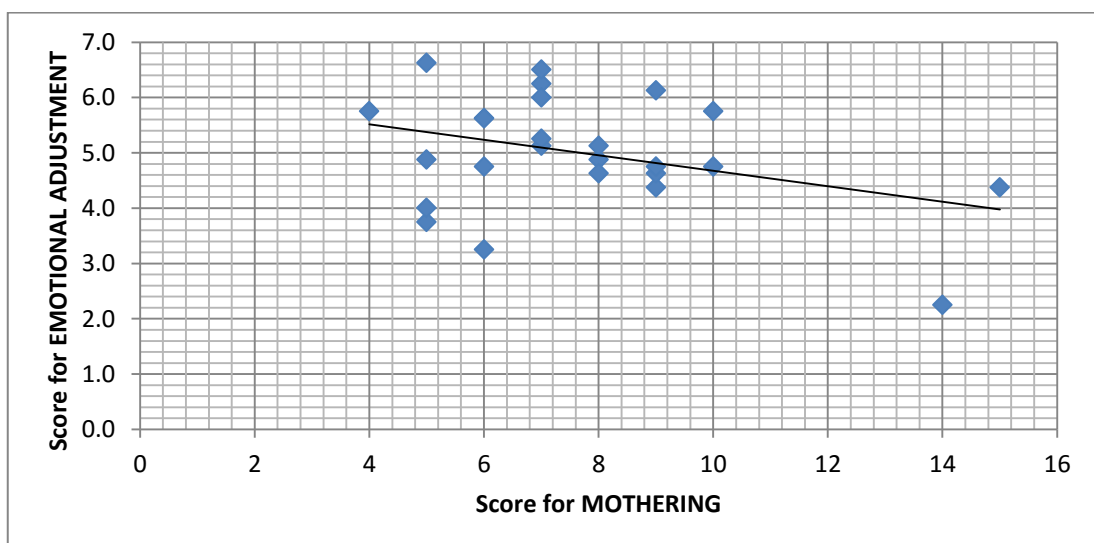


Fig. 2: Emotional Adjustment versus Mothering

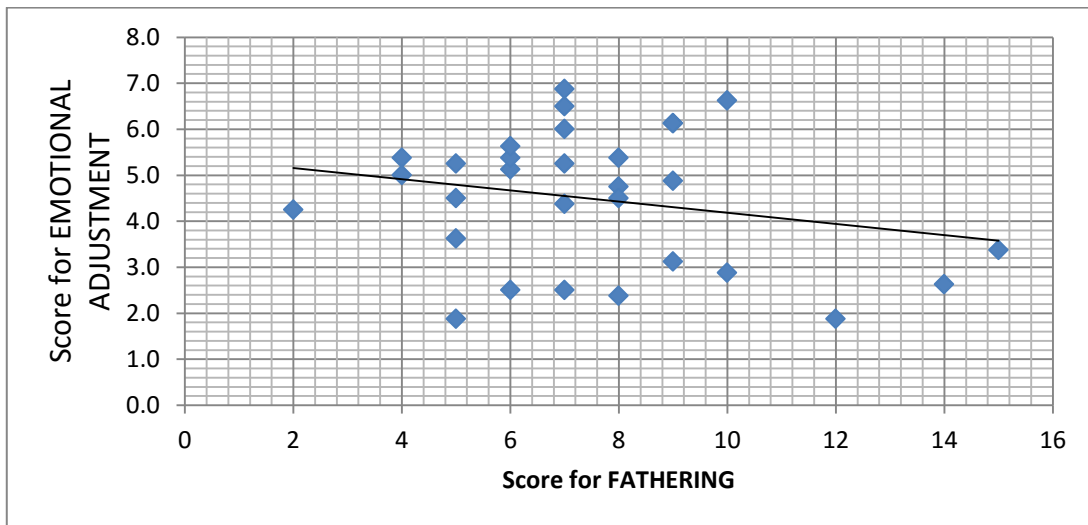


Fig. 3: Emotional Adjustment versus Fathering

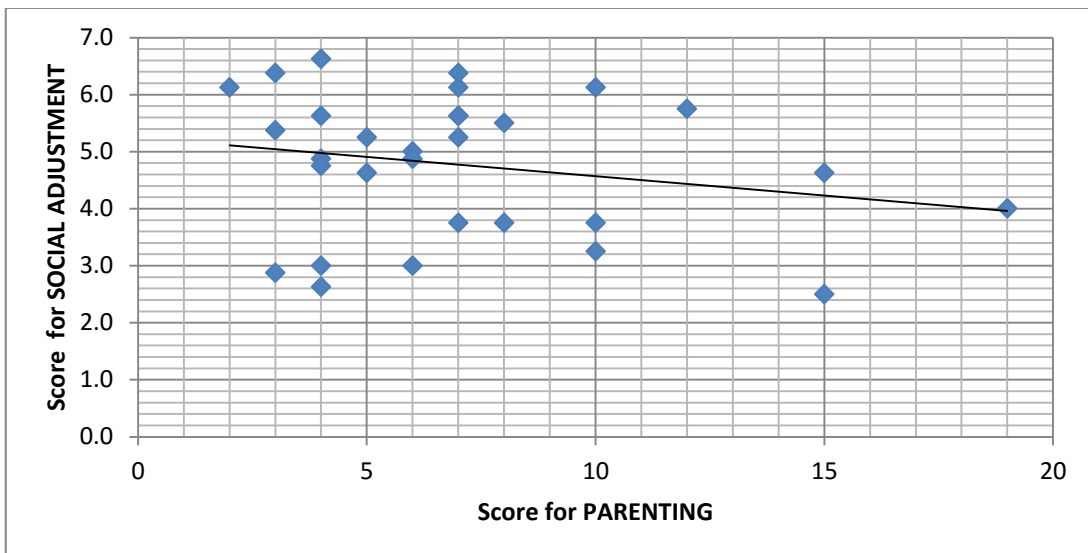


Fig. 4: Social Adjustment versus Parenting

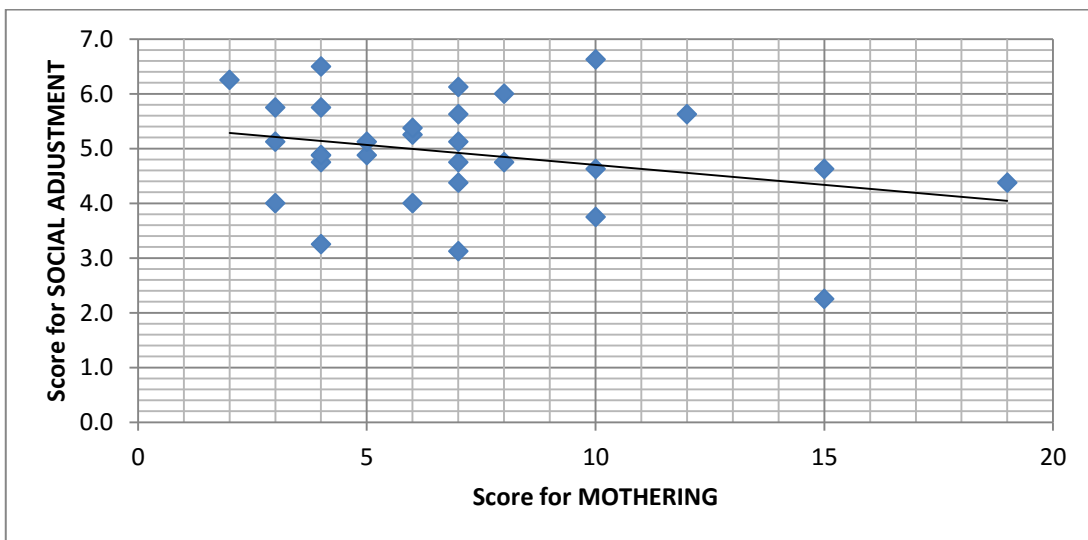


Fig. 5: Social Adjustment versus Mothering

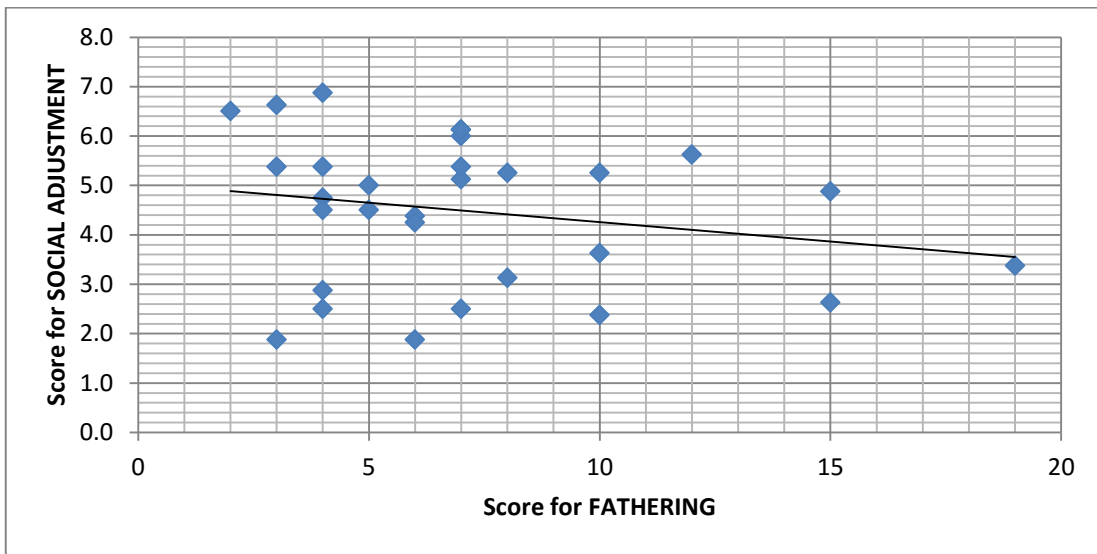


Fig. 6: Social Adjustment versus Fathering

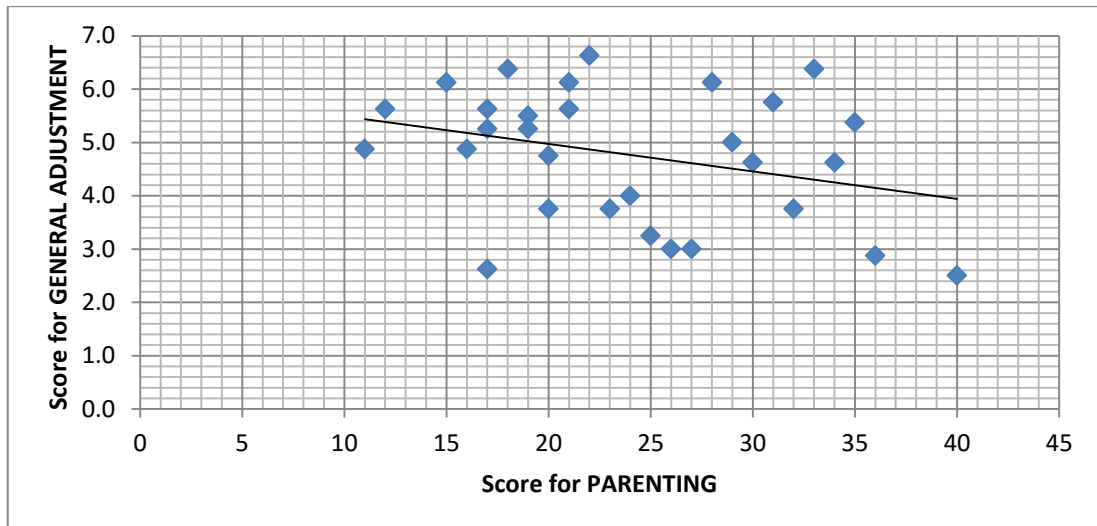


Fig. 7: General Adjustment versus Parenting

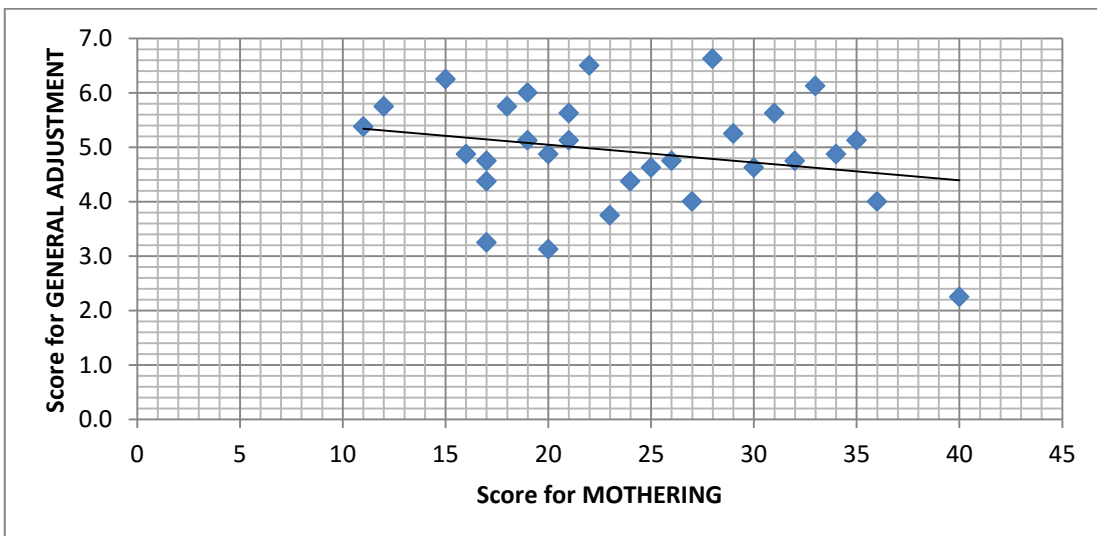


Fig. 8: General Adjustment versus Mothering

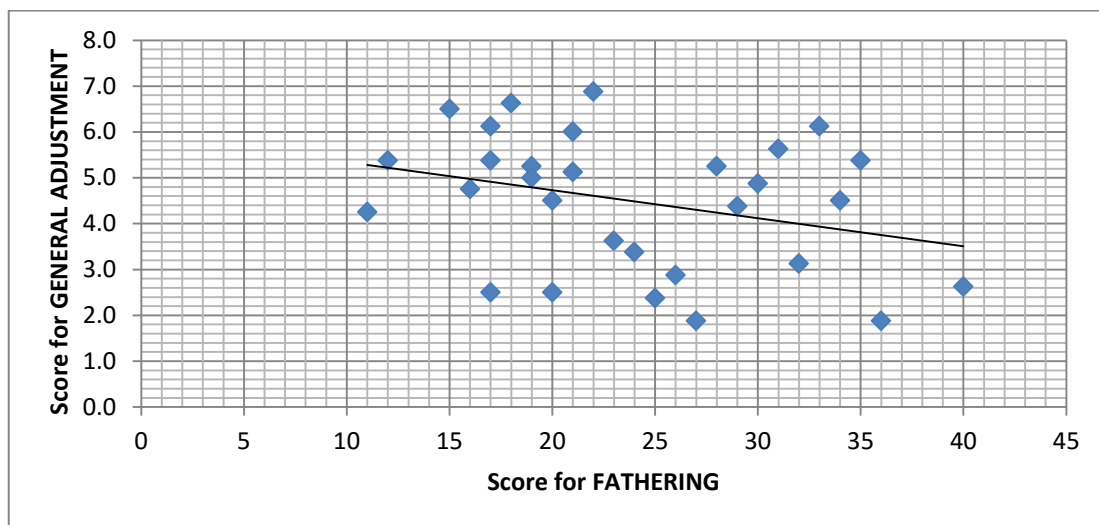


Fig. 9: General Adjustment versus fathering

4. CONCLUSION AND DISCUSSION

3.1. Conclusion:

The study conducted was aimed at understanding the relationship between adjustment and parenting. The study looked into negative dimensions of parenting or what we call parental maltreatment. The results of the study helps us to conclude that there definitely exists a relationship between the two variables. The results have indicated here that there exists a negative linear correlation between the variables. Though linearity is moderate this can be attributed to the small sample size of the study.

3.2. Discussion:

The 22nd century is marred with scars and scuffled cries of young ones. The study helps to identify the loopholes in the ways the kids are trained to handle various situations. It helps to identify the withdrawal symptoms in the abused/maltreated. It also helps to charter the steps one should take to help child in such a scenario. The study further also helps to find how the parents, teachers and friends can play an important role in identifying the problem prevailing with the child. The major adjustment problem can be handled effectively. There is further wide scope in the research in this field. The study in this field are very few yet it demands great care while the study is undertaken to create a positive and long lasting impact in the lives of the children.

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