

## **Chapter 1**

### **Introduction**

Children faces many problems as they moved towards the developmental milestone such as Hall & Elliman (2003), reported that every child faces many maladaptive behaviors in their life which results in behavioral and emotional dysfunctioning but their severity level leads towards abnormality with the passage of time. Many previous researches have explored many developmental issues of children. Besides these problems, children or adolescents also face many internalizing issues in their life which results in the disturbance of their psychological health (Eisenberg, Pidada & Liew, 2001) such as mental health in terms of depression, stress, anxiety symptoms and socially withdrawal behavior (McCulloch, Wiggins, Joshi, & Sachdev, 2000). The present study also aims to explore the challenges face by adolescents in their life with particular context of maternal maltreatment.

### **Parent-Adolescence Relationships**

Child-care or child nurturing is a complex procedure of developing and ensuring good physical, emotional, social, economic and cognitive development of child from beginning till maturity (Brooks, 2012). Most common and closed one caretakers are the biological parents of a child along with the other relatives like older siblings, grandparents and aunt or uncle etc. (Bernstein & Robert, 2008). In general, the role of parents is to provide the safe, healthy, loving and supporting environment and facilities to develop a child knowledge, skills, values and behavior which helps him/her as an adult to become healthier inaput to self, environment, and for humanity (Lerner, Castellino, Terry, Villarruel, & Mckinney, 1995).

Parental practices are a well-known phenomenon, and developmental psychologists are interested to explore that how parental practices influence the development of children. Most of

the previous studies were conducted to identify that which family factors are contributing towards behavioral and other problems in adolescents or children (Frick, 1994).

By looking into the previous findings (Hart, Newell, & Oslen, 2003), it has been observed that these studies have observed that parenting style played an essential part in the growth of children's behavior. Taking account into parenting model demonstrated by Baumrind's (1991), the present research tried to explore the parental practices in the development of adolescents under two conditions; either they lived with single mothers or both parents. Further, this model explained that authoritative parents are the one who are polite, set standards for children's but not restrict, give freedom within limitations. Along with this they are responsive towards their children and desired to become a good social human, well-adjusted and helping. Contrary to that parents who are authoritarian and permissive, ignored the misconduct behavior of children, demanded high standards to follow, not responsive, gave high freedom and do not look after their children (Rossman & Rea, 2005). So, the present research tested the same model properly in the local context of Pakistan, categorizing parents into single (e.g. mother) or both parents (e.g. mother and father).

Looking into the attachment pattern between parents and child, Bowlby (1969) emphasized the importance of early parental care in the light of understanding towards the children which played an significant part in the social activities or reaction of children (Ainsworth, Blehar, Waters & Wall, 1978). Parental understanding or sensitivity is stated as the ability to perceive the child's needs, to understand them properly and then reply accordingly in effective way (Ainsworth et al. 1978). This degree of compassion is especially related to the mother's warmth attitude and along with secure bonding and emotional attachment with child (De Wolff & Van IJendoom 1997). In continuation of this, some studies (Raikes & Thomson

2008; Srouf, Egeland, Carlson & Collins, 2005) reported that secure and healthy parenting in the early childhood forecasts a helpful and healthier development of children which results in social skills and abilities. On the other opposite direction, insecure and loose attachment leads towards negative consequences and unhealthy behavioral outcomes in children's (e.g., Olson, Bates, Sandy & Lanthier, 2000).

Taking account the perspective of collectivist and individualistic parenting style, previously it has been clearly seen that interdependence is highlighted and individual's own needs and demands are not considered as important but the needs of others are appreciated (Markus & Kitayama 1991). On another side, in an individualistic culture parents try to promote the self-interest, freedom and independence, encourage their children rather than becoming authoritarian and giving less importance to obedience and sociability (Harwood, Miller, & Irizarry, 1995; Tamis-LeMonda, Way, Hughes, Yoshikawa, Kalman & Niwa, 2007). Similarly, the current study also explored direction of parenting practices in collectivist culture (Pakistan) in contrast to previously carried out studies in the individualistic cultures (Repetti, Taylor & Seeman (2002).

### **Parental Abuse**

Milder forms of maltreatment are being experienced by children such as hitting, kicking shouting and pushing from their parents, but these types of behaviors are not considered in the category of abuse or mistreatment in certain cultural context. Rather these were considered as being a part of nurturing, either in front of people or separated. So, in the local context of Pakistan, parental treatment with children also reported in the form of abuse in which psychological abuse by the parents with their children remains predictable and unreported phenomenon (Hibbard, Barlow & MacMillan, 2012). Different findings reported the negative

effects of psychological abuse and neglect on the overall development of children (Repetti, Taylor & Seeman, 2002). Some of the findings reported that different factors contributed towards misconducting behaviors such as social separation, poverty and single-parenting which are linked to emotional neglect and psychological mistreatment (Jones & McCurdy, 1992; Mayer-Renaud, 1990).

Abuse is generally described as in terms of psychological violence, emotional abuse and mental abuse which is categorized by exposing behavior of a person towards the other person which results in psychological trauma including depression, stress and traumatic symptoms in the victim (Dutton, 1994). In the current research, abuse is classified as physical and emotional abuse, physical and emotional neglect and sexual abuse. Physical abuse is defined as aggressive physical consequence, dangerous bodily deficit, needless physical limits, impulsive irrational severity and stunned child practices. Then comes sexual abuse, it is defined as annoying contact, such as touching/ rubbing genitals, sexual exacerbation and sexual operation. Then comes neglect which is inability to provide neglect in terms of health, education, physical, and adequate care and protection (Chamberland, Laporte, Lavergne, Tourigny, Mayer, Wright, ... & Malo, (2005).

In this study emotional abuse is defined as passing through various punitive and improper nurturing affects in terms of developments, mental and emotional torture and some kinds of verbal abuse. Whereas emotional neglect was described as child becomes offended or is at extensive danger of grief from psychological, expressive, or developing difficulties produced by insufficient development or love, (Chamberland, Fallon, Black, Trocmé, & Chabot, 2012).

Among all these forms of abuse, sexual abuse is considered to be a challenging phenomenon because children do not describe, and physical results were not visible or generic

(Bassani, Palazzo, Be´ria, Gigante, Figueiredo & Aerts, 2009). It has also observed that among all the types of abuse, neglect is reported to be the most common and it accounted between 1 to 15 neglected case per 1000. Similarly, about 20% of cases were being physically abused and 10-12% included sexually abused (Lavergne & Tourigny, 2000)

While considering this aspect in the context of Pakistan, reporting child abuse is a challenging phenomenon and offensive act, that’s why abuse generally remains unrecognized and unreported matter. This aspect is considered as humiliating due to social stigmatization (Chaudhry,2010) but, the trend has been changed and a lot of studies are being conducting in Pakistan on mental health issues of school-going children’s (Malik, Gul &Humphreys, 2010). A study by Hussein (2010), illustrated that there is 34.30% occurrence of emotional and behavioral issues as reported by the parent’s. So, keeping this background in mind, previously conducted studies, the current study purposes to identify that the association of parental practices in terms of maternal abuse with mental health problems and academic performance of adolescents.

Neglect includes failure to give child with basic requirements like food, appropriate amount of cleanliness and health, dress, housing and medical care when the child falls ill (Safety Standard Manual for Schools in Kenya, 2012). Accordingly, the indicators of neglect include deprived academic performance in schools, insufficient clothing, raw medical illness, poor self-esteem, chronic tiredness and hunger, day-dreaming in class, poor health conditions, lateness to school, truancy, deprived social relatives, and uncritical attention seeking with adult and levels of accidents.

### **Variations in Parental Practices Across Single Mothers and Both Parents**

Mother and father, both are considered as the major figure for children in terms of their development, care and love and the family system completes with these two figures. There were

different reasons which disturbed family construction and resulted in break up, separation and death. This phenomenon is called as single family (Soyaslan, 1998; Senturk,2006). Divorce is considered as the usual procedure in which two partners with their own wish or may be not ended their marriage or relationship, within the rules of their culture. (Ozkalp, 2003: 121).

The mostly effected person from separation are children who felt complexity and insecurity (Ozkalp,2003). Previously, (Walker & Hennig, 1997), it was noted that adolescents and parents in single-parent families are not sure about relationship in terms of their closeness and conflict between them as compared to two parent families. Along with that, study has also attentive on the significance of family structure and has given sufficient attention towards the challenges faced by the children living with single and both parents (Reddy, Vranda, Ahmed, Nirmala, & Siddaramu, 2010). There are many social factors which affects the development of adolescents including divorce of parents which affects most of the children and they experience complexity after divorce.

Being a single parent means having either father or mother and one person is absent from both parents due to divorce, marital problems, separation or death (Greenberg, 2002). Though, children of diverse age groups go through this situation but adolescents (age 13 to 18) account more experience of complexity, anger, grief, humiliation, and helplessness by the parents (Zill,2014). Looking at adolescents in terms of their development and problems associated with it, Usakli, (2013) demonstrated that adolescents (13 to 18) experienced more feelings of anger, grief, powerlessness and loneliness. They tried to cope with situation by leaving away from their parents and isolate themselves. Along this, they also experienced aggression, depressive symptoms and fear. It has been also noticed that they felt low-energy and had more stress because they had lost their parental support. They had pressure to choose their one of parent

figure to whom they lived. Further, girls become sexually advanced as a result of their parental divorce (Hetherington, Cox & Cox, 1985).

Children have limited time spending and attraction with fathers due to job and other reasons, it has aversive effect on their development. Interaction is more with mothers so that's why they are being neglected because due to mother's household responsibilities, they got irritated and unable to give sufficient attention to children. So, mother is considered as responsible for child neglect and emotional maltreatment and men are not considered for maltreatment because they had limited attraction (Itzin, 2000; Tanner and Turney 2000).

### **Abuse in Relation to Academic Performance of Adolescents**

Learning is very important for everyone and it is an important activity in which everyone engage, this occur only when appropriate support and environment is given to children.

Findings of the previous researches (Bocock, 1980) showed that adult-child relation is related to quality of academic performance and intellectual growth of children. The importance of this relation was understood by those children being nurtured by alternative caregiver when they severely retarded children (pp.76). According to the psychosocial development of behavior theory given by Erikson, (Thomas, 1979), emphasized that skill is very much important for children because at this stage, children were experienced "Industry versus Inferiority" life transition which helps them in their academic achievement (Thomas, 1979). So, skill is important in this period, because children were unaffected by their childhood inferiority, had grip on their skills and intellectual abilities.

Studies conducted on family structure and children's outcome demonstrated that those children who were being raised by two-parents performed well on academic performance and adjustment than those children having single-parents (Jaffee, Moffitt, Caspi & Taylor, (2003).

Adolescents having single mother had lower qualification, fewer social support, and improper emotional well-being (Carlson & Corcoran, 2001; Dunn, Jenkins, Pickering, & Rabash, 2001).

In the light of learning theory, which is based on interaction of individual with his/her environment, parental practices in terms of child nurturing is also explained. According to Bandura's social learning theory (1977), learning happens through interaction with environment, so abuse may be caused due to learning or experiencing dysfunctional practices in childhood significant other especially mother. So, those parents who experienced abuse themselves or observed aggressive role models in their life may considered it a way of child care method. They do not observe functional care practice of nurturing rather considered this way to be effective for child development. This theory is related to parental maltreated practices and their effects on children development.

Studies by Dlamini and Makondo, (2017) have been conducted on consequences of child abuse and its consequences on the academic performance of children. This study was exposed that most of the children who practiced abuse underperform and they had suspicious attitude towards others as well. This study concluded that child abuse effects the academic performance of adolescents.

Child maltreatment is considered responsible for negative academic outcomes for children (Rew, 1999). Those children who have been abused generally have concentration problems in class. A study conducted by Alokun & Olatunki (2014), observed the result of child abuse on academic performance among learners. Their study found significant association of children class involvement and parents attitude toward their children. So, in school settings these types of symptoms effects students' ability to concentrate, complete their work-related tasks, they become frustrated and achieve low grades (Larkin, 2009). Shonk and Cicchetti (2001)



explored that child maltreatment usually effects students' performance academically, because when children are abused, become disappointed, they lack trust on people around them they believe nowhere is safe and nobody is to be trusted.

### **Abuse in Relation to Mental Health Problems**

Previously it has been documented that those children who practice psychological abuse also displayed mental health problems in terms of anxiety, depression, low self-esteem and eating disorders (Chamberland, Fallon, Black, Trocmé & Chabot 2012). These forms of abuse are very critical and linked with various aversive outcomes including emotional instability, trustworthy issues and underachievement (Hart, Germain & Brassard, 1987). It was seen that children in single parenting families and those headed by female experienced depression, anxiety and other behavioral problems (Buckner & Bassuk, 1999).

Hall & Elliman (2003), reported that every child faces many maladaptive behaviors in their life which results in behavioral and emotional dysfunctioning but their severity level leads towards abnormality with the passage of time. Besides these problems, as a result of exposure to abuse, children and adolescents also faces many internalizing issues in their life which results in the disturbance of their psychological health (Eisenberg, Pidada & Liew, 2001) such as effecting their mental health in terms of depression, stress, anxiety symptoms and socially withdrawal behavior (McCulloch, Wiggins, Joshi, & Sachdev, 2000).

In extension to above mentioned finding a strong association of single parenting (female head) with various components such as depression, anxiety symptoms and behavioral problems among children having low socioeconomic status has also been narrated (Buckner & Bassuk, 1999). Shonk and Cicchetti (2001), explored that child maltreatment practices usually contributes towards changes in behavior such as emotional and physical discomfort, withdrawal

from opposite sex, poor social relationship, anxiety, mental stress, depression, difficulty in socializing and sadness. So, all these contributes towards poor mental health which effects the overall development of children and adolescents.

While considering the research in the local context, Rizvi & Najam, (2014) examined positive association between parental abuse and mental health problems of adolescents. Furthermore, abuse was considered abuse to be predictor of mental health problems. They found that adolescents being abused their parents shows significant association with mental health problems.

Another study by Ashraf, Niazi, Masood & Malik (2019), identified the gender differences, prevalence and cross-association of abuse and post-traumatic stress disorder symptoms in school-going adolescents. Overall findings of this study revealed that high parental abuse was associated with more prevalent anxiety and depressive symptoms in adolescents.

## Chapter 2

### Literature Review

This part of thesis comprised of literature review on abuse in association with mental health problems and academic performance in students. Previous studies help to identify and establish the direction of current as well as previous trends in under examination phenomenon.

#### Maternal Abuse and Mental Health problems

Jahan and Suri, (2016) explored the childrearing practices as a correlate of mental health with female. Study hypothesized that there is likely to be a significant association in parenting treatment of mother and mental health problems (stress, anxiety and depression). Female participants ( $N=70$ ), enrolled in different schools of Delhi/ NCR, city of India was recruited. Assessment was carried out by Measure of Parental Style (MOPS), and DASS. The findings showed a significant association between parenting treatment of mother and the associated factors such as (stress, anxiety and depression). Further they concluded that abusive parenting has a negative influence on their adolescent's mental health and causing lasting damage which must be controlled and managed.

Dukewich, Borkowski, and Whitman, (1999) examined the impact of mother's abuse on the growth of children in America and Australia ethnic groups. Study aim was to determine association between abilities of maternal abuse and developmental problems. Longitudinal study design was used, first time 146 mothers were examined with their children. This study exposed that potential abuse was significantly associated with developmental interruptions in children of adolescent's mothers. Complex abuse associated with lower Stanford Binet IQ score, lower adaptive behavior skills and many adopting and expressing behavior problems. So, findings

indicated that behavioral and emotional problems were more significantly associated to maternal difficult childrearing than abuse.

Dukewich, Borkowski and Whitman, (1999) tested relationship between parental emotional and physical abuse and adolescent depressive symptoms. Longitudinal research design was used for this study and there were (46% female, 54% males) participants were part of their study. Conflict Tactics scale (CTS; Straus, 1979), Affect Regulation Checklist (ARC; Moretti, 2003), Ontario Child Health Study-Youth Self-report (OCHS; Boyle, Offord, Racine, & Sanford, 1993) and Adult Self-report (ASR; Achenbach & Rescorla, 2003) were used for assessment purpose. Findings revealed that parental abuse is significant danger factor for problems in adaptable affect and depressive symptoms in adolescents.

Carlson and Corcoran, (2001) assessed family structure along with behavioral and cognitive outcomes of children. Overall, their study highlighted the status of examining multiple classes of family building, of analyzing effects of family structure on child well being Data was used from National Longitudinal Survey of Youth (NLSY) to examine the consequence of family practices on the behavior and intellectual functioning of children. It was found that that mother's emotional operative, and the quality of household setting are mainly central for children's performance, whereas and mother's skill have prominent belongings on children's intellectual exam scores. The original NLSY sample comprised about 6,300 young women aged 14 to 21 in 1979 and reinter views have been shown yearly over 1994. Study concluded that weaker maternal health in single parent families contributes towards behavioral and cognitive issues in children.

## **Maternal Abuse and Academic Performance**

Then looking into the effects of maternal abuse and its consequences on academic performance of adolescents. In one study, Steinberg, Lamborn, Dornbusch and Darling (1992) examined the influence of parenting practices on adolescent achievement in terms of parenting styles. They aimed to examine the influence of parenting practices in terms of children's academic performance in heterogenous sample of about 6400 Americans age ranges from (14-18) years. Findings revealed that those children who had authoritative parenting who gave acceptance, gives autonomy and had regulation on activities of children perform better academically. Study concluded that parental participation is involved in promoting adolescent school achievement in authoritative parenting style. So, in the light of such types of studies the present study examined the maternal practices in terms of adolescent's academic performance. Authoritarian mothers are strict, demanding, and neglect their children needs, in turn responsible for lower academic performance, social competence of children.

Another study of Baumrind's parenting styles (1991), in terms of strict, accommodating and convincing conducted to examine the academic performance of adolescents. Sample was (N = 7,836), from high school students. It was observed that found that both strict and accommodating parenting practices were negatively with academic performance of children, whereas commanding parenting practice influences positive associated with academic performance. Commanding families have higher association with grades rather than the other two parenting practices.

## **Parental Maltreatment in Association with Mental Health Problems and Academic Performance**

In a one study carried out by Mbali, (2014), academic performance in relation to parental/family abuse in Waia division in Mbooni East district was assessed. The objective of the study was to explore the influence of domestic violence on the academic performance of adolescents. Descriptive survey research design was used containing sample from 30 schools and 7611 students. Questionnaire and interview strategy was used to collect data. It was observed that the abuse children were depressed, lonely and violent. This study concluded that mental consequences of child maltreatment comprised of problems associated with education and poor academic achievement.

Dlamini and Makondo, (2017) examined the association of children maltreatment with academic achievement of students. Objective of their study was to find out the effect of child abuse among school learners. In this qualitative study, phenomenological research design was used. Data was collected from 15 abuse learners and their class teachers from 4 schools. Semi-structured interview was conducted to collect data. Findings of this study revealed that abused learners were underachieved and because of abuse, this had adverse effect on their academic performance. This study concluded that child abuse effects the academic performance of school learners.

Kendall-Tackett and Eckenrode, (1996) examined the effects of neglect on academic performance and punitive problems. Their research aimed to examine the child neglect in association with abuse on academic performance and school punitive problems among students. Sample was comprised of 324 neglected children and matched with 420 non-maltreated children and adolescents. Findings of this study revealed that maltreated children as compared to non-

maltreated have lower grades, more suspicious and punitive transfers. Neglect along with other abusive components such as sexual abuse and physical abuse was associated with lower grades and suspensions. It was concluded that child neglect is frequently ignored because it is not considered as serious maltreatment and more common place.

Ngisa, Muriungi, and Mwenda, (2017) tested impact of child maltreatment on academic achievement of students in schools. The study hypothesized no significant relationship between the level of awareness of students and their academic performance. The objective of the study was to explore the influence of child abuse on the academic performance of students in public primary schools in Kieni West Sub-county. Descriptive survey research design was used, and it comprised of 26 head teachers, 280 teachers and 228 students through proportionate random sampling. Data was collected through questionnaires and interview schedules. Relationship between variables was tested using the Chi-square test. The findings of the study showed that students had low level of awareness of child abuse. Child abuse was found to affect negatively with school attendance, student's behavior and learning disorders so, study hypothesis was rejected. The study concluded that there was a significant influence of level of awareness about child abuse on student's academic performance.

Another study by Wright, Crawford and Del Castillo, (2009) assessed that childhood emotional mistreatment and later psychological distress in students. The basic purpose of this study was investigating the degree of emotional neglect and abuse behavior by parents take to young adults towards symptoms of anxiety, depression and dissociation. Questionnaires were completed by 301 college men and women (52% female). This study used Children of Alcoholics Screening Test-6 (CAST-6, Hodgins, Maticka-Tyndale, El-Guebaly, & West, 1993), the Lifetime Experiences Questionnaire (Gibb et al., 2001), the Trauma Symptom Checklist (Elliott & Briere,

1992), and the Young's Schema Questionnaire (Young et al., 2003) for assessment and data collection as well as survey was also conducted. Results of the study revealed that both emotional abuse and emotional neglect were linked with later symptoms of anxiety and depression and were arbitrated by schemas of susceptibility to harm, shame, and self-sacrifice. Study concluded that involvements of emotional abuse or emotional neglect such as constant disapproval, disapproval, rejection, put downs and being ignored were contributes towards greater negative effects on children with respect to their self and beliefs.

### **Indigenous Research in Pakistan**

A study conducted by Rizvi and Najam, (2014) hypothesized positive association between parental maltreatment and mental health problems of adolescents. Abuse to be predictor of mental health problems. This study contained 300 participants from ages 13-17 from different schools. Study used psychological maltreatment experience scale (PMES) and Youth Self-Report (YSR) for assessment. Results shows those adolescents being abused their parents shows significant association with mental health problems. This research concluded that parental abuse is associated with depression, anxiety, somatic complaints and other mental health problems.

Another research by Malik, Gul, and Humphreys (2011) tested social and emotional problems in abused and those not being abuse non-abused in Pakistan Unit. This study focused on the other aspects of abuse, its severity and types to clarify the influence of abuse on emotional and behavioral problems in abused children suggested by (Manly, Cicchetti, & Barnett, 1994). This study assumed that abused children would show greater behavioral and emotional problems as compared to non-abused children. Study sample was 50 abused and 50 un-abused children with 50% girls and 50% boys of age range 8-12 years from different cities of Pakistan. Child Abuse Scale (CAS) (Malik & Shah, 2007) and Class teachers rated children's behavior on



Comprehensive Behavior Rating Scale (Neeper, Lahey. & Frick, 1990) were used for assessment.

Ali, and Khuwaja, (2014) conducted a study on child abuse with its associated factors in Pakistan. Research was aimed to investigate the problem of child abuse such as physical and emotional with its related in Pakistani context. It was cross sectional research, and children from 6 to 12 years were participated. Data was analyzed from total 412 mothers; final analysis was conducted on 379 mothers. Findings revealed that children were abused emotionally and physically by their mothers. Results of current study reveal that female child was four times more prone to abuse as compared to male child.

Ashraf, Niazi, Masood and Malik (2019), identified the gender differences, prevalence and cross-association of abuse and post-traumatic stress disorder symptoms in school-going adolescents. It was cross-sectional research design from four government schools of Lahore, Pakistan, comprised of adolescents (11-18), from grade 6-10. Findings of this study revealed that high parental abuse is associated with more anxiety and depressive symptoms in adolescents.

### **Summary**

The above literature documented that how parenting practices contributes towards development of abuse on adolescence in terms of their academic performance and mental health problems. In the light of all above researches could be concluded that maternal abuse is associated with mental health problems and poor mental health in adolescents having single mothers. Whereas those who raised by both parents performs well academically and have good mental health. The current study also reveals that single parenting practices are associated with poor academic performance and low academic achievement. Prevalence of abuse along its

components are also associated with more mental health problems and poor academic achievement.

### **Study Rational and Significance**

On the basis of indigenous research, it seems very clear that past studies in Pakistani context as well as international perspective (Rizvi, & Najam, 2014; Ashraf), have widely examine the influence of child abuse on mental health of adolescents but these studies ignore the particular aspect of single and the both parent's, so the current study is not only an addition to the previous findings. Further the present research is not only a unique addition and contribution to the previous results but also explained how these different forms of abuse prevail differently when the abuse is coming from single mother or both parents. In addition, the following points also highlight the importance of the study.

- Past studies (e.g., Repetti, Taylor & Seeman, 2002) have been conducted on child abuse and its effects on overall development of child but the current study examined adolescent's population which have not been assessed sufficiently in the previous studies in terms of academic performance (Azi & Saluhu 2016; Rizvi, & Najam, (2014) and mental health problems.
- The earlier reported studies mainly addressed the identified cases of parental abuse, rather than examining unidentified form of abuse from parents in mainstream schools of Pakistan. Therefore, this study is a significant contribution in local as well as international literature.
- The current study not only explored the different forms of abuse such as (physical and emotional abuse, physical and emotional neglect and sexual abuse) but how these different forms prevail differently across samples of single and both parents.

- Previously studies (Rizvi & Najam, 2014; Norman, Byambaa, Butchart, Scott & Vos, 2012) measured abuse in terms of verbal abuse, sexual abuse and physical abuse but the emotional abuse and emotional neglect have been not explored previously. The present research examined emotional component of child development particularly in the content of abuse.
- Some studies (e.g., Hamarman, Pope, & Czaja , 2002) have been carried out on emotional problems of adolescents but how they are emotionally abused particular by their mothers in the absence of father figure has not been tested yet.
- In addition, some studies (e.g., Reddy, Vranda, Ahmed,Nirmala & Siddaramu, 2010) documented findings on abuse from the working mothers, but ignored the fact that how abuse is exercised from single non- working mothers.

### **Objectives of Study**

This study began with the objective to investigate the maternal abuse and its consequences on the mental health problems and academic performance of adolescents. Present study aimed to occupy the following objectives;

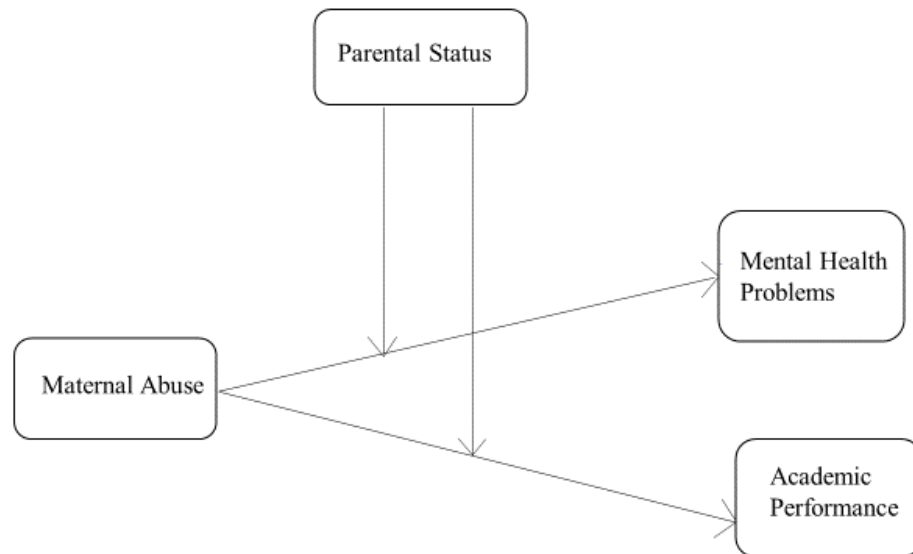
1. To examine maternal abuse, mental health problems and academic performance in adolescents with single mothers and both parents.
2. To explore the moderating role of maternal abuse in relation between mental health problems and academic performance.

## Hypotheses of the Study

This study has two hypotheses which are based on the literature review and past studies.

Hypotheses of the study are documented below.

1. There is likely to be significant association of maternal abuse with mental health problems and academic performance.
2. Parental status is likely to moderate the link of abuse with mental health problems and academic performance.



**Figure 1:** *Hypothesized Moderation Model*

Figure 1 showed hypothesized model of moderating effect of parental status in association with maternal abuse, mental health problems and academic performance.

## **Chapter 3**

### **Method**

#### **Research Design**

In the present study, correlational research design is used as the purpose of study is to examine maternal abuse, mental health problems and academic performance across adolescents with single and both parents.

#### **Participant and Sampling Strategy**

Study participants were adolescents from different schools of Lahore, City of Pakistan. These participants were equally distributed across male and female ages between 11 to 18 ( $M=14.46$ ,  $SD= 1.71$ ) selected through purposive sampling technique. To control the effect of confounding variables, matching between samples was tried out and selected equal number of participants from single mothers and both parents. Further two groups of participants were taken i.e., one with both parents and second with single mothers in equal age range (11 to 18 years) from same schools. Other inclusion and exclusion criteria were also drawn.

#### **Inclusion Exclusion Criteria**

In the current study, only those participants were recruited who are living with mother or both parents. To control the effect of paternal abuse, only maternal abuse was measured. Two groups of participants were selected, first group contained intact families which means single mothers who is dependent and living with families or with father or brother and the second group were those who were living both parents (biological mothers and father). Independent families were excluded so that it controlled the living effect. The participants living with divorced or widowed mother were included and those living with re-married mothers or step father were

excluded. Further those participants who has not any neuropsychological, mental deficit and had been preferred for any counseling or behavioral service were also excluded.

### **Tools of Assessment**

The assessment is based on the usage of three scales to estimate all variables i.e.; demographic sheets, Child Abuse Scale and Depression Anxiety Stress Symptom Scale.

#### **1. Demographics Questionnaire**

Study demographics were age, education, previous class percentage, birth order, gender, previous class percentage, no. of siblings, parental (income, age, education, status) and family system.

#### **2. Child Abuse Scale-Revised (CAS) Adolescents Version**

CAS is a 43-item scale developed by Malik and Ghaffar, (2014). It is comprised of four sub-scale designed to measure different forms of abuse e.g., physical and emotional abuse ( $n=22$ ) with minimum 0 and maximum 66, physical and emotional neglect ( $n=14$ ) having minimum 0 and maximum 22, and sexual abuse ( $n=7$ ) minimum 0 and maximum 21 scores experienced by child. Out of total, 34 items for final CAS, 20 statements are negative and 14 positive that needed reverse scoring. The responses of the subjects were recorded on a 4-point rating scale with response categories (0= *never*, 1= *sometimes*, 2= *most of the time*, 3= *always*). CAS score is determined as the sum of scores on each item that ranged from 43 to 129. The cut off points determined based on percentile analysis for the CAS were below to 54 as mild, 55 to 65 as moderate and 66 and above as indicative of severe child abuse. In the current study, composite scores were used previously highly significant reliability coefficient for CAS ( $\alpha = .92$ ) and for its four subscales ranging from .51 to .90 have been documented (Malik & Shah, 2007). Cronbach's alpha computed for the current sample of the study for CAS was highly significant .89. In

addition, .81, .78 and .64 has been reported for physical & emotional abuse, physical & emotional neglect and sexual abuse respectively.

### **3. Depression Anxiety and Stress Scale (DASS -21)**

DASS is a 21 items self-report scale developed by Lovibond, S and Lovibond, P (1995). DASS is comprised of three sub-scales designed to measure the negative emotional states of depression, anxiety and stress. The scores on DASS ranges between 0 and 63. Each subscale contains 7 items with four response options (0= *did not apply to me at all* ,1= *applied to me to some degree*, 2 =*applied to me to a considerable degree*, 3 = *applied to me very much*). Items of anxiety scale are 2,4,7,9,15,19, 20 and sample item included “*I experienced trembling (e.g. in the hands)*” (item= 7). While depression scale contains items 3,5,10,13,16,17, 21 and sample item included “*I couldn't seem to experience any positive feeling at all*” (item 3) and stress comprised of 1,6,8,11,12,14, 18 with sample item “*I tended to over-react to situations*” (item 6). In the current study Urdu version of DASS-21 translated and validated by Aslam and Tariq (2010) was used. For the translated version, alpha coefficients of .72, .74, and .76 has been reported for subscales of depression, anxiety and stress respectively. In the present research, alpha is calculated as .73, .78, and .72 for depression, anxiety and stress respectively.

### **4. Academic Performance**

In the current study, academic performance was measured through previous exam percentage which ranges from 33% to 99% ( $M=75.98$ ,  $SD= 11.51$ ).

### **Procedure**

In the current study, first permission was taken from departmental authority and they were informed about study objectives. Permission letter was given to the headmasters/ headmistress which were signed by department. They were also assured that the provided

information would be kept confidential and only used for study purpose. Participants were briefed about the purpose of the study, and they were instructed to read the instructions carefully and response accordingly. Students were instructed briefly about the study regarding its procedure and their participation in this research. Their information would be used for the research purpose with all due respect. However, the sample was conveniently approached from different schools in their classrooms. Participants were adolescents from different schools of Lahore, city of Pakistan. Adolescent of single mothers were identified by help of school teachers. Equal number of adolescents representing both groups (single mothers and both parents) were selected from the same class. Test were administered one by one across students of different grades. It took only 20-25 minutes and contained simple and easy wording of items. After that data were collected and processed for further statistical analysis.

### **Ethical Considerations**

Study participants were briefed about the objective of the study and provide all possible ethical consideration. Participant and administration were informed about the purpose of the study and they were informed that their provided information will be kept confidential and will be used only for the research purpose.

### **Statistical Analysis**

In current study descriptive statistical analysis including frequencies, percentages, standard deviation, cronbach's alpha reliability, are reported for study variables. Study's inferential statistical analysis include Pearson Product Moment Correlation analysis and Regression analysis



## Chapter 4

### Results

#### Preliminary Analysis

In the first step, data was screen out and response rate was estimated which was 100% for current study because participants were approached directly by the researcher. Participants were administered all questionnaire in a face to face meeting, and complete information was provided to them. In the next step, the missing value analysis was carried out, values were identified then replaced with the mean score of series. This missing value analysis is applied when the missing values is/or less 5%. In the present research, missing value ratio was approximately 5%.

#### Descriptive Analysis

The table 1 shows the descriptive characteristics of study variables. In the current study the participants are adolescents ages between (11-18) having mean of 14.46 and standard deviation of 1.71, living with single mothers ( $n=151$ ) and both parents ( $n=149$ ). The total sample of study is 300 adolescents (male= 175, female=125) and they are well proportionate as the male comprise of 59% and female with 42%. Further, age ranges were categorized into different ranges, early adolescents (11-13years) consisting of 26% ( $n=78$ ), middle adolescents (14-16 years) consisting of 64% ( $n=192$ ) and late adolescents (17-19 years) consisting of 10% ( $n=30$ ) of total participants. Further, education of adolescent's ranges from 6<sup>th</sup> to 12<sup>th</sup> grades and categorized into various ranges according to their grades, middle (6-8 grade) consisting of 30% ( $n=88$ ), matric (9-10 grade) of 67% ( $n=99$ ) and intermediate (11-12 grade) consisting of 4% ( $n=13$ ) of the participant sample. In the current study academic performance is measured through previous exam percentage with minimum of 33% and maximum of 99%, with mean of 76% and ( $SD=11.5$ ). Other details of study participants are reported in table 1.

**Table 1***Descriptive Characteristics of Study Participants*

<i>Variables</i>	<i>M</i>	<i>SD</i>	<i>Min-Max</i>	<i>f</i>	<i>%</i>
<b>Age (Years)</b>	14.46	1.71	11-18		
Early adolescents (11-13)				78	26%
Middle adolescents (14-16)				192	64%
Late adolescents (17-19)				30	10%
<b>Education (Grades)</b>	8.74	1.43	6-12		
Middle (6-8)				88	30%
Matriculation (9-10)				199	67%
Intermediate (11-12)				13	4%
<b>No. of Siblings</b>	4.65	1.67			
1-4				147	50%
5-8				143	57%
9-12				10	3%
<b>Previous Class %</b>	75.98	11.51	10%-99%		
50/<50				8	3%
51-75				144	48%
76-100				148	50%
<b>Birth Order</b>	2.62	1.54			
1-5				286	96%
6-10				14	5%
<b>Gender</b>					

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Male	175	59%
Female	125	42%
<b>Failure in Class</b>		
Yes	293	98%
No	7	2%
<b>Staying with (Mother/both parents)</b>		
Mother	151	50%
Both Parents	149	50%

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**Table 2***Descriptive characteristics of other variables*

<i>Variables</i>	<i>M</i>	<i>SD</i>	<i>Min-Max</i>	<i>f</i>	<i>%</i>
<b>Father's Income (PKR)</b>	40452.72	41784.63	0-300000		
50,000/<50,000				135	45%
51000-1000,00				25	8.3%
10,0000-151000				-	-
151000-200000				3	1%
200000-25000				-	-
251000-30000				2	.7%
Not reported				135	45%
<b>Mother's Income(PKR)</b>	17517.16	17381.71	0-200000		
50,000/<50,000				156	52%
51000-100000				2	.7%
100000-151000				-	-
151000-200000				1	.3%
Not reported				141	47%
<b>Father's Education</b>	10.57	3.30	0-16		
No education				0	0%
Primary				11	7.4%
Middle				6	4%
Matriculation				56	37.6%
Intermediate				15	10%

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Graduation				31	20.9%
Masters				17	11.4%
Not reported				13	8.7%
<b>Mother's Education</b>	9.44	3.51	0-16		
No education				0	0%
Primary				12	8.1%
Middle				23	15.4%
Matriculation				43	28.8%
Intermediate				28	18.8%
Graduation				12	8.1%
Masters				7	4.7%
Not reported				24	16.1%
<b>Father's Age</b>	42.76	7.23	25-70		
25-40				97	32%
41-55				93	31%
56-70				11	4%
Not reported				99	33%
<b>Mother's Age</b>	38.18	5.21	25-60		
25-35				102	34%
36-45				173	57.7%
46-60				15	5%
Not reported				10	3.3%
<b>Father's Status</b>					

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Biological	297	99%
Step	3	1%
<b>Family System</b>		
Separate	111	37%
Joint	189	63%
<b>Mother's Status</b>		
Biological	299	99.7%
Step	1	.3%

Table 2 shows the characteristics of participant parents in terms of parental education, age, income and their status along with family system. Their frequencies and percentage are described of categorical variables along with mean and standard deviation of continuous variables.

**Table 3***Cronbach's Alpha Reliability of Study Variables*

<i>Variables</i>	<i>k</i>	<i>M</i>	<i>SD</i>	<i>α</i>	<i>Min-Max</i>	
					Actual	Observed
<b>Abuse</b>	43	24.0	13.8	.89	0-129	3-71
1.Sexual Abuse	7	.76	1.7	.64	0-21	0-9
2.Physical & Emotional Neglect	14	14.6	6.2	.78	0-22	2-35
3.Physical & Emotional Abuse	22	8.6	8.7	.81	0-66	0-43
<b>Mental Health Problems</b>	21	26.4	19.3	.89	0-63	0-94
1.Depression Symptoms	7	9.4	7.5	.73	0-21	0-32
2.Anxiety Symptoms	7	7.1	7.0	.78	0-21	0-32
3.Stress Symptoms	7	9.9	7.3	.72	0-21	0-34

Table 3 shows Cronbach's alpha reliability, standard deviation, internal consistency and mean score of the study variables. Alpha coefficients for three scales and subscales were also assessed to measure internal consistency of all these scales. Alpha values ranged from .64 to .89 which appears to be acceptable in the criteria of  $\alpha \geq 0.9$ =excellent,  $0.9 < \alpha \geq 0.8$ =good,  $0.8 > \alpha \geq 0.7$ = acceptable,  $0.7 > \alpha \geq 0.6$ =questionable,  $0.6 > \alpha \geq 0.5$ = poor, and  $0.5 < \alpha$ = unacceptable (George & Mallery, 2003). Though one of the alpha coefficients was below of the required level of 0.7 (e.g., mother sexual abuse = .64) but the overall alpha coefficient was satisfactory for the current study.

**Table 4***Relationship between Mental Health Problems and Child Abuse with Academic Performance*

Variables	1	2	3	4	5	6	7	8	9
1.Academic Performance	-	-.24***	-.21***	-.28***	-.28***	-.18**	-.24***	-.10	-.24***
2.Depression Symptoms		-	.65***	.68***	.89***	.34***	.54***	.18**	.51***
3.Anxiety Symptoms			-	.64***	.86***	.26***	.57***	.28***	.51***
4.Stress Symptoms				-	.88***	.30***	.51***	.18**	.48***
5. Mental Health Problems					-	.34***	.61***	.24***	.57***
6.Physical & Emotional Neglect						-	.49***	.24***	.79***
7. Physical Emotional Abuse							-	.42***	.91***
8. Sexual Abuse								-	.50***
9. Abuse									-

Note: \*\*= $p < .01$ , \*\*\*= $p < .001$



Results from the table 4 showed that academic performance has low but significant negative correlation with depression ( $r=-.24, p=.001$ ), anxiety ( $r=-.21, p=.001$ ), and stress ( $r=-.18, p=.001$ ) symptoms, as well as overall mental health problems ( $r=-.28, p=.001$ ), physical and emotional neglect ( $r=.18, p=.01$ ), physical and emotional abuse ( $r=-.24, p=.001$ ) and overall abuse as well ( $r=-.24, p=.001$ ). Results also showed that there is negative but low correlation of academic performance with sexual abuse. It has been also observed that depression has also positive significant correlation with physical and emotional abuse ( $r=.54, p=.001$ ), and with overall abuse ( $r=.51, p=.001$ ). Table 4 also indicated significant positive correlation between depression and physical and emotional neglect ( $r=.34, p=.001$ ) and positive but low correlation of depression with sexual abuse ( $r=.18, p=.01$ ). Findings also illustrated that anxiety has significant positive correlation with physical emotional abuse ( $r=.57, p=.001$ ), and with overall abuse ( $r=.51, p=.001$ ). Results also showed that there is low but significant correlation of stress with physical emotional neglect ( $r=.26, p=.001$ ) and sexual abuse ( $r=.28, p=.001$ ).

Findings also demonstrated strong positive significant correlation between mental health problems and physical and emotional neglect ( $r=.61, p=.001$ ) as well as overall abuse ( $r=.57, p=.001$ ). Correlation analysis revealed link of mental health problems and physical and emotional neglect ( $r=.34, p=.001$ ), and positive but weak relationship with sexual abuse ( $r=.24, p=.01$ ).

**Table 5**

*Inter-Correlation between Mental Health Problems and Child Abuse & Academic Performance of Adolescents Having Single Mother (n=150) and Both Parents (n=150).*

Variables	1	2	3	4	5	6	7	8	9	M	SD
1.Academic Performance	-	-.27**	-.22**	-.25**	-.27**	.13	-.21**	-.11*	-.13	73.13	10.35
2.Depression Symptoms	-.10	-	.73**	.70***	.91***	.27**	.65***	.29***	.51***	11.54	7.37
3.Anxiety Symptoms	-.08	.46***	-	.66***	.81***	.21***	.70***	.42***	.66***	9.17	8.01
4.Stress Symptoms	-.11*	.51***	.54***	-	.88***	.23**	.56***	.21***	.51***	12.15	7.26
5.Mental Health Problems	-.16	.85***	.77***	.87***	-	.21***	.71**	.38***	.66***	32.85	20.24
6.Physical & Emotional Neglect	-.25**	.26**	.07	.22**	.23**	-	.41***	.23**	.73***	16.83	4.91
7.Physical &Emotional Abuse	-.14	.27**	.13	.33***	.21***	.42***	-	.51***	.95***	11.16	9.81
8.Sexual Abuse	-.03	.11	.13	.01	.13	.21***	.38***	-	.57***	.7219	1.74
9.Abuse	-.22**	.31***	.13	.31***	.31***	.82***	.84***	.52***	-	28.72	13.92
M	78.87	7.24	5.13	7.64	20.00	12.44	6.01	.81	19.25	-	
SD	11.87	7.10	5.21	6.731	15.931	6.63	6.74	1.78	12.06		-

*Note: \*= $p < .05$ , \*\*= $p < .01$ , \*\*\*= $p < .001$ , Intercorrelation for Single Mothers Along with Mean and Standard Deviation are*

*Presented Above the Diagonal and Intercorrelation for Both Parents Along with Mean and Standard Deviation are Presented Below the Diagonal*

Correlation analysis was also calculated for samples of single mother and both parents separately as well. For the sample of single mother, results showed that academic performance was significantly negatively correlated with depression ( $r=-.27, p=.01$ ), anxiety ( $r=-.22, p=.01$ ), stress ( $r=-.25, p=.01$ ), physical and emotional abuse ( $r=-.21, p=.01$ ) and it has low but significant negative correlation with sexual abuse ( $r=-.11, p=.05$ ). On the other hand, academic performance has significant negative correlation with stress ( $r=-.11, p=.05$ ), physical and emotional neglect ( $r=-.25, p=.01$ ) and abuse ( $r=-.22, p=.01$ ). Finding also demonstrated that depressive symptoms have significantly positive correlation with physical and emotional neglect ( $r=.27, p=.01$ ), physical and emotional abuse ( $r=.65, p=.001$ ), sexual abuse ( $r=.29, p=.001$ ) and overall abuse ( $r=.51, p=.001$ ). Whereas depressive symptoms were significantly positively correlated physical and emotional neglect ( $r=.26, p=.01$ ), physical and emotional abuse ( $r=.26, p=.01$ ) and overall abuse ( $r=.31, p=.01$ ) in sample of both parents.

For the same sample, further findings also illustrated that anxiety symptoms are positively significantly correlated with physical and emotional neglect ( $r=.21, p=.001$ ), physical and emotional abuse ( $r=.70, p=.001$ ), sexual abuse ( $r=.42, p=.001$ ) and overall abuse ( $r=.66, p=.001$ ). Stress symptoms were significantly positively associated with physical and emotional abuse ( $r=.56, p=.001$ ), overall abuse ( $r=.51, p=.001$ ) and it has low but significant correlation with physical and emotional neglect ( $r=.23, p=.01$ ) and sexual abuse ( $r=.21, p=.001$ ). Analysis also shows that mental health problems have significant positive correlation with physical and emotional abuse ( $r=.71, p=.01$ ), abuse ( $r=.66, p=.001$ ) and has low but significant correlation with physical and emotional neglect ( $r=.21, p=.001$ ) and with sexual abuse ( $r=.38, p=.001$ ).

For sample of adolescent living with both parents, table 5 also shows that physical and emotional neglect has significant positive correlation with depressive symptoms ( $r=.26, p=.01$ ),

stress symptoms ( $r=.22, p=.01$ ) mental health problems ( $r=.23, p=.01$ ) and low but significant negative correlation with academic performance ( $r=-.25, p=.01$ ). Physical and emotional abuse has significant positive correlation with depressive symptoms ( $r=.27, p=.01$ ), stress symptoms ( $r=.33, p=.001$ ), mental health problems ( $r=.21, p=.001$ ). Abuse is seen to have positive significant correlation with depressive symptoms ( $r=.31, p=.001$ ), stress symptoms ( $r=.31, p=.001$ ), mental health problems ( $r=.31, p=.001$ ).

Table 5 also demonstrated that academic performance has significant negative correlation with depressive symptoms ( $r=-.27, p=.01$ ), anxiety symptoms ( $r=-.22, p=.01$ ), stress symptoms ( $r=-.25, p=.01$ ), mental health problems ( $r=-.27, p=.01$ ), physical and emotional abuse ( $r=-.21, p=.01$ ) and sexual abuse ( $r=-.11, p=.05$ ) in single mothers but it has insignificant correlation with depressive symptoms ( $r=-.10$ ), anxiety symptoms ( $r=-.08$ ), mental health problems ( $r=-.15$ ), physical and emotional abuse ( $r=-.14$ ) and sexual abuse ( $r=-.03$ ) for the sample of adolescent living with both parents. Then depressive symptoms have significantly positive correlation with emotional neglect ( $r=.27, p=.01$ ), physical and emotional abuse ( $r=.65, p=.001$ ), sexual abuse ( $r=.29, p=.001$ ) and with overall abuse ( $r=.51, p=.001$ ) among sample of adolescents with single mothers but it has insignificant correlation with sexual abuse ( $r=.11$ ) in the contrary sample.

Findings also demonstrated that, anxiety symptoms have positive significant correlation with physical and emotional neglect ( $r=.21, p=.001$ ), physical and emotional abuse ( $r=.70, p=.001$ ), sexual abuse ( $r=.42, p=.001$ ) and abuse ( $r=.66, p=.001$ ) in adolescents with single mothers and has insignificant correlation with physical and emotional neglect ( $r=.07$ ), physical and emotional abuse ( $r=.13$ ), sexual abuse ( $r=.13$ ) and overall abuse ( $r=.13$ ) in sample of both parents. Stress symptoms have significant positive correlation with mental health problems ( $r=.88, p=.001$ ), physical and emotional abuse ( $r=.56, p=.001$ ), abuse ( $r=.51, p=.001$ ) and it has

low but significant correlation with physical and emotional neglect ( $r=.23, p=.001$ ) and sexual abuse ( $r=.21, p=.001$ ) in single mothers, whereas in both parents it has insignificant correlation with sexual abuse ( $r=.09$ ).

Analysis also indicated that for the sample of single mothers, mental health problems have significant positive correlation with physical and emotional abuse ( $r=.71, p=.01$ ), abuse ( $r=.66, p=.001$ ) and has low but significant correlation with physical and emotional neglect ( $r=.21, p=.001$ ) and sexual abuse ( $r=.38, p=.001$ ) whereas in both parents it has insignificant correlation with academic performance ( $r=-.15$ ) and sexual abuse ( $r=.13$ ). Then table 5 shows that physical and emotional neglect has insignificant correlation with anxiety symptoms ( $r=.07$ ) in sample of both parents. Physical and emotional abuse has significant positive correlation with academic performance ( $r=-.14$ ) and anxiety symptoms ( $r=.13$ ) in both parent sample. Sexual abuse has also significant positive correlation with abuse ( $r=.57, p=.001$ ) among adolescent's living with single mothers whereas sexual abuse has insignificant correlation with academic performance ( $r=-.21$ ), depressive symptoms ( $r=.11$ ), anxiety symptoms ( $r=.13$ ), stress symptoms ( $r=.09$ ), and mental health problems ( $r=.13$ ) in both parents.

Table analysis illustrated that academic performance has significant negative correlation with physical and emotional neglect ( $r=-.25, p=.01$ ) in sample of adolescents with both parents whereas it has insignificant correlation ( $r=.13$ ) in sample of single mothers. Similarly, academic performance has significant negative correlation with overall abuse ( $r=-.22, p=.01$ ) in sample of both parents but has insignificant correlation in single mother ( $r=-.13$ ).

**Table 6**

*Moderating Role of Parental Status (Single vs Both Parents) in Relation Between Abuse and Academic Performance*

	Abuse				Physical and Emotional Abuse				Physical and Emotional Neglect			
	<i>M1</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>	<i>M1</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>	<i>M1</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>
Failure in Class	.28***	-.28***	-.28***	-.27***	-.28***	-.28***	-.27***	-.27***	-.28***	-.29***	-.28***	-.28***
Father's Status	-.01	-.10	-.01	-.01	-.01	-.01	-.09	-.09	-.01	-.11	-.10	-.09
Father's Income	.06	.04	.04	.04	.06	.06	.06	.05	.06	.03	.03	.03
Father's Education	.19*	.16	.17	.18	.19*	.18	.19*	.19*	.19*	.15	.15	.18
Father's Age	.15	.13	.12	.12	.15	.14	.11	.12	.15	.13	.11	.13
Mother's Education	.20*	.19*	.18	.19*	.20*	.11*	.19*	.19*	.20*	.11*	.18*	.18*
P		-.08	-.03	.58		-.03	.05	.39		-.121	-.10	.68
M			.09	.21			.14	.21			.08	.38
P×M				-.52				-.30				-.74
Model fit	<i>F</i> =8.33	<i>F</i> =7.26	<i>F</i> =6.46	<i>F</i> =5.91	<i>F</i> =8.33	<i>F</i> =7.11	<i>F</i> =6.48	<i>F</i> =5.79	<i>F</i> =8.33	<i>F</i> =7.51	<i>F</i> =6.69	<i>F</i> =6.12
	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001
<i>R</i> <sup>2</sup>	.28	.28	.29	.30	.28	.28	.29	.29	.28	.29	.29	.30
$\Delta R^2$	.24	.24	.24	.25	.24	.24	.24	.24	.24	.25	.25	.25
Incremental R		.0	.0	.01		.0	.0	.0		.01	.0	.0

Note: \*=*p*<.05, \*\*=*p*<.01, \*\*\*=*p*<.001, *P*= Predictor and *M*= Moderator (Staying with Mother or Both Parents)

**Table 7***Moderating Role of Parental Status (Single vs Both Parents) in Relation Between Abuse and Mental Health Problems*

	Abuse				Physical and emotional Abuse				Physical and emotional neglect			
	<i>M1</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>	<i>M1</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>	<i>M1</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>
Failure in Class	.18*	.14*	.11	.09	.18*	.07	.06	.06	.18*	.11**	.13*	.13
Birth Order	.16*	.05	-.02	-.01	.16*	.07	.02	.005	.16*	.09	-.05	-.005
Father's Status	.08	.07	.41	.05	.08	.07	.05	.05	.08	.01	.05	.08
Father's Income	-.19**	-.03	-.03	-.04	-.19**	-.06	-.06	-.06	-.19**	-.11	-.07	-.05
Father's Education	-.03	.15	.11	.13	-.03	.10	.08	.08	-.03	.08	.06	.12
Mother's Education	-.19	-.10	-.08	-.06	-.19	-.06	-.05	-.05	-.19	-.18	-.11	-.11
Father's Age	-.21***	-.12	-.03	-.004	-.21	-.01	-.01	-.01	-.21***	-.32*	-.04	.006
P		.51***	.45***	1.6***		.64***	.51***	1.2**		.31***	.23**	2.2***
M			-.32***	.07			-.23**	-.01			-.49***	.21***
P×M				-.98**				-.12				-1.8
Model fit	<i>F</i> =5.78	<i>F</i> =14.48	<i>F</i> =15.93	<i>F</i> =16.11	<i>F</i> =5.78	<i>F</i> =17.43	<i>F</i> =16.95	<i>F</i> =15.78	<i>F</i> =5.78	<i>F</i> =7.31	<i>F</i> =12.41	<i>F</i> =13.47
	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001	<i>p</i> <.001
<i>R</i> <sup>2</sup>	.24	.47	.53	.53	.24	.52	.54	.56	.24	.31	.47	.48
$\Delta R^2$	.11	.44	.41	.53	.11	.41	.51	.52	.11	.27	.43	.48
Incremental R		.33	.3	.12		.30	.10	.1		.16	.32	.5

Note: \*=*p*<.05, \*\*=*p*<.001, P= Predictor and M= Moderator (Staying with Mother or Both Parents)

In the first step, demographics were controlled and those who showed significant correlation of academic performance with demographics were taken. Those significant demographics were (e.g., failure in class, father's income, education and age, and mother's education).

Regression model in table 1, demographic characteristics (failure in class, father's status, income, age, education and mother's education) were entered and it explained 28% variance. In the first model, some of the demographics (e.g., failure in class, father's education and mother's education) were significant predictor of academic performance ( $\beta=.28, p<.05, \beta=.19, p<.05$  and  $\beta=.20, p<.05$  respectively). When entered abuse scores in the model 2, the variance remained same. In the third model, moderator (staying with mother or both parents) were entered, the variance increased from 28% to 29% (incremental R1). In the last step, interaction term (abuse  $\times$  staying with mother or both parents) were entered, and the variance increased from 29% to 30% (incremental R1). All four models were significant at  $\alpha=.001$ .

Model 1 contained failure in class, father's education and mother's education as significant predictor of academic performance ( $\beta=-.28, p<.001, \beta=.19, p<.005$  and  $\beta=.20, p<.005$ ). Physical and emotional abuse ( $t=-.03$ ) when entered in model 2, it exhibited 28% variance but when moderator entered in third step, variance increased from 28% to 29% (incremental R1). Model 4 contained interaction term (physical and emotional abuse  $\times$  staying with mother or both parents) which explained 29% variance.

Physical and emotional neglect of Model 1 exhibited 28% variance, but variance increased from 28% to 29% in model 3 when moderator entered in it. In the last step,



interaction between (physical and emotional neglect  $\times$  staying with) were entered and showed increased in variance from 29% to 30% (incremental R1).

In the first step, demographics were controlled and those who showed significant correlation of mental health problems with demographics were taken. Those significant demographics were (e.g., failure in class, father's income, education, status and age, birth order and mother's education).

Similarly, table 7 showed regression analysis of abuse and mental health problems. In the first model, when demographic characteristics (failure in class, birth order, father's status, income, age, education and mother's) were entered it demonstrated 24% variance. In this model, failure in class, birth order, and father's income and age were significant predictor of mental health problems ( $\beta=.18, p<.05, \beta=.16, p<.05, \beta=.19, p<.01$  and  $\beta=.21, p<.001$ ) respectively. In second model, when abuse (stronger predictor of mental health problems,  $\beta=.51, p<.001$ ) when entered it increased variance from 24% to 47%. Model 3 indicated increased in variance 47% to 53% when predictor entered. At last model 4 exhibited interaction variables (abuse $\times$  staying with mother or both parents) and the variance remained same in it.

Second predictor physical and emotional abuse showed 24% variance. When predictor was entered, variance increased from 24% to 52%. Model 3 showed increased in variance from 52% to 54% when moderator entered. Last model illustrated interaction of variables (abuse $\times$  staying with mother or both parents) which showed increased in variance from 54% to 56% (incremental R2).

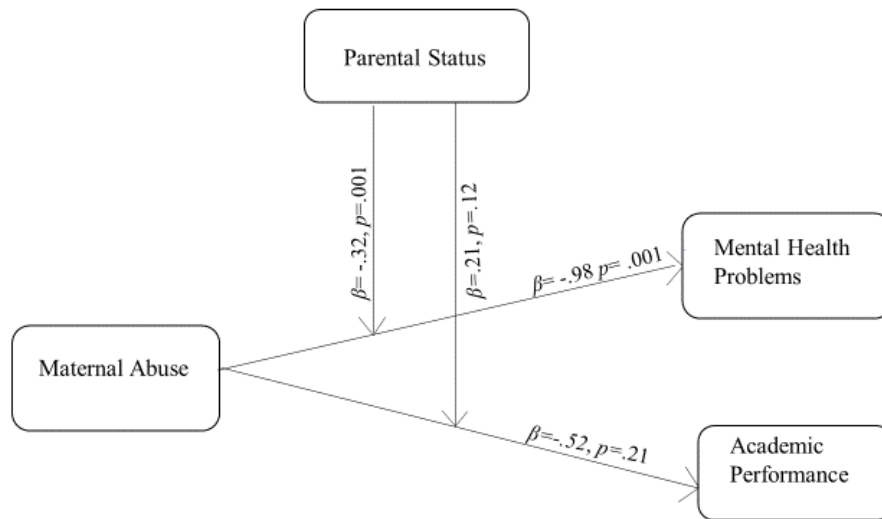
Model 1 of physical and emotional abuse showed 24% variance and it increased from 24% to 31% in the second model, when predictor was entered. Similarly, model 3

explained 47% variance when moderator was entered. At last, model 4 showed the interaction between (predictor and moderator) and increased variance from 47% to 48 (incremental R1).

**Table 8**

*Mean Differences of low, medium and High Parental Abuse in Relation to Mental Health Problems*

<b>Measures</b>	<b><i>Low</i></b>	<b><i>Medium</i></b>	<b><i>High</i></b>
Parental Status			
2 (Single mothers)	8.74	29.24	49.73
3 (Both parents)	11.71	40.25	68.78

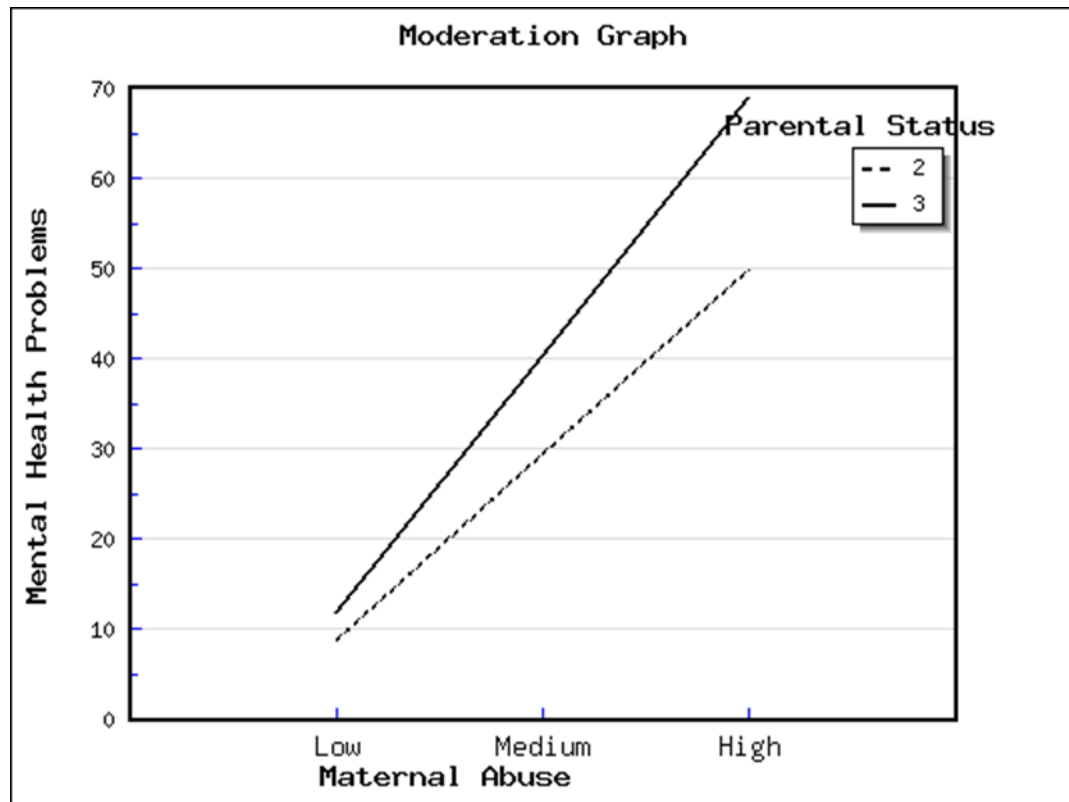


**Figure 2:** *Emergent Moderation Model*

This figure demonstrated the moderating role of parental status as the significant predictor of mental health problems and insignificant with academic performance

**Graph**

Figure 3



*Note: 2= Single Mothers, and 3= Both Parents, Mean Differences of low, medium and High Parental Abuse in Relation to Mental Health Problems*

## Chapter 5

### Discussion

The objective of the current study was to examine the maternal abuse and its consequences on the mental health problems and academic performance of the adolescents. Also, to explore the moderating role of maternal abuse in relation between mental health problems and academic performance. The study findings identify the moderating role of parental status (single mothers or both parents) on relationship of maternal abuse with mental health problems and academic performance. This section of the study discusses the findings in the light of previous researches, theoretical guidelines and the local context. Results of the previous study explored that emotional abuse and emotional neglect were associated with advanced symptoms of anxiety and depression (Wright, Crawford, & Del Castillo, 2009).

First hypothesis of the study was to explore the association of maternal abuse, academic performance and mental health problems. Findings of the current study showed the association of overall abuse with mental health problems and academic performance. These findings showed significant positive association of overall abuse with academic performance. Many studies have been conducted on consequences of child maltreatment and its impact on academic performance of children. One study by Dlamini, and Makondo, (2017) investigated the association between abuse and its effect on academic performance of children. The findings of the study explored that most of the children who experienced abuse underperform and they had suspicious attitude towards others as well.

Another research Baumrind's (1991) in support of this study also examined parenting styles, in terms of strict, accommodating and convincing conducted to examine

the academic performance of adolescents. It was observed that both strict and accommodating parenting practices were negatively with academic performance of children, whereas commanding parenting practice influences positive associated with academic performance. Commanding families have higher association with grades rather than the other two parenting practices.

Present study could be justified in the light of local context within the Pakistani context Rafiq, Fatima, Sohail, Saleem, and Khan, (2013). They observed that how parental involvement played role in academic performance of children. Findings of this study investigated that there is a significant relationship between parental involvement and academic performance of children and parental involvement enhance academic achievement of children. This showed parental involvement in terms of caring, helping in decision making and studies influence their academic performance. When children experienced parental abuse then it also affects their academic performance negatively as results demonstrated in the present study. Findings of the present study also examined that there is no association of sexual abuse with academic performance. This could be justified in the light of Chaudhry, (2010) study who demonstrated that reporting child abuse is a challenging phenomenon and offensive topic, that's why it is unrecognized and unreported matter. Talking about this matter is considered as humiliating due to social stigmas. So, this may be the one of the reason that child abuse especially sexual abuse is not considered in terms of abuse and children felt hesitation in reporting this kind of act.

Findings of the present study also assessed strong association of parental abuse with mental health problems in children. These findings could be justified in the light of many studies, literature and the local context. One of the past findings conducted by

Dukewich, Borkowski and Whitman, (1999) also revealed the relationship between parental emotional and physical abuse and adolescent depressive symptoms. Findings revealed that parental abuse is significant danger factor for problems in adaptable affect and depressive symptoms in adolescents.

Dlamini & Makondo, (2017) examined the association of children maltreatment with academic achievement of students. Findings of this study revealed that abused victims were underachieved and because of abuse, this had adverse effect on their academic performance. This study concluded that child abuse effects the academic performance of school learners. It was also observed in the local context Rizvi and Najam, (2014) investigated that those adolescents being abused their parents shows significant association with mental health problems. This research concluded that parental abuse is associated with depression, anxiety, somatic complaints and other mental health problems. Present study also consistent with these findings that parental abuse was associated with more mental health problems.

In extension of the first hypothesis, maternal abuse was also observed in terms of mental health problems and academic performance. Findings of the present study showed that maternal overall abuse was significantly associated with metal health problems but interestingly insignificantly correlated with academic performance of adolescent in case of single mothers. Many previous findings contradict the hypothesis of present study in the light of overall maternal abuse and academic performance. Some of the components of abuse (physical and emotional abuse and sexual abuse) was significantly associated with academic performance but insignificant with overall abuse.

Another study Dukewich, Borkowski, & Whitman, (1999) in support of this finding illustrated that, examined the influence of mother's abuse on the development of children. The major findings of this study revealed that potential abuse was significantly associated with developmental delays in children of adolescent's mothers.

Findings of study conducted by Steinberg, Lamborn, Dornbusch & Darling (1992) contradict with the present findings in which they assessed the effects of maternal abuse and its consequences on academic performance of adolescents. Findings revealed that those children who had authoritative parenting who gave acceptance, gives autonomy and had regulation on activities of children perform better academically. Study concluded that parental participation is involved in promoting adolescent school achievement in authoritative parenting style. So maternal abuse in the present study was associated with poor academic performance in case of both parents but contradicted the previous findings in terms of overall abuse and academic performance in single mothers. One possible reason might be that single mothers treated their children appropriately because they thought their children are deprived of their paternal care and love, so this loss could be compensated into their extra care and involvement. Taking account into collectivist culture, mothers are usually busy in their work and their children are neglected. Due to workload and stress, they ignore their children and when they are tired or stressed, they abuse their child physically and emotionally to relieve their stress.

Other findings of this study supported the first hypothesis in terms of significant negative association of maternal abuse and mental health problems in single mothers but contradicted in case of both parents where it shows insignificant association between maternal abuse and mental health problems. This could also be justified in the light of



past findings, Jahan & Suri, (2016) exploring the child care practices as associated with mental health among female adolescents. The finding of this study has shown that there is a significant relationship between the dimensions of parenting style of mother and other factors such as (stress, anxiety and depression) of mental health.

Second hypothesis of this study was parental status is likely to moderate the link of abuse with mental health problems and academic performance. Findings of the present study assessed that overall abuse was insignificantly associated with academic performance when regression analysis was applied on it and parental status did not moderate the association between parental abuse and academic performance.

Findings of this part of hypothesis supported by Abuga (2018), who assessed single parenting and its effects on academic performance of children. Findings of this study concluded that single parenting did not have any negative effect on academic performance of children. This could be also justified in the light of another study conducted by Amato, Patterson, and Beattie, (2015), examining the influence of single parent household and its association with academic performance of children. Findings of this was consistent with the present study that single parenting had effect on the academic performance of children.

On the other hand, this part of present study also contradicted by previous findings (Barajas, 2011), which concluded that those children raised by single parent families showed more problems like achieved lower grades, lower GPA and drug addiction as compared to those raised by both parent families. So, parental status in this part of study do not moderate the link between parental status and academic performance of children. In our local context, single parenting might have looked after in a better way

than both parenting because they do not want that their children also faced any problem in future and do not suffer as they suffered in their life.

Other part of the second hypothesis revealed that parental status was likely to moderate the link between parental abuse and mental health problems in adolescents. Above findings could be supported by previous studies such as Daryanani, Hamilton, Abramson, and Alloy, (2016) who examined that children from single mother are at greater risk for developing negative behaviors such as depression, anxiety, substance abuse and various externalizing behavior. Taking account into previous findings, single mothers are worried with excessive responsibilities and take care their children due to this contributes towards internalizing and behavioral problems among children (Ceballo & McLoyd, 2003). From this research and the previous researches in this study it can be justifies that due to mental health problems academic performance got affected. So academic performance of children raised by single mothers will be at higher risk as compared to children of cohabiting mothers.

Dlamini and Makondo, (2017) investigated the association between abuse and its effect on academic performance of children. The findings of the study explored that most of the children who experienced abuse underperform and they had suspicious attitude towards others as well.

Parental abuse contributes towards more mental health problems and lower academic performance among adolescents, which supported previous findings also found out that child abused contributes towards the development of many mental health issues such as depression, anxiety, sexual disorders, personality disorders (Heim & Nemeroff 2001), anxiety disorders, addictions (Agid, Kohn & Lerer, 2000) in adult life. The

association of abuse with mental health problems could be justified in the light of Spila's (2008) study which postulates that abuse can give rise to mental health problems because the children who have abusing or traumatizing experiences have more tendency and proneness to develop mental problems.

Another study in support of child abuse with academic performance was conducted by Ekenrode, Larid and Dorris (1993) which investigated a significant association of child sexual abuse and academic performance, and explained by indirect influence of comorbid neglect. They found significant association of physical abuse, IQ and lower scores in test (Kinard, 2001; Perez & Widom, 1994). Then findings also assessed the harmful outcome of both neglect and physical abuse on academic achievement in children and adolescents (Buckle, Lancaster, Powell, & Higgins, (2005).

Ashraf, Niazi, Masood and Malik (2019), investigated gender comparison and prevalence and post-traumatic stress disorder symptoms in adolescents. Further this study also demonstrated that 28% of adolescents who experienced high scores on physical and emotional abuse also scored high on anxiety symptoms. Overall findings of this study revealed that high parental abuse is associated with more anxiety and depressive symptoms in adolescents.

Studies conducted on family structure and children's outcome demonstrated that those children who were being raised by two-parents performed well on academic performance and adjustment than those children having single-parents (Jaffee, Moffitt, Caspi & Taylor, (2003). Adolescents having single mother had lower qualification, fewer social support, and improper emotional well-being (Carlson & Corcoran, 2001; Dunn, Jenkins, Pickering, & Rabash, 2001).

Another indigenous study conducted in Pakistani context by Rizvi and Najam, (2014) investigated the link between parental maltreatment and mental health issues of adolescents. Findings shows that adolescents being abused by their parents showed significant and association with mental health problems. This research concluded that parental abuse is associated with depression, anxiety, and other mental health problems.

Taking account parental practices in collectivist culture, authoritarian parents who demands respect and obedience from children and lack of warmth (Rudey & Grusec 2001, 2006). They considered it as a part of nurturing, pointing out in the presence of other, insulting, hitting, pushing and kicking is considered to be normal practice and does not accounted into abuse or maltreatment.

They might consider it as the effective way of developing children like Bandura's theory (1977) postulated that learning occurs through interaction with environment, so abuse may be caused due to learning or experiencing dysfunctional practices in childhood. Those parents who experienced abuse themselves or observed aggressive role models in their life may considered it a way of child care method. They do not observe functional care practice of nurturing rather considered this way to be effective for child development. This theory is related to parental maltreated practices and their effects on children development.

So, in the local context of Pakistan, parental treatment with children also reported in the form of abuse in which psychological abuse is not predictable and unreported phenomena by parents with their own children (Hibbard, Barlow & MacMillan, 2012). Reporting child abuse is a challenging phenomenon and offensive topic, that's why it is

unrecognized and unreported matter. Talking about this matter is considered as humiliating due to social stigmas (Chaudhry,2010).

### **Limitations and suggestions**

Like other studies, this study is not independent of limitations and suggestions. The current study included only adolescent population which excluding the sample of children and adult which minimize the identification of prevalence of abuse among these two population. Therefore, in future it is recommended and suggested to explore three population simultaneously so, the effect of the abuse could be triggered out across three different age groups at the same time.

Another limitation of the current research was that only maternal abuse was estimated, and paternal abuse was excluded therefore, it is recommended that measuring both aspects could provide more diverse information which could improve or enhance the importance and significance of the study. In future, if one could find this area as interesting for further assessment then might explore mother's psychological well-being and emotional stability who raised their children after separation.

Another limitation of the research was that self-report measure was used and reports from the parents of the children were not included. So, estimating responses from the parents as well as from the adult could provide a more reliable perspective about the parental practices of abuse. Also, the data was collected from the rural area and hence it could not generalize on the urban population. Therefore, it is suggested to conduct a study by comparing the development of urban and rural children in terms of their mental health and academic performance. Further, this study contained single non-educated

mothers, so in future this study could be expanded by taking single educated and non-educated mothers so that maternal practices can compare out.

### **Conclusion**

Overall findings of the present study revealed that parental abuse was significantly associated with academic performance and mental health problems in adolescent with single mothers and both parents. Maternal abuse was associated with more mental health problems in case of adolescent living with single mothers whereas it was insignificantly associated in case of both parents. Also, maternal abuse was insignificantly associated with academic performance in single mothers and significantly associated in case of both parents.

Maternal abuse was more associated with mental health problems in case of both parents whereas showed lower association in case of single mothers. Analysis further revealed that parental status does not likely to moderate the link of abuse with academic performance but moderate with mental health problems.

This study is a unique contribution for the society in a way, it will help in the better development of children and provide awareness to the parents that how their parental maltreatment practices could affect the academic performance and mental health of their children. Further this study reports unidentified kind of act or behavior which is not considered in terms of abuse by parents such as knocking, hitting and criticizing in front of others. It will also help in promoting good mental health and better academic performance.

## Chapter 6

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