

Effect of Child Abuse on Child's Health and Development

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Abstract

Child abuse is a social evil that casts disastrous effects on mental and social development of children. In this study a quantitative approach is used to investigate the effect of child abuse on child health and mental development. In most of cases child abuse is reported by the teachers and teachers have direct link with evils of child abuse and their causes. Research questionnaires were developed for random sampling and collection of data including emotional abuse, sexual abuse and physical abuse. The proceeding and analyzing of data is made through statistical approach using frequency analysis, co-relation and t- test etc. After analyzing the data it is found through reporting of teacher that most of children are sexually abused out of their houses at night by strangers, which shows poor social development. It is also found that teachers are qualified and well aware about child abuse through series of experience.

1. Introduction

A "Child Abuse (CA)" is the physical, sexual, emotional mistreatment or neglect of a child. The child abuses can occur (to) a child in home, in the organizations, school or the communities with/within which child interact" (www.freedictionary.com, 2010). Abuse can be defined as an act of omission, cast negative effect and exploitation of rights (rules/norms) of parent control discipline and punish their children, that ignoring parental duties and nurturance protection, children neglected by this act. (Giovannoni 1970). Someone is abusive if he or she fails to nurture the child, physically injures the child, or relates sexually to the child. Children cannot be undermined as it lays the foundation for physically and emotionally healthy adulthood. (Erikson, E.H. 1950)

Generally child abuse categorized as physical abuse, sexual abuse, emotional abuse and neglect abuse which differ state to state and area to area (George & Morrison, 1991). Physical abuse is act in which children physically targeted anger patterns and distorted beliefs, and receive training that concentrate on expectations & expertise. (Angelo 1999). It is actually an activity between child & adult or satisfies the needs of the other person or another person or infant, the activity intended to gratify, trust or power. It includes rape, frank discussions about sexual acts, allowing children to witness or hear sexual acts and etc. (Hagan, 1989)

Emotional abuse destroys a child's self-esteem, e.g. caretakers or failures to act by parents that have basis or can be become the basis of serious cognitive, behavioral or mental disorders emotionally including parents by excessive punishment e.g. being tied to a chair for a long time, terrorizing or threatening the infant, captivity in a dark or private room etc. (Moore, 1985).

It affects each and every one of us. There is a well-documented link between childhood abuse and long-term health effects. These long-term effects can include increased risk of teen pregnancy, aggressive tendencies or sexually transmitted disease, low self-esteem, emotional disturbances, central nervous system damage, speech problems & inhibited growth (Gibbons & Scarupa, 2002)

2. Methodology:

In this study a detailed survey was conducted with research questionnaires through population of teachers belonging to government schools at primary level. For any statistical processing a detail population is required to study with concern relation but to investigate extensive population of teachers is difficult to study. Therefore a random sampling technique is followed to investigate child abuse at primary levels in different government schools. From each school a sample of ten teachers is selected for the study about sexual abuse, physical abuse and emotional abuse in children. A Research questionnaire containing the questions about the awareness of teachers regarding child sexual abuse, emotional abuse, physical abuse, parent's responsibilities, and teacher's responsibilities, children of reputed family and gender victims of abuse was developed under the supervision of concerned chairman for this study.

After developing questionnaires the teachers were the main target to get data about child abuse. These questionnaires were divided into three categories according to relation of teachers with sexual, emotional and physical abuse.

After collection of raw data the statistical approach is used to investigate the final outcome of this study.

Firstly this data is processed through descriptive analysis to get out the variations of data. Then evaluation of standard deviation, frequency and percentage is made from questionnaires filled by the teachers. The other

statistical parameters as variance test, t test, and correlation is made through standard statistical methodologies. Finally tabulation of required information is made to show final outcome of study

3. Results & Discussion

The research indicates the majority of the teachers are well aware about the child sexual, physical and emotional abuse. Teachers reported that mostly children are sexually abused by strangers and when they are alone at night and outside their home. Sexual abuse affects the mind strength of the child and physical fitness which show poor social development. Physically abusing a child with stick effects the child physical and social development. Practices of physical by parents damage the whole personality of the child. It can be reduced by increasing literacy rate. Small children are more accessible to physical abuse, and it is more frequent in families of large number of children. Negligence of children by parents and teachers is one of the most reasons of weak learning. "Children suffering with emotional abuse often grow into adults who see themselves through the eyes abuser carrying worthless and have a habit of child abuse". Young children are emotionally abused by their elders & broken families are also responsible for emotional disturbance of the children. Results about sexual abuse, emotional abuse and physical abuse of child are shown in the tables as given below.

4. Conclusion and Recommendation

The findings of the study indicate that teachers' qualification levels and experience and different schools do not have any effect in reporting the effect of sexual abuse, physical abuse and emotional abuse on child development while teachers' experience have significant affect in reporting effect of emotional abuse on child development, teachers who have 6 to 10 years of job experience reported greater effect of emotional abuse on child development as compare to the teachers who have 16 to 20 years of experience. There is also no relationship between age of the teachers and the effect of sexual abuse, physical abuse and emotional abuse on child development as reported by teachers. Following recommendation may be encountered

1. Administration should establish a coordinator at the school level whose responsibility is to work with teachers and teachers to innate support to make such environment of the schools where chances of child abuse are less.
2. School should develop such policies and programs that include different activities to create awareness among children about childhood abuse and to provide guidance to handle such situations.
3. There should be comprehensive role of media and literature for giving informal education to create awareness about child hood abuse and to guide the children to avoid such situation.
4. Administration should develop different activities about awareness of child abuse as a fundamental part of the mission of the effective school.
5. Specific programs, seminars and practices should be introduced and established at teacher's and teachers' level to provide guidance.
6. Teachers should provide the other teachers maximum opportunities to discuss their problems which are effecting their development.
7. Parents play their fundamental role in taking care of their children not only physically but also psychologically.
8. Parents should supervise their children especially in bazaars and the places where children can be abused sexually, physically and emotionally.
9. Parents should try to sort out the problems in good manners instead of abusing the child physically and emotionally.

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Table 1

Sr.n	Statement	SD Fre.% age	D Fre. %age	UD Fre. %age	A Fre. %age	SA Fre. %age	Mean
1	Are you well aware about child sexual abuse	2 3.3	2 3.3	12 20.0	35 58.3	9 15.0	3.78
2	Some children are sexually abused by elder children	4 6.7	8 13.3	36 60.0	12 20.0	12 20.0	3.93
3	Mostly children are sexually abused by strangers	1 1.7	2 3.3	4 6.7	36 60.0	17 28.3	4.10
4	Most of the time children are sexually abused when they are alone at night and outside their home	2 3.3	3 5.0	4 6.7	23 38.3	28 46.7	4.20
5	Only girls are victims of sexual abuse	6 10.0	18 30.0	10 16.7	14 23.3	12 20.0	3.13
6	Children from reputable families are not a victim of sexual abuse	7 11.7	17 28.3	9 15.0	18 30.0	9 15.0	3.08
7	In sexual abuse cases, child is never responsible	2 3.3	13 21.7	5 8.3	27 45.0	13 21.7	3.60
8	Sexual abuse effects physical and mental health of the child	3 5.0	2 3.3	3 5.0	23 38.3	29 48.3	4.22
9	Children who are sexually abused show poor social development	3 5.0	6 10.0	5 8.3	27 45.0	19 31.7	3.88

Table 2

Sr.n	Statement	SD Fre. %age	D Fre. %age	UD Fre %age	A Fre. %age	SA Fre. %age	Mean
1	Are you well aware about child emotional abuse	2 3.3	1 1.7	6 10.0	41 68.3	10 16.7	3.93
2	Negligence of children by parents and teachers is one of the main reason of weak learning	2 3.3	2 3.3	4 6.7	31 51.7	21 35.0	4.12
3	A child is emotionally disturb if his/her parents quarrel	1 1.7	3 5.0	20 33.3	36 60.0	41 41.0	4.50
4	Children who suffer more emotional abuse often grow into adults who see themselves through the eyes of abuser carrying worthlessness	2 3.3	4 6.7	8 13.3	34 56.7	12 20.0	3.83
5	Due to discrimination, children belonging to poor families are more emotionally disturbed	3 5.0	11 18.3	29 48.3	17 28.3	32 32.0	4.00
6	People who are emotionally abused during their childhood have a habit of child abuse	3 5.0	9 15.0	12 20.0	24 40.0	12 20.0	3.55
7	Young children are emotionally abused by their elders	2 3.3	3 5.0	7 11.7	31 51.7	17 28.3	3.97
8	Broken families are also responsible for emotional disturbance of the child	2 3.3	2 3.3	3 5.0	20 33.3	33 55.0	4.33
9	Young girls are emotionally disturbed when they are discriminated by their parents on the basis of gender	3 5.0	24 40.0	33 55.0	60 37.0	40 40.0	4.50

Table 3

Sr.n	Statement	SD Fre. %age	D Fre. %age	UD Fre. %age	A Fre. %age	SA Fre. %age	Mean
1	Are you well aware about child physical abuse	1 1.7	6 10.0	7 11.7	27 45.0	19 31.7	3.95
2	Physically abusing a child with stick has had effects on the child physical development	8 13.3	5 8.3	28 46.7	19 31.7	12 31.7	3.97
3	The teacher who practice child physical abuse produces good results	4 11.7	14 23.3	12 20.0	20 33.3	7 11.7	3.10
4	Physical abuse on the child causes decreased social development	5 8.3	4 6.7	10 16.7	32 53.3	9 15.0	3.60
5	Corporal punishment are as a form of discipline is justified	7 11.7	16 26.7	7 11.7	23 38.3	7 11.7	3.12
6	Practices of the physical abuse by parents damages the whole personality of the child	1 1.7	5 8.3	5 8.3	31 51.7	18 30.0	4.00
7	Child physical abuse can be reduced by increasing literacy rate	1 1.7	5 8.3	10 16.7	26 43.3	18 30.0	3.92
8	Small children are more accessible to physical abuse	1 1.7	8 13.3	4 6.7	30 50.0	17 28.3	3.90
9	Child physical abuse is more frequent in families of large number of children	3 5.0	3 5.0	8 13.3	28 46.7	18 30.0	3.92

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