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THE OPENING

*In the name of God,
Most gracious, most merciful.*

ALL PRAISE BE TO ALLAH,

*Lord of all the worlds,
Most of beneficent, ever-merciful,
Lord of the day of judgements,
You alone we worship, and to you
Alone we turn for help.*

*Guide us (O Allah) to the path that is straight,
The path of those you have blessed,
Not of those who have earned your anger,
Nor those who have gone astray.*

AL-QURAN: *The opening chapter*



**HOME ENVIRONMENT AND PARENTAL
ACCEPTANCE-REJECTION AND
AUTHORITARIANISM IN CHILD ABUSE**

BY

FARAH DEEBA

Approved by



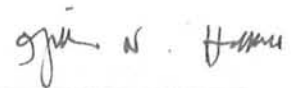
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*Affectionately dedicated to the
innocence of children*

&

*To the memories of my Late
Father who cherished this
dream with me*

EVERY CHILD IS MY CHILD

Your children are not your children. They are the sons and daughters of life's longing for itself. They come through you but not from you. And though they are with you yet they belong not to you.

You may give them your love but not your thoughts. For they have their own thoughts. You may house their bodies but not their souls. For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.

You may strive to be like them but seek not to make them like you. For life goes not backward nor tarries with yesterday. You are the bows from which your children as living arrows are sentforth.

The Archer sees the mark upon the path of the infinite, and He bends you with His might that his arrows may go swift and far. Let your bending in the Archer's hand be for gladness. For even as He loves the arrow that flies, so He loves also the bow that is stable.

(Khalil Gibran)



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ABSTRACT

The present study was undertaken to assess the phenomenon of child abuse and neglect as prevailing in the society and kind of abuse mainly inflicted by the parents to their children. The study also focused on the relationship of child abuse and neglect with the patterns of parental acceptance-rejection towards their children and the role these patterns played in child abuse. To explore the role of family environment in child abuse was another objective of the study. Furthermore, the role of paternal personality characteristic of authoritarianism in child abuse and neglect was also investigated with special reference to Pakistani cultural context. The research was carried out in two parts i.e., pilot study and main study. In the pilot study an indigenous Child Abuse Scale (CAS) comprising of 34 items was developed for the children of age ranging from 8-12 years to identify abuse and the type of abuse. Urdu version of Index of Family Relations (Shah & Aziz, 1993) was adapted to measure intra-familial interaction within the family. In addition, a Paternal Authoritarian Scale (PAS) consisting of 42 items was prepared to assess fathers' authoritarian attitude towards their children. The results of the pilot study revealed a considerably high reliability and validity for all the three scales i.e., CAS, PAS and IFR with coefficient alpha of .92, .86, and .95 respectively. The main study was carried out with a randomly selected sample of 200 children (100 boys and 100 girls) and 200 fathers of the same children. The age range of the children was 8-12 years and for fathers it was 25-50 years. Children were administered four scales including Child Abuse Scale, Index of Family Relations and Parental Acceptance-Rejection Questionnaire, separate forms for father and mother, whereas, the sample of fathers was administered Paternal Authoritarian Scale. The data were collected from six cities of Punjab including, Lahore, Multan, Mian Chamu, Sahiwal, Gujrat and Rawalpindi-Islamabad. The results indicated that children were more emotionally or psychologically abused by the parents as compared to physical abuse. Boys and girls showed no difference with reference to level of abuse and type of abuse to which they are exposed. Severely abused children perceived their parents, both father and mother as more rejecting as compared to mildly abused children. Severely abused children also perceived their intra-familial environment as more problematic and disturbing as compared to mildly abused children. Child abuse and neglect was found to be prevalent in all socio-economic classes, while it was found to be more prevalent in larger families as compared to smaller families. Moreover, parental education,

especially of mothers seemed to be an important contributing factor as children of highly educated mothers reported less abuse. Furthermore, the results revealed that fathers of children included in the sample had, overall, authoritarian attitude depicting very important finding peculiar to Pakistani cultural context. The results also suggested that fathers with high educational levels might show a difference in their authoritarian attitude towards their children as compared to illiterate and less educated fathers. Fathers belonging to all levels of socio-economic status, family size and family type were found to be equally authoritarian and it was also true for the age their level.

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INTRODUCTION

INTRODUCTION

"The way a society treats its children reflects not only its qualities of compassion and protective caring, but also its sense of justice, its commitment to the future and its urge to enhance the human conditions for the coming generation"

Perez De Cuellar

Children make up almost half of the world's population. In the developing countries the share is even greater. These children silently suffer at the hands of their parents who basically are assumed to provide them shelter and protection. Typically parental function is to protect, nurture and socialize their children. Yet, unfortunately, a number of children are physically abused by their parents, resulting in serious physical injuries, emotional difficulties and sometimes deaths. According to a latest report, over 3 million children were reported for child abuse and neglect to Child Protective Services (CPS) in United States in 1997. This statistics represents that 15 out of every 1,000 children were victims of child maltreatment (Wang & Daro, 1997). More recently it has been found that about 47 out of every 1,000 children were reported as victims of child maltreatment. The data available on child maltreatment fatalities also confirmed that more than three children died each day in U.S.A. as a result of child abuse and neglect. The state of child abuse fatalities has increased by 34% since last two decades. Age of such children was less than five years at their time of death while 38% were under one year of age. As far as causes of deaths are concerned, 44% deaths resulted from neglect, 51% from physical abuse and 5% from a combination of neglectful and physically abusive parenting. Moreover, approximately

84,320 cases of child sexual abuse were reported to the U.S. Child Protective Services in 1997, accounting 8% of all confirmed victims (Wang & Daro, 1998).

These statistics depict that battered and abused children are not only found in developing countries like Pakistan but despite significant social and economic developments child abuse and neglect, unfortunately, has persisted in developed and industrialized countries too. Inadequate respect for the interests of children is not a new phenomenon. Children all over the world have been regarded as the mere possession of their parents and insensitivity to children's needs and emotions have deep historical roots. In fact, child abuse is nothing new. It is not specific to our particular period or society. There have always been parents who deliberately injured their own children. For hundreds of years parents have whipped or starved, locked up and thrashed their children. The only difference between modern world and developing countries like Pakistan with reference to child abuse is that child abuse within the family is quite a visible scene in developed countries but in Pakistan it is still invisible to those who still choose to maintain it in the name of disciplining the children. But to the children, who suffer the harsh reality of its existence, child abuse is like a nightmare that chips away slowly at their spirits and their lives. Parent discipline practices are of special interest with reference to the child abuse and are integral in theories of children's socialization. According to one set of theories, discipline responses are made in the context of multiple influences ranging from proximal factors such as culture, ethnicity and socio-economic status to more proximal factors such as available social support, family structure, and family processes (Belsky, 1984; Luster & Okagaki, 1993; Rubin, Stewart, & Chen, 1995). In some researches socio-economic status and ethnic differences have been found consistently in physical punishment (Deater-Deckard, Dodge, Bates, & Pettit, 1996; Dodge, Pettit, & Bates, 1994; McLoyd, 1990). More proximal influences such as stress also have been found linked to punitive parenting (McLoyd, Jayaratne, Ceballo, & Borquez, 1994).

Child abuse or maltreatment of children occurs at all levels of society, among the poor and the affluent, the illiterate and the well educated. Physical abuse as harsh methods of discipline is common in all parts of society either as a “cold blooded policy” or due to lack of impulse control on the part of the parents or caretakers. The use of violent disciplinary measures in schools, perhaps, is the most outstanding reasons for school runaways and results in severe physical and psychological damage to the thousands of children. Children may take a longer time to recover from the emotional damage that accompanies physical abuse. Cultural factors, the personality of the abusing parent, situational crises faced by the parents and sociological factors such as unemployment and educational deprivation appear to be strongly associated with child abuse (Gelles, 1973; Steele, 1975). The teenage delinquents, the alcoholics, drug addicts and prostitutes are the products of multitroubled and violent home environments. It is very unfortunate that it is not realized by the elders that all children have the same basic needs, the need to be loved unconditionally, to be recognized and heard, and to be fed and nurtured physically, mentally and spiritually.

The other side of the picture is that in Pakistan an estimated 8 million children under age of 15 years out of 30 million of our country’s population are involved in child labour. Physical violence, be at home, at their work place or at schools has become a necessary part of their daily scenario. A child labourer may be abused by employer or co-workers that may lead to bruising fractures, brain damage and may cause injury to internal body organs. Each year, roughly estimated, about 50,000 children with observable injuries severe enough to require hospitalization are not even reported (Kamal,1991).

Child Abuse: A Review of the Phenomenon

During the last decade child abuse has emerged as a social issue of great significance. It has become a focus of concern and activities for professionals in law, non-government agencies, and the human services for public, research organizations and for mass media. But still an unaccountable number of incidents of child abuse remain unreported through out our society and no one knows the actual ratio of unreported and reported incidents of child abuse. Children have to suffer quietly at the hands of their adults who are supposed to nurture and protect them. Child battering and mutilations have been recorded from early times, many of our fairy tales which are folk lores rather than tales specially made up for younger children depict a common theme of abandonment, rejection and physical cruelty to children. Hence, child abuse is not a new social phenomenon rather it is society's awareness and concern that is new. Even in U.S.A., the most developed country of the world a lot of cases of child maltreatment go unreported. According to the recent estimate, the number of reported cases of child maltreatment has risen steadily, reflecting a 49% increase from 1986 to 1995, while the accuracy of prevalence figures is questionable given consensus that many cases of child abuse and neglect go unreported (Finkelhor, 1993).

When we talk about the phenomenon of child abuse, the sudden picture, which emerges in our minds, is that of a child being physically battered. This is also called child battering or battered child syndrome in U.S.A. i.e., non-accidental physical harm to a child. Child abuse is usually defined as human originated acts of commission or omission and human created or tolerated conditions that inhibit or preclude the development of inherent potential of children. Child abuse includes any damage done to a child, which cannot be reasonably explained. It is often represented by an injury or series of injuries appearing to be non-accidental in nature. This simply means that all children should have the right to

develop their inherent potentials and should have access to societal resources and services necessary for such development.

Giovannoni (1971) has distinguished between abuse and neglect defining abuse as acts of commission, which result in harm, and neglect as acts of omission, which have negative effects. He further states "abuse constitutes an exploitation of the rights of the parents to control, discipline and punish their children while neglect represents the failure to perform parental duties including those of supervision nurturance and protection" (p.649).

The generic concept of abuse can be divided into four major categories - physical abuse, physical neglect, emotional abuse and emotional neglect. There is, in addition, a fifth category of sexual abuse, which is often subsumed under physical abuse, but it has unique characteristics, which differentiates it from other kinds of maltreatment.

Physical abuse is indicated by physical injuries generally considered to be deliberately inflicted by a caretaker.

Physical neglect occurs when a child's health or safety is endangered because of a lack of adequate food, clothing, shelter or supervision. It includes hitting, kicking, slapping, burning etc.

Emotional abuse represents injury to a child's psychological self just as physical abuse consists of injury to a child's body. Its intent and effects are punitive and it is generally experienced as parental hostility. This may include yelling, name-calling, negative comparisons to others etc.

Emotional neglect is seen as emotional deprivation, a failure to provide the psychological nurturance necessary for a child's psychological growth and development.

Sexual abuse can be considered as any act of a sexual nature upon or with a child presumably performed by a parent or caretaker without the child's consent and understanding (National Centre on Child Abuse and Neglect, 1978, pp.9-10).

The consequences of physical abuse can be observed in physical injuries or delays in physical development such as deficits in physical growth, neurological status, intellectual functioning and speech or language ability etc. The emotional maltreatment just like physical abuse may produce psychological symptoms which are hard to detect, therefore, the consequences of emotional abuse have not been extensively investigated because they are more elusive (Herrenkohl, 1990). It has also been defined in other terms as emotional abuse may involve passive or neglectful acts and/or the deliberate, cruel and rejection of a child (Briggs & Hawkins, 1996).

The outcomes of physical abuse or neglect are not limited to physical conditions but may include psychological factors as well. Many studies have reported psychological consequences in terms of negative self-concepts, low self-esteem, aggressive behaviour, difficulties in relating to peers and adults, impaired capacity to trust others and generalized unhappiness. The ability to form attachments is considered important in the task of establishing trust in others (Ounsted, Oppenheimer & Lindsey, 1974), which according to Erikson (1950) is the first task of development.

Some investigators regard psychological abuse in which children are rejected, scapegoated, ridiculed, humiliated or terrorized by adults as the most prevalent and potentially destructive form (Garbarino, Guttman, & Steele, 1986; Hart & Brassard, 1987). By definition psychological or emotional abuse are especially complex and serious in their consequences for children and families.

When we try to conceptualize the problem of child maltreatment in terms of causes, there are a lot of causal agents, which could explain the occurrence of child abuse and neglect. Belsky (1993) has discussed certain etiological factors such as contemporaneous factors e.g., poverty, some are cultural e.g., societal attitudes toward child rearing and tolerance of violence and some are personality attributes of parents e.g., hostile and authoritarian personality and some of children e.g., difficult temperament. Earlier Starr

(1974) has suggested that child abuse appears to result from interaction of many factors: the personality characteristics of parents' the socio-economic strains on the family, marital quality of the parents, the patters of family interaction and parental interaction with each other. Child abuse is found among all socio-economic, religious and ethnic groups. Child abusers are usually ordinary people who are trapped on a stressful life situation with which they cannot cope satisfactorily.

The research has further suggested that alcohol and other drug problems are factors in a majority of cases of emotional abuse and neglect. According to a report, in most of the cases of child neglect in U.S.A., one of the major reasons that children are removed from a home in which parents have alcohol or other drug problems. Children in these homes suffer from a variety of physical, mental and emotional health problems at a greater rate than children in general population. Children of alcoholics suffer more injuries and poisonings than children in general population. Alcohol and other substances may act as dis-inhibitors, lessening impulse control and allowing parents to behave abusively. Children in this environment often demonstrate behavioral problems and are diagnosed as having conduct disorders. Increased stress resulting from preoccupation with drugs on the part of the parents combined with behavioral problems exhibited by the child adds to the likelihood of maltreatment. Histories of these parents reveal that typically both were reared with a lack of parental nurturing and appropriate modeling and often grew up in disruptive homes. Family life in these households also shows similarities. The children often lack guidance, positive role modeling, and live in isolation. Frequently, they suffer from depression, anxiety, and low self-esteem. They live in an atmosphere of stress and family conflict. Children raised in both households are more likely to have problems with alcohol and other drugs themselves. The link between substance abuse and child abuse has strengthened over the years. In 1997, 88% of respondents named substance abuse as one of the top two problems presented by families reported for maltreatment. This percentage is

higher than those reported in previous years, suggesting that after several years of some improvement, substance abuse is again surfacing as a primary contributor to child maltreatment (Wang & Daro, 1998).

When child abuse or maltreatment was first recognized as a topic of research in early 1960s (Kempe, Silverman, Steele, Droegemuller & Silver, 1962) most of the researchers viewed it as rooted in adult psychopathology. The initial studies argued that adults who abused or neglected their off springs usually had one or more of following characteristics such as a history of abuse or neglect during their own childhood; unrealistic expectations that children should satisfy their own unmet psychological needs and poor control of aggressive impulses (Spinetta & Rigler, 1972). This means that only “ particular kinds of people “ mistreat children. However, it soon became apparent that many adults who had been abused as children did not repeat the cycle with their own off springs and that even normal parents were also capable of abusive behaviour (Gil, 1970, 1973). Hence, a more comprehensive explanation about a “disturbed adult personality” was needed to explain the widespread occurrence of child abuse and neglect.

Afterwards, psychologists turned to the social systems approach to family functioning, which suggested that child maltreatment is not only determined by the forces within the individual, but also by characteristics of the family and culture of which parent and child are a part (Belsky, 1980; Garbarino, 1977). At the level of the individual, besides parental characteristics, attributes of children may increase the chances that child maltreatment will occur. A premature child with a difficult temperament and a hyperactive behavioural style has an increased likelihood of becoming the target of abusive treatment. Boys who are more active and display a great number of deviations than girls also experience higher rates of abuse. Moreover, a passive, lethargic youngster can also engender mistreatment, especially, in the form of neglect, simply by not demanding care and attention from parents (Belskey, 1980; Parke & Collmer, 1975).

Then, the understanding of the child maltreatment moves beyond the level of individuals to the family relationship and research review has also suggested that unmanageable parental stress is invariably associated with child maltreatment. Unemployment, marital conflict, large families, overcrowded living conditions and extreme household disorganization are common in abusive families. These are the circumstances, which increase the chances that intolerable levels of parental stress will be passed to the children. Furthermore, abusive parents, generally, have few effective ways of coping with life's adversities. Many studies have pointed out that majority are isolated from formal and informal social supports in their communities (Belsky, 1980; Garbarino, 1977).

As far as Pakistani context is concerned, one important factor is that the broad ideology and customs of our culture profoundly affects the chances of maltreatment. Whenever parents feel stressed and overburdened maltreatment will occur. In societies, like ours, where use of force and violence are viewed as appropriate techniques for suitable child rearing and problems related to it which is just like stage set for child abuse. These conditions also exist in the United States (Garbarino, 1977; Hart & Brassard, 1987; Belsky, 1980). One survey of educators, police officers, and clerics indicated that two thirds condone physical discipline in the form of spanking and more than 10% believe that hitting children with belts, straps and brushes is justifiable (Viano, 1974). In countries where corporal punishment is not condoned, such as China and Sweden, child abuse is rare (Belsky, 1980). In a most recent research of the literature to differentiate among definition of physical discipline, corporal punishment, and physical child abuse revealed that the abusive parents spanked their children more often than did non-abusive parents (Whipple & Richey, 1997). Similarly in a series of studies on corporal punishment of children, ten myths about spanking children are given by the Americans to defend spanking and several reasons are offered for it. Some of these myths are about the effectiveness of spanking,

while others are about the harmlessness of spanking (Straus, 1994). As it has been argued by Greven (1991) that the roots for the use of force as a discipline technique are found in the religious and legal institutions as well as ingrained in the socio-cultural foundations of American society.

A sufficient effort has been made to distinguish abusive and neglectful parents so that these two groups can be considered separately. Parental and situational factors associated with child neglect may be considerably different from those of child abuse for example physical abuse may have association with child behaviour, whereas, neglect is characterized by adults' inadequacy and failure to assume basic responsibilities. The neglecting parents may show a more chronic pattern of interpersonal conflict, irresponsibility and apathy than the abusive parent.

Studies of neglectful parents paint a picture of parental poor functioning as Crittenden (1981, 1985a) observed that neglectful mothers were unresponsive, they neither tend to initiate interaction nor to respond to the child's initiatives. Studies of older children also highlight low rates of social interaction (Burgess & Conger, 1978) and pro-social behaviours (Bousha & Twentyman, 1984) on the part of neglectful parents.

It is important to note that children who are victims of neglect may suffer both physical and emotional deprivation. The literature on maternal deprivation (Bowlby, 1969; Rutter, 1972; Spitz & Wolfe, 1985) provides evidence for the potential negative effects of neglect on the emotional development of children. The literature on child neglect suggests that the responses of children to neglect may take one of the two forms (1) apathy, passivity, withdrawal and flat affect or (2) hostility, anger and aggressions (Polansky, Hally, & Polansky, 1976). In another study children of neglectful families exhibited apathy and depression for more frequently than aggression (Young, 1964). Thus, neglected children show personality characteristics similar to the emotionally rather than physically abused children.

Parental aggression also seems to be related to job satisfaction, the less satisfied the parent is with his or her job, the more aggressive he or she is towards the children. Another pathway through which socio-economic status is hypothesized to influence parental responses is stress: Economic hardship exposes low-socio-economic status parents to additional stressors that undermine their ability to use inductive discipline strategies and that result in higher parental reliance on punitive discipline (McLoyd, 1990). Parental stress has been found to be associated positively with punitive parenting practices (Crnic & Greenberg, 1987; McLoyd et al., 1994; Patterson, 1986). Low SES may operate through the following specific stressors that are associated with punitive and unsupportive practices: being a single having a large number of children (Fox, Platz, & Bentley, 1995), parents having an unplanned pregnancy (Zuravin, 1987), and living in an unsafe neighborhood (Abell, Clawson, Washington, Bost, & Vaughn, 1996). Child's birth order also seems to be important, as first-born children are more likely to receive harsh punishment or strict discipline. Goode (1974) has also argued that first-born children are usually subjected to stricter discipline than later born children.

It is important to note that among all the categories of abuse, sexual abuse seems to have received the least attention, the effects of sexual abuse on the child's emotional development are as varied as the circumstances under which the sexual abuse takes place (Summit & Kryso, 1978). The child is likely to develop a negative view of self. The child may feel used and worthless, may develop a destructive view of his or her own sexuality and may be unable to trust others.

Sexual abuse and incestuous abuse is not as uncommon as people would like to think it is. More and more cases are cropping up and more adults are unburdening the trauma they have to face in their childhood. Sexual abuse within the family, a hidden and traditionally secret form of abuse is now slowly surfacing as yet another dimension of child abuse. Adults have been using children for their own gratification for a long time. It

is quite a different matter to think that fathers, stepbrothers, uncles and even grandfathers, brothers and cousins could be habitually involved in initiating and perpetuating the trauma of sexual abuse. Medico-legal files show that in the city of Karachi alone, there are approximately 45 cases of rape every year involving children under the age of 16 years. It is estimated that nearly 2-5% cases are reported and majority of the cases are gone unreported for the fear of being entangled in a legal web by Hudood Ordinance (Sheikh, 1992). The trauma, for such children, does not end but continues, as they become strangers within their own homes, they are rejected and blamed by their families and treated like outcasts by their neighbours. Sexual abuse is a time bomb that seriously affects a child's development. Many paediatricians, psychologists and criminologists go much further and claim that the adolescents' drug addiction, prostitution, somatic complaints, marital problems, suicidal tendencies and hysterical seizures could all be associated with sexual assaults. Adults who have been sexually abused in childhood have a poor sense of their own worth, especially, recreate abusive relationships in their search for cure and they often become abusive parents themselves. In our society, sexual abuse still remains a taboo subject and consequently a silence prevails about this taboo. Unless it is recognized as a social problem, it cannot be tackled seriously. There will be no consistent approach, no treatment and awareness to eliminate it.

The Family and Family Environment

Home is perhaps the most important place where a child first experiences a feeling of acceptance, warmth and protection. Warm family relationships, an atmosphere of understanding and compassion foster positive feelings in children that serves as the basis for the social relationships formed by the children in their later life. A child develops a sense of trust or mistrust according to whether his basic needs, emotional as well as

physical are met satisfactorily. A child whose own emotional needs are taken care of is more responsive to the emotions of others. Kinard (1979) found in his study that abused children exhibit more difficulty than non-abused children in establishing trust in others. In many instances, child abuse begins with interactive discrepancies that are magnified and multiplied overtime until maladaptive parent-child interaction becomes acute (Garbarino, 1977). As far as parenting styling of parents is concerned, some findings have suggested that abusive parents are often less positive in their parenting in general and more punitive in discipline. Vasta (1982) argued that what happens in the abusive events is that an aggressive act of physical punishment that has a functional goal of influencing child behaviour gets out of control and turns into an irritably aggressive act that is more intense, severe and punitive in nature. Furthermore, abusive and neglectful families are characterized by low level of parent-child interaction and whenever parent child communication does occur, it tends to be negative and coercive (Burgess & Conger, 1978; Patterson, 1976; Trickett & Kuczynski, 1986).

The family has been acknowledged as the most powerful socializing agents in a child's development. In the early years, the child's immediate family is essential for physical survival and is primary source of love and affection; it satisfies most, if not all, of the child's physiological and psychological needs. The family can easily be described in terms of its composition (mother, father, and children). It is dynamic rather than a static unit: dynamic not only because it changes with the addition of new members and sometimes the loss of old ones but also because it changes in response both to external and internal pressures. The family exists as a unit within society and it responds to the pressures from its social, political, religious and educational environment. In addition to being responsive to outside influence, the family functions as a network of dyadic relationships: mother-child, father-child and child-child. It includes more complex relationships that define family system i.e., marital relationships, parenting styles and their

interrelations in triadic system of mother-father-child (Belsky, 1981). Hence, the affect of parent-child relationship regarding development of the child's personality is considerable of practical interest. The researchers have devoted efforts to understand this interaction within family. It is difficult to determine whether parental authoritarian approach to child rearing develops independent or dependent children or permissive one. Moreover, the nature of parental authoritarianism or permissiveness is not easier to define and identify. Despite these difficulties, a lot of effort has been done to understand the effect of parental behaviour and rejection on the child's independence, self-control, assertiveness and so on.

To conceptualize the complexity of family dynamics, researchers commonly characterize the family system as a social system composed of three subsystems i.e., marital, parent-child and sibling systems, each of which influences and, in turn, is influenced by the others (Belsky, 1981; Pederson, Anderson, & Cain, 1980; Sroufe, Jacobvitz, Mangelsdorf, De Angelo, & Ward, 1985). Of the three family systems, the marital relationship is regarded as the core of family solidarity and the key element in determining the quality of family life (Geismer, 1973, Glick & Kessler, 1974; Stegar & Kotler, 1979). It is also assumed that the marital subsystem affects family life through a crucial linkage with the parent child relationship (Belsky, 1981). Major significance is attributed to this linkage that marital disharmony leads to child behaviour problems through its association with the quality of the parent-child relationship although it has not yet been determined whether the association between them is positive or negative (Belsky, 1990; Goldberg & Easterbrooks, 1984). One hypothesis portrays the pathway as a positive correlation between marital quality and quality of the parent-child relationship. This model suggests that parents who have satisfying and supportive marital relations will be more available to respond sensitively to the needs of their child. It also suggests that a negative or conflictual marital relationship may cause parents to be irritable and emotionally drained and therefore less responsive to their children (Easterbrooks & Emde, 1988). Thus,

positive marital relationship quality is thought to be associated with positive parent-child relationship and negative marital relationship quality is assumed to be related with negative parent-child relationship quality.

A second hypothesis predicts a negative correlation between the marriage and parent-child relationship quality. According to this hypothesis, a stressful marriage may increase parents' attention to the child, perhaps as compensation for the affection or satisfaction lacking in the marital relationship (Goldberg, & Easterbrooks, 1984).

Reviewers of the literature have discussed the affect of the parent-child relationship from different angles. Some of the researchers think that the negative feelings from the marriage are expressed in relation to the child (Easterbrooks & Emde, 1988; Emery, 1982; Margolin, 1981). Parents who are unable to deal with each other directly unite in concern for their child and submerge their conflicts in the posture of overprotecting or blaming their child (Nichols, 1984). This process reduces the strain on the marital subsystem but result in the parents' rejection of their child (Fauber, Forehand, Thomas & Weirson, 1990).

Second explanation comes from social learning theory, which emphasizes that children's behaviour can be greatly influenced by vicarious learning of behaviour modeled by parents (Easterbrooks & Emde, 1988). Third hypothesis suggests that parents experiencing marital discord provide less consistent discipline and tend to use less optimal parenting techniques than parents not experiencing marital difficulties. Child rearing has been found to be the most frequent topic of dispute between such parents (Block, Block & Morrison, 1981) and that inconsistencies in discipline may result from marital distress (Emery, Hetherington, & Dilalla, 1981; Patterson, 1982).

The fourth explanation is derived from sociological literature on family stress and role strain. This perspective suggests that marital problems and parent-child problems are stress factor that lead to additional problem for parent-child relationship and the marriage, respectively (Margolin, 1981). The rational underlying this explanation is that when one is

under stress one cannot be emotionally available to monitor sensitively and respond to child's needs and desires (Emde & Easterbrooks, 1985).

The relationship between domestic violence and child abuse and neglect is not an uncommon phenomenon. Neither child abuse nor domestic violence is a phenomenon of the 20th century. Children have been physically traumatized, deprived of the necessities of life and molested sexually by adults since the dawn of human history. It crosses all boundaries of economic, race and religious levels. Traditionally, parents claimed ownership of their children and having right to use force to control their behaviour. Neither domestic violence nor child abuse is an isolated event. Adults who were abused as children have an increased risk of abusing their children and adults who grew up in a violent home are more likely to become perpetrators or victims of domestic violence. Usually, violence and child abuse proliferate in an environment that accepts the lesser status of women and children (Prevent Child Abuse America, 1996).

The researchers have long been aware of the relationship between domestic violence and child abuse. Even if the children are witnesses to acts of violence and not the intended targets, they can be affected in the same way as children who are physically and sexually abused. Domestic violence is a pattern of assaultive and coercive behaviours including physical, sexual and psychological attacks, as well as economic coercion that adults use against their intimate partners. The U.S. Department for Justice estimates that 95% of reported assaults on spouses are committed by men against women (Douglas, 1991). In a survey (1994) 24 % women reported to be abused, while in 1995, 31% have been reported as a victim of abuse (Lieberman Research Inc, 1996). The problem of child abuse and domestic violence seem to be closely interlinked and violence in the homes has been noted as a major factor contributing to the child abuse and neglect. Often episodes of domestic violence expand to attacks on innocent children. However, even when children are not directly attacked, they can experience serious emotional damage as a result of living in a

violent household. Children living in this environment come to believe that this kind of behaviour is acceptable. Hence, domestic violence is a widespread problem with long-term consequences to the victims and all family members. The estimated overlap between domestic violence and child physical or sexual abuse ranges from 30 to 50 percent (Jaffe, Wolfe, & Wilson, 1990; Straus & Gelles, 1990).

The researchers have further tried to understand the affect of family system and parent-child relationship. It is generally true that in societies such as Pakistani society, mostly people live in relatively cohesive family groups ordinarily consisting of one or more parents and their young children. These family groups are usually extended to include other relatives as well like grand parents, uncles, aunts and so on. The nuclear family (mother, father and children) is recent living arrangement in our society while, traditionally, it has extended family system. It has been reported in many studies that large families seem to be more authoritarian than smaller families and less intrusive (Bossard & Sanger 1951; Bossard & Boll, 1956). Moreover, large families have been found to be poorer, culturally deprived and belonging to ethnic minorities (Gondon, 1970). As far as sex of the child is concerned with reference to child abuse, it has been suggested that boys are more vulnerable to wide range of physical punishments as compared to females (Eme, 1979).

Parental Acceptance-Rejection

The study of parent-child relationship is another important arena of inquiry concerning the etiology of maltreatment.

Interaction between abusive parents and children also appear less pleasant. It has been found that physically abusive parents are less supportive and direct fewer positive behaviours e.g., instructing, joining play, talking to child, praising towards their children

(Bousha & Twentyman, 1984; Burgess & Conger, 1970; Trickett & Susman, 1988). They are less responsive to child initiatives (Kavanagh, Youngblade, Reid, & Fagot, 1988) and express less affection (Lahey et al., 1984). Moreover, abusive parents have been found less emotionally responsive (Egeland, Breitenbucher & Rosenberg, 1980) and more controlling, interfering and even covertly, if not overtly hostile (Crittenden, 1981, 1985a).

Some of the researches have also focused on the impact of different child rearing styles of the parents. An important dimension, which is conceptualized in this respect, is attachment, acceptance, hostility and rejection. Schaeffer (1959) conceptualized that warmth factor deals with the emotional relationship of the parent with the child. Parental warmth refers to the amount of affection and approval acceptance that an adult displays toward his or her child. Parents described as warm and nurturant are those who often smile at, praise and encourage their child while limiting their criticism, punishments and signs of disapproval. Warm parents are accepting, deeply committed to the child's welfare and are responsive to the child's needs. They show higher level of concern, involvement and affection toward their children. In contrast, the rejecting parents are those who criticize, punish or ignore a child's needs while limiting their expression of affection and approval.

Rohner (1975a) argues that whether a parent accepts or rejects the child, it significantly affects the child's personality formation and development. He thinks that the early experiences with the parent could have a decisive impact on the personality when that child becomes an adult. Rohner introduced Parental Acceptance-Rejection Theory (PART) which emphasizes that parental behaviour as seen by the child can be conceived on a one-dimensional scale, rejection (absence of warmth and affection) on the one hand and acceptance (presence of warmth and affection) on the other. Accepting parents show their love or affection physically or verbally, for example by fondling, hugging, kissing or caressing a child. Verbal affection can be given by saying nice things to or about the child, complimenting or praising him or her. Rejecting parents dislike, disapprove of, or resent

their children. Often the child is seen as a burden, parents may compare the child unfavourably with other children.

Rohner further suggests that parental rejection is expressed in two principal ways; parents may show hostility and aggression toward their children, or parents may neglect or remain indifferent to them. Such parents may usually neglect their children by being physically or psychologically remote from the children. Parents may also ignore their children's attempt to get attention; help or comfort and they may be unresponsive to their children's physical and emotional needs. Rohner has defined the acceptance and rejection by the way the child perceives parental behaviour.

Emotional abuse is most likely to be experienced as parental rejection, which can have devastating consequences for personality development. The frustrations experienced by the child whose needs for care and protection are threatened are likely to elicit hostile and aggressive behaviour (Feshbach, 1970). According to social learning theory, parents who reject their children are training their children to reject themselves. In a cross-cultural study, Rohner (1975b) found that rejected children tend to be aggressive, hostile or passive-aggressive to have negative feelings about themselves and to perceive themselves as worthless and unlovable. Moreover, in a study of consciously rejected children, Pemberton and Benady (1973) found the children to be highly aggressive, to have difficulties in forming relationships with others in their lives and to show negative attitude in general and rejecting attitudes toward their parents. A child whose parents are rejecting may not learn how to give love because he has not had a loving parent as a model before him. Pinto, Folkers and Sines (1991) found out that the features of home environment such as rejection and affection were consistently related to aggressive behaviour of children.

It has also been suggested that the hostile and non-accepting parents tend to use physical punishment as a disciplinary technique while parents who are warm and nurturing tend to use reason as a disciplinary method (Bandura & Walters, 1963, Berkowitz, 1973;

Henry, 1974; Martin, 1975; Steinmetz & Straus, 1974). Martin and Beezley (1976, 1977) found that children subjected to both verbal and physical abuse exhibit a greater number of psychiatric symptoms than children receiving less harsh punishment. Kitahara (1987) administered Parental Acceptance–Rejection Questionnaire and the Personality Assessment Questionnaire (Rohner, 1950) to 71 Swedish University students and found a significant relationship between parental rejection in childhood and negative personality assessment of the self as an adult.

Parental Authoritarianism

The use of parental authority in children’s lives is another widely debated issue. The term “authoritarian personality” refers to one who is originally ethnocentric, antidemocratic, compulsively conventional, punitive and condescending towards those regarded as inferior and submissive to authority (McCandless, 1967). A number of investigations have been conducted in which children belonging to democratic homes are compared to children from non-democratic homes e.g., Erlick and Starry (1967) found that 24 percent of students with failing grades come from the extremely strict parents as compared to 15 percent of students with excellent grades.

Numerous models have been derived from empirical investigations of parental authority, one important of which is proposed by Baumrind (1971). This model has typological clarity and empirical efficacy. She has discussed three distinct prototypes of parental authority namely permissiveness, authoritarianism and authoritativeness. Baumrind suggested that permissive parents tend to make fewer demands on their children allowing them to regulate their own activities as much as possible. These parents are relatively non-controlling and use minimum punishment with their children.

Authoritarian parents, on the other hand, are demanding, controlling and tend to be highly directive with their children. They value unquestioning obedience and conformity while exercising their authority to their children. Being detached and less warm than other parents, the authoritarian parents discourage verbal give and take and favour punitive measures to control their children's behaviour. Children of such parents have few rights and are not allowed to express themselves independently.

Authoritative parents, the third type, tend to fall somewhere between these extremes. They are characterized as providing clear and firm direction for their children but disciplinary clarity is moderated by warmth, reason, flexibility and verbal give and take. They listen patiently and sensitively to their children's point of view and encourage their input into family decision-making.

It is generally argued that parental use of specific discipline technique (authoritative, authoritarian, and permissive) differentially affects a child's behavior. Studies have shown that more lax, inconsistent discipline and harsher punishment by one or both parents is related to delinquent and antisocial behavior (Kazdin, 1985). Authoritarian parents are demanding, controlling and place such a high value on conformity and obedience that are unresponsive or even outright rejecting when children assert opposing opinions and beliefs. Consequently, little communicative give and take occurs between these parents and their youngsters. Children are expected to accept their parents' words for what is right in an unquestioning manner. If they do not, authoritarian parents resort to punitive, forceful measures to curb the child's will. The authoritarian style is clearly biased in favor of parents' needs, little room accorded to the child's independent self-expression. In Baumrind's (1967) early research, pre-schoolers whose parents fit this pattern were withdrawn and unhappy. They appeared anxious and insecure when interacting with their peers and showed hostility when frustrated. In subsequent research, the pre-school daughters of authoritarian parents

were especially dependent and lacking in exploration and achievement motivation. In addition some boys who were products of authoritarian child rearing showed high rates of anger and defiance, a pattern of response that was not found in girls (Baumrind, 1971).

Another study by Baumrind (1971) revealed that independent, achievement-oriented behaviour among girls and friendly, co-operative social behaviour among boys, showed, especially, strong associations with authoritative parenting. Baumrind (1977) has conducted extensive investigations of the relationship between behavior and characteristics of parents and the personality of their children. She argues that there are no specific child rearing practices that should be advocated rather than others but there are some general characteristics of parents, reflected in their behaviors toward their children that might have highly positive or negative effects.

Conceptual Models of Child Abuse

When we try to conceptualize the problem of child abuse in terms of causes, some authors agree that there is a defect in the abusing parent's personality that allows aggressive impulses to be expressed freely (Kempe et al., 1962; Steele & Pollock, 1968; & Wasserman, 1967). Some authors claim that abuse is a final outburst at the end of a long period of tension (Nomura, 1966; Teu Have, 1965) or that abuse stems from an inability to face life's daily stresses (Heins, 1969). Others described such parents as immature, self-centred and impulse ridden (Cochrane, 1965, Delaney, 1966; Jacobziner, 1964; Ten Bensel, 1963).

Now question arises, is there any common type of motivational factors behind child abuse? Is there only one type of abusing parents? Some psychologists have tried to find

out the answers to such questions and have grouped some characteristics of the parental personalities into clusters.

Merrill's Model

Merrill (1962) did the first major attempt at a typology. He identified three distinct clusters of personality characteristics that he found to be true both of abusing mothers and fathers and a fourth that he found true of the abusing fathers alone.

The first group of parents seemed to have a continual and pervasive hostility and aggressiveness, sometimes focused, sometimes directed at the world in general. This is not a controlled anger and the parents need the only little stimulation for direct expression of their aggression and hostility in normal daily difficulties. This angry feeling stemmed from conflicts within the parents and is often rooted in their early childhood experiences. The second group identified by Merrill had personality characteristics of rigidity, compulsiveness, lack of warmth, lack of reasonableness and lack of pliability in thinking and in belief. Mothers in this group had marked child-rejection attitudes, evidenced by their primary concern with their own pleasures, inability to feel love and protectiveness toward their children. They had feeling that their children were responsible for much of the troubles being experienced by them as parents. These fathers and mothers were extremely compulsive in their behaviour and demand extremely cleanliness of their children. Many of these parents had great difficulty in relaxing, in expressing themselves verbally and in exhibiting warmth and friendliness.

Merrill's third group of parents showed strong feelings of passivity and dependence. Many of these parents were unassuming, reticent about expressing their feelings and desires and very unaggressive. They manifested strong needs to depend upon others for decisions. These fathers and mothers often competed with their own children for love and

attention of their spouses. These parents were, generally, depressed, moody, unresponsive, and unhappy and many of these parents showed considerable immaturity.

Merrill's fourth cluster of personality characteristics included a significant number of abusing fathers. These fathers were generally young, intelligent men with acquired skills that because of some physical disability were fully or partially unable to support their families. In most of such situations mothers were working and fathers had to stay at home and care for their children. Their frustrations led to swift and severe punishment and rigid discipline training.

Zalba's Model

Zalba (1967) has tried to give classification with slight modification. Zalba's (1967) system is quite a typical one. He has proposed that child abuse arises due to family causes and family environmental causes. Maltreating parents whose dysfunction stems from intrapsychic causes are categorized as psychotic, pervasively angry and abusive, depressive, passive aggressive or cold and compulsive disciplinarian. Parents whose abusive behaviour originates in the family system are described impulsive but abusive parents whose abusive behaviours originate from the family environment system are described as having identity or role crisis.

Psychiatric, Sociological and Social-Interactional Models

Theoretical views of personality functioning have led to the development of different child abuse models. Wolfe (1985) has discussed three models to explain the child abuse based on the empirical review and analysis of researches conducted in this area. Three models are conceptualized in this respect include Psychiatric Model (Parke & Collmer, 1975), Sociological Model (Gelles, 1973; Gil, 1970) and Social-Interactional Model (Patterson, 1974).

The psychiatric model assigns a primary concern to affective and motivational factors, which lead to child abuse (Merrill, 1962; Oates, 1979; Sloan & Meier, 1983; and Zalba, 1967). The comparative studies of abusers and non-abusers following this model have involved measures of psychological problems such as self-esteem, depression and impulsive control to distinguish etiological features of the parents that may lead to child abuse.

According to the initial theorizing about the etiology of child maltreatment it was assumed that abuse and neglect were the result of mental illness or that a distinct psychological syndrome or disorder characterized perpetrator (Melnick & Hurley, 1969; Steele & Pollock, 1968).

Friederich and Wheeler (1982) commented that there is a considerable amount of evidence that personality does play a role as a determinant of child abuse. Some studies indicate that abusive parents have difficulty with impulse control, lowered self-esteem and impaired capacity for empathy. Some studies have tried to link depression (e.g., Famularo, Stone, Barnum & Wharton, 1986; Gilbreath & Cicchetti, 1990; Lahey, Conger, Atkison & Treiber, 1984; Whipple & Webster-Starron, 1991) and anxiety (Aragona, 1983, Meier, 1985; Reid, 1985) with child maltreatment.

Sociological model has emphasized the social factors as primary cause of child abuse. These factors include the social characteristics of perpetrators and victims and the situations or context in which child abuse takes place. Gil (1971a, 1971b) argues that centrally sanctioned use of force in child rearing, chance environmental factors, environmental stresses and bio-psycho-social functioning in children, parents and family units are the main causes involved in child maltreatment.

On the contrary, the social-interactional model places heavy emphasis on bi-directional influences of behaviour among family members, antecedent events that may precipitate abuse and consequences that may maintain the use of excessive punishment

with the child (Parke & Collmer, 1975, Burgess & Conger, 1978, Burgess & Richardson, 1984). These theorists are concerned primarily, with the current behaviour of the abusive parents in the family context. In addition, the parents learning history, interpersonal experiences and intrinsic capabilities are regarded as predisposing characteristics presumed to be important contributors to an abusive pattern (Friedman et al., 1982).

The research instigated by this social-interactional model has focused on a microanalysis of interactions between member in abusive and non-abusive families and asserts that the abusive parents display patterns of aversive behaviours (e.g., aggression etc), which distinguish them from the non-abuser. Some researchers have hypothesized that abusive parents may be particularly reactive in negative manner to aversive events (Knutson, 1978; Beuer & Twentyman, 1985). Knutson (1978) has theorized that the experience of abuse in childhood could make one hyperactive to aversive stimuli, account for the well documented tendency of maltreated children to be aggressive, non-empathic and antagonistic rather than sympathetic toward other children who are crying (Youngblade & Belsky, 1989).

The conditions commonly associated with child abuse are viewed as predisposing factors, which could lead to abuse but which in themselves, do not produce abusive behaviours (Vasta, 1982). The presence of child aversive behaviour and a stressful environment are precipitating conditions that interact with parental experience and competence. Therefore, social-interactional researchers have also attempted to investigate the interactional patterns of abusive families.

Maladaptive Parenting Model

Another model was offered by Patterson (1982) is termed as model of maladaptive parenting and which suggests that high rates of aversive parenting behaviours can lead to reciprocal acceleration of coercive interactions between parents and children that

increases the risk of child abuse. Three studies provide potentially significant data for this model (Burgess & Conger, 1978; Reid, Taplan, & Loeber, 1981; and Bousha & Twentyman, 1984).

Similarly Lahey, Conger, Atkeson and Treiber (1984) attempted to study the behavioural and affective characteristics of twenty-four mothers who physically abuse their children. The results of this study have suggested that there were marked differences between abusive mothers and matched non-abusive control mothers on objective measures of parenting behaviour and emotional distress. The abusive mothers showed greater depression and physical distress. They found that abusive mothers differ from both control groups on the measures of emotional and somatic distress (DPI, EPPS and CMI). The model based on this study suggests that parents who are in greater emotional and somatic distress may have a lower threshold for child misbehaviour and may react more punitively to it.

Some studies suggest that parenting behaviour of abusing mothers differ significantly from that of non-abusing mothers. Burgess and Conger (1978) found that abusive mothers interacted less often and in less supportive manner with their children but engaged in a higher proportion of negative interactions as compared to non-abusive mothers. Reid, Taplan and Loeber (1981) found that abusive mothers engaged in more negative interactions with their children than did non-abusive mothers. Similarly, Bousha and Twentyman (1984) found abusive mothers engaged in less positive verbal and non-verbal aggression towards them.

Green, Gains and Sandgrund (1974) interviewed mothers of maternal caretakers of 60 physically abused children and found six personality characteristics common to most: (a) reliance on the child to satisfy their dependency needs not fulfilled in relationships with spouse and family (b) impaired impulse control (c) poor self concept (d) disturbances in identity formulation (e) frequent use of projection and externalization

to defend against awareness of underlying feelings of worthlessness; and (f) misperception of child. From their analysis, Green et al., have tried to give a characteristic psychoanalytic interpretation of maternal child abuse. The child places an increased demand for nurturance upon the mother, which intensifies her own unsatisfied dependency feelings. Unable to receive gratification from her spouse, she turns to the child for satisfaction of these needs and is frustrated. The mother, then, unconsciously equates the child with her own critical, rejecting mother and again experiences the humiliation and rejection of her childhood. The resulting anxiety, guilt and loss of self-esteem become intolerable and displaced onto the child by such defense mechanisms as denial, projection and externalization. The mother identifies with her mother, who represents her punitive super ego, and attacks her child who is now a symbol of her past and inadequacies.

Theories of Child Abuse

While conceiving the theoretical background of child abuse, it has been noted that different psychologists and experts in the field have tried to explain the phenomenon of child abuse with different perspectives. Some theorists have explained it in the terms of social forces, others in terms of personal and psychological forces influencing the individuals involved in the phenomenon i.e., abused and abuser.

Most recently Belsky (1993) has discussed the phenomenon of child abuse and neglect, after reviewing the literature on child abuse, in terms of psychological models of maltreatment, which focuses attention on the characteristics of perpetrator, sociological models, which focus attention on the contextual conditions that give rise to abuse and neglect and social-interactional model, which understands the dyadic nature of problematic parenting (Belsky, 1978; Parke & Collmer, 1975).

Social Learning Theory

Social learning theory proposes that abusive behaviour is a learned pattern of interaction. This theory has conceptualized the problem of child abuse in terms of behaviour excesses, skill deficits, maladaptive responses, inappropriate or unrealistic goals or expectations and failure to make discriminations instead of using traditional labeling of pathology. The main premise of social learning theory is that behaviour is accounted for “the continuous reciprocal interaction of personal and environmental determinants” (Bandura, 1977). This theory has tried to describe the problem of maltreatment in terms of parents who were taught abusive behaviour by their own parents through modeling (Ackley, 1977; Silver, Dublin & Lourie, 1969) and parents who have unrealistic expectations of their children (Davoren, 1968).

A number of researches have provided evidence that parents who abuse their children were themselves abused in childhood (Zalba, 1967) and had violent adult models (Green et al., 1974). Oliver and Taylor (1971) reported a family in which five generations of children had been maltreated. Similarly, Silver et al. (1969) have studied 34 cases of child abuse and found evidence of abuse covering three generations.

In a series of studies (Aderson & Burgess, 1977; Burgess & Conger, 1978; Kimball & Burgess, 1977) interaction styles of abusive, neglectful and normal families were observed in their homes. It was found that mothers in abusive families interacted 27% less, emitted positive behaviours at a 40% lower rate and emitted negative behaviour 67% more than control mothers.

Social-Psychological Theories

Social-psychological theories have focused their attention on the interaction between individual and environment in accounting for human behaviour.

Gelles (1973) has proposed a multifactorial theory, which considers both social and psychological causes of child abuse. He has introduced a category of "psychopathic states" but thinks that those are possible, not necessary, intervening variables. Gelles has theorized that some factors are important variables of child abuse including the parents' social position, values and norms; socialization experience with regard to abuse, role model for violence and aggression, situational stress and immediate precipitating situations. Gelles argues that any of these factors alone or in complex interactions may lead to child maltreatment. In social situational model (Gelles & Cornell, 1985) assumes that the use of violence against children is related to differential occurrence of stress and to differences in socialization. It is assumed that violence within family results from two main factors. The first factor is structural stress and frustration due to certain situations. The second factor is a cultural norm that encourages the use of force and violence as a common response to this frustration and stress (Coser, 1967). Furthermore, Coser (1967) argues that in such environments violence is frequently used, hence, children are socialized to use the same methods to deal with stress and frustration.

Social-psychological theorists have considered another important variable of the maltreatment situation i.e., the contribution of the victim. Several investigators have suggested that the victim's physical attributes; personality and behaviour may be contributing factors in maltreatment. Terr (1970) has described the child's withdrawal, indifference to mother, psychomotor retardation and hostile retaliations as the important characteristics of the victim, which strain an already poor parent-child relationship. Green et al. (1974) found major physical defects, congenital anomalies, colic and irritability and parental identification of the child with a hated person or situation, are the factors, which may lead to physical abuse.

Sociological/Socio-Cultural Theories

Sociological theories of child abuse emphasize the social factors as primary causes. These factors may include the social characteristics of perpetrators and victims and the situation or context of acts of abuse.

Gil (1971a, 1971b, 1975) has presented what he calls a “sociological perspective” on physical child abuse. Gil has tried to add psychological factors to his theory but he interprets them on a societal level and argues that child abuse has multidimensional set of causal factors. After conducting a nation-wide survey, Gil has suggested five societal causes of child abuse. The first and perhaps greatest social factor is the culturally sanctioned use of force in child rearing. The second factor deals with the extent to which physical force is used in child rearing in families of different social classes and ethnic group. Third factor had to do with chance environmental events that can create unacceptable consequences from socially acceptable disciplinary measures. The fourth factor includes a broad range of environmental stresses that can weaken a person’s ability to control anger, frustration and hostility. The fifth and final factor is the broad range of bio-psycho-social functioning in the children, parents and family units involved in child maltreatment.

Moreover, Giovannoni (1971) has proposed that child maltreatment is inherent in an indifferent and neglectful society. Violence committed by the parents on their children is relatively compared to the rates of preventable infant mortality and malnutrition, which occur in poor families as a result of societal indifference. He further states that for most abusive and neglectful families, especially poor ones have no means to support and help. Giovannoni argues that families who mistreat their children are themselves victims of stresses of poverty and have been deprived of community supports, which would ordinarily enhance parental performance. Some other researchers argue that societal willingness to tolerate high levels of violence sets the stage for the occurrence of family

violence, one form of which is physical child abuse (Belsky, 1980; Garbarino, 1979; Kaufman & Zigler, 1989).

Some other types of maltreatment have also been discussed by some researchers, which have been referred as institutional abuse and collective or societal abuse (Gil, 1975; Alvy, 1975). Institutional abuse refers to the policies and practices of schools and day care centres etc. and correctional facilities which through omission or commission, promote the use of physical force and lead to less than optimal development of child. Collective or societal abuse refers to attitudes and policies held collectively by society, which prevent optimal physical and psychological child development e.g., the existence of substandard health and economic conditions in many poor areas. Gil (1975) thinks that societal abuse is most severe because it ultimately shapes and determines childcare at institutional and individual levels.

Research supporting sociological explanations of maltreatment takes into account social descriptions of perpetrators, victims and maltreating contexts. It has been suggested that a maltreatment victim is often a single child selected to be the family scapegoat. Although there is disagreement in the evidence of regarding sex of the perpetrator but Paulson and Blake (1969) found an interaction between sex of perpetrator and sex of victim. Biological mothers, however, chose daughters as victims approximately twice as often as sons.

Factors of Child Abuse and Neglect

A thorough survey of literature related to child abuse and neglect has depicted that a lot of factors are associated with the phenomenon of child abuse and neglect these factors have been investigated from different dimensions.

Child Abuse and Demographic Characteristics

In an attempt to discover whether or not various social or economic stresses make abuse more likely, many of the studies have described demographic characteristics of abusing families. Kempe, et al. (1962) found in the abusing families a high incidence of divorce, separation and unstable marriages as well as minor criminal offenses. In many of the families, children were born in very close succession. Often one child would be singled out for injury, the child that was the victim of an unwanted pregnancy.

Young (1964) and Elmer (1967) added that social and economic stress, lack of family roots in the community, lack of immediate support from extended families, social isolation, high mobility and unemployment are the factors which lead to child abuse.

Paulson and Blake (1969) referred to the deceptiveness of upper and middle-class abusers and thought abuse and neglect as completely a function of educationally, occupationally, economically or socially disadvantaged parents or as due to physical or health impoverishment within a family.

All the studies discussed above pointed out the importance of demographic variables in the phenomenon of child abuse. It is true that majority of parents in the socially and economically deprived segments of the population do not batter their children, while some well-to-do parents engage in child abuse as well, then one must look for the causes of child abuse beyond socio-economic stresses.

Some of the studies, on the other hand, shed light on the fact that social and economic factors have been over stressed as etiological factors in cases of child abuse. Steele and Pollock (1968) found that in middle class and upper-middle class families socio-economic stress to the lives of parents is important intensifiers of personality rooted etiological factors of child abuse.

Simons, Down, Hurster and Archer (1966) conducted a thorough study and described abusing families as multi-problem families in which not the socio-economic factors but the interplay of mental, physical and emotional stresses underlay the abuse.

A great deal of research has examined the relationship between socio-economic status and physical abuse and neglect (e.g., Galdston, 1971; Garbarino, 1976; Gil 1971a; Giovannoni & Billingsley, 1970; Sattin & Miller, 1971). The majority of the studies support the hypothesis that low income and related factors (e.g., inadequate housing, sleeping arrangements and support systems) are associated with higher incidence of abuse and neglect. However, there is evidence that physical abuse does occur at all socio-economic levels e.g., Steele and Pollock, 1968).

The work on social class differences in child rearing patterns contributed to the establishment of a widely held belief that lower-class parents are more likely to use physical punishment in rearing their children than middle class parents. The use of psychological punishment has more often been found in the middle-class families (Feshbach, 1970; Goode, 1974).

Steintmetz and Straus (1974) found that abuse is related to the number of children in a family, the greater the number of children in a family, the more likely parents, especially mothers feel frustrated and overwhelmed which may lead to child abuse.

On the contrary, some studies argue that abusing and neglecting families are not necessarily large. Weinberger and Smith (1970) reported that half of the families of 40 child neglect cases had only one or two children. Gil (1968) reported 40% of the abusing families having one or two children. However, Giovannoni and Billingsley (1970) have found neglect to be associated with large families.

The findings of latest study by Prevent Child Abuse America (1993) were consistent with reference to different studies. Children from families with annual incomes below \$ 15,000 as compared to children from families with annual incomes above \$ 30'000 were

22 times more likely to experience maltreatment. Other strongly implicated family characteristics that contribute to abuse were single parent status, substance abusing parents and especially large family size.

Earlier Lynch and Roberts (1982) studied a group of 42 abused children and their families just to disentangle the effects of physical abuse. These children belonged to a wide range of socio-economic backgrounds. They found that abuse was prevalent in all the socio-economic classes as almost one third of the families belonged to a social class I, II III as classified by the researchers.

Child Abuse and Parental History of Childhood

In order to investigate the parental contributing factors in child maltreatment it is important to explore the childhood histories of abusive and neglectful parents and other psychological sources as well. One basic factor in the phenomenon of child abuse has unanimity and that is abusing parents have wretched childhood. They may themselves have been abused and neglected (physically or emotionally) and deprived of basic mothering. Fontana (1973) found that abusing parents them were nearly always abused or battered or neglected as children. Similarly, Steele and Pollock (1968) have shown that the parents have been raised in the same style that they have recreated in the pattern of rearing their own children. As infants, such parents are deprived both of basic mothering and the deep sense of being cared for and cared about.

Fontana (1968) has also found the parents as emotionally crippled because of unfortunate circumstances in their own childhood. These parents have history of loneliness, lack of protection and lack of love.

In a study by surveying 32 men and 7 women imprisoned for cruelty to their children, Gibbins and Walker (1965) concluded that it was rejection, indifference and hostility in their own childhood that produced the cruel parents.

Tuteur and Glotzer (1966) studied 10 mothers who were hospitalized for murdering their children and found that all had grown up in an emotionally cold and often overtly rejecting family environment, in which parental figures were either absent or offered little opportunity for wholesome identification when present. Similarly, Komisaruk (1966) found in his study of abusing families there is emotional loss of a significant parental figure in the early life of abusive parents.

Perhaps, the most systematic study in the area of child abuse was undertaken by Melnick and Hurley (1969), they compared two small groups matched on socio-economic status and racially on 18 personality variables. They found a probable history of emotional deprivation in the mother's own upbringing.

Moreover, parental factors that contribute to child maltreatment has focused that fathers, more likely to physically abuse children when phenomenon is examined from the perspective of rates of opportunities (Wolfe, 1987).

Tabassum and Sheikh (1989) investigated the effect of authoritarianism of fathers on the temperamental patterning of their children. They found that out of ten dimensions of temperament, three namely sociability, acceptance and responsibility were found to be directly related with their father's authoritarianism.

Rosen & Martin (1996a) carried out a survey on the childhood histories and psychological well being from 1,060 male soldiers and 305 female soldiers on active duty in United States Army, it was found that 51% of females and 17% of males had a childhood history of sexual abuse. In addition 50% of male and 48% female soldiers reported a history of physical abuse based on the criteria of being beaten frequently with a hard object, requiring medical attention for injury resulting from abuse that was noticed by someone such as neighbor or teacher. Thirty-four per cent of females and 11% of males experienced both physical and sexual abuse. Thirty-eight per cent of males and 15% of females experienced physical abuse only, while 65 of males and 175 of females

experienced sexual abuse only. The results of a series of MANOVA analysis (Rosen & Martin, 1996b) revealed that childhood history had significant effects on the psychological well being of both male and female soldiers as measured by Brief Symptom Inventory (Deroatis & Melisaratos, 1983) and physical-emotional abuse produced the strongest effects.

Parental Attitude towards Child Rearing

Some researchers have argued that the abusing parents share common misunderstandings with regard to the child rearing practices and look to the child for satisfaction of their own parental emotional needs. Simon et al. (1991) found in their study of harsh parenting of early adolescents that a belief in the legitimacy of strict physical discipline mediated the linkage between the experience of harsh discipline in childhood and its perpetration when an adult.

In an interesting study, Steele and Pollock (1968) found that the parents in their study group expected and demanded a great deal from their children. The parents felt insecure and unsure of being loved and looked to their children as sources of reassurance, comfort and loving response, as if the children were adults capable of providing, grown-up comfort and love.

Galdston (1965) concluded that abusing parents treat their children as adults and parents are incapable of understanding the particular stages of development of their children.

Melnick and Hurley (1969) found that abusive mothers had severely frustrated dependency needs, and an inability to empathize with their children.

Some researchers have reported that abusing parents have a high expectation and demand for the child's performance and disregard for child's own needs, limited abilities and helplessness (Bain, 1963; Gregg, 1968; Helfer & Pollock, 1967; Hiller, 1969). Some

of studies indicate that abusive parents direct more negative and aversive behaviors such as criticizing, teasing or slapping than comparison parents (Bousha & Twentyman, 1984; Whipple & Webster-Stratton, 1991). Furthermore, abusive parents are more likely to rely on physical punishment and negative acts as controlling strategies e.g., hitting, grabbing or punishing etc (Lehey et al., 1984; Whipple & Webster-Stratton, 1991). They are punitive (Disbrow et al., 1977; Trickett & Susman, 1988) and power assertive e.g., threat, disapproving and they rely less on reasoning and conductive strategies (Chilamkurti & Milner, 1991; Trickett & Susman, 1988). Moreover, abusive parents use to vary their discipline in response to different kinds of behaviors (Trickett & Kuezynski, 1986).

Mostly researchers seem to agree that abusing parents lack appropriate knowledge of child rearing. They implement culturally accepted norms for raising children with an exaggerated intensity and at an inappropriately early age.

Wasserman (1967) found that the parents not only considered punishment a proper disciplinary measure but also strongly defended their right to use physical force. The use of corporal punishment to curtail a child's bad behavior is widely accepted by most of the parents and most believe that the use of corporal punishment has few harmful effects. Consequently most of the parents use physical punishment as an integral component of child rearing. Straus (1994) found that more than 90% of American parents hit their young children and nearly half of all adolescents are hit by their parents. Moreover, the use of physical punishment by parents is common with Holden, Coleman and Schmidt (1995) reporting that the college-educated respondents in their sample spanked their children on average of 2.5 times per week. At the same time, many parents incorporate the use of non-violent techniques of discipline such as time-out and taking away of privileges etc.

Zarnari (1979) in a study on children's socialization patterns in Greece with special reference to attitude toward discipline found that parental discipline of 8-year old children is influenced by social and sex variables. Low social class families showed stronger

attitude toward dependence while middle and higher social class families were more liberal. Majority of the mothers (82.4%) admitted punishing their children for misbehavior, of these 52.45 deprived their children from doing things they like watching TV, playing with peers, 49.3% used physical punishment and 27.5 scolded their children. Moreover, working class mothers reported using physical punishment to a considerably higher degree.

It has been examined that the use of physical punishment or violence against children differs across sub-groups of population. Wolfner and Gelles (1993) found that Black parents were more likely to use physical punishment. Similarly it has been found that African American parents were more likely than white parents to approve spanking and other forms of corporal punishment (Alvy, 1987; Heffer & Kelley, 1987). On the other hand, Stark and McEvoy (1970) concluded that same proportion of Black parents as white parents reported spanking their children.

Some recent studies have suggested that African American mothers reported greater use of physical discipline than do European American mothers (Deater-Deckard et al., 1996). African American parents also have displayed more punitive attitude toward their children (Reis, Barbra-Stein & Bennet, 1986). Moreover ethnic differences have been found in parents' acceptance of spanking the children (Heffer & Kelley, 1987).

Most recently Hesketh, Hong & Lynch (2000) assessed attitudes of health professionals towards the use of physical punishment in child rearing in China. A sample of 331 doctors and nurses (148 males & 183 females) of age ranging from 19-66 years completed an adapted version of a questionnaire (originally developed by Correl-Verdugo, Frias-Armenta, Romero, & Munzo, 1995; Payne, 1989), depicting parental attitudes to the use of physical punishment for children, the advantages and disadvantages of physical punishment and appropriate and inappropriate forms of punishment. The results suggested that almost 97% of the respondents agreed that physical punishment is widely used by Chinese parents, but 76% disapproved the use of physical punishment. There were no

gender differences but younger respondents were more likely to disapprove physical punishment. Eighty six per cent regarded physical punishment to be equally appropriate for girls and boys with no significant differences between respondents' age and sex. Only 3% approved the implementation of physical punishment.

Personality Characteristics of the Abuser and Abused

Some of the researchers considered psychological characteristics of the parents and children as of the prime importance in the phenomenon of child abuse. They argue that there is a defect in character structure, which in the presence of added stresses gives way to uncontrolled physical expression (Adelson, 1961; Allen, Ten Bensel, & Raile, 1969; Friedman, 1969, & Kempe, et al. 1962). The depressed mothers have been described as rejecting, harsh and punitive in her attitude towards her children (Longfellow, Zelkowitz & Saunders, 1982; Weissman, Paykel, & Klerman, 1972). Elevated rates of depression have been found among mothers of (pre-school age children) the group of children at highest risk for abuse (Schmitt, 1972).

Kokkevi and Agathonos (1987) conducted a comparative study in order to get intelligence and personality profile of battering parents in Greece. Thirty-three battering parents (17 mothers and 16 fathers) and 33 matched controls were investigated with WAIS and Cattle's 16 Personality Factor Questionnaire (16 PF). The fathers with mean age of 39.9 and mothers 29.1 years belonged to low socioeconomic class. Kokkevi and Agathonos found no difference in IQs, of battering fathers as compared to controls while battering mothers' general verbal and performance IQ were significantly lower than those of the control group as well as of battering fathers' IQs. Battering mothers were found significantly more shy, restrained, timid and threat sensitive (Factor H of 16PF), and undisciplined, self conflicted, following own urges (Factor Q3 of 16 PF) than the control

mothers. Furthermore, factor H was also found to differentiate significantly between battering and control fathers but in the opposite direction than that of mothers.

Studies comparing child abusive and non-abusive parents on psychological and behavioral dimensions have shown that abusers are more likely to report stress-related symptoms. Although abusing parents rarely show severe psychological disturbance (Spinetta & Rigler, 1972, Starr, 1974; Steele & Pollock, 1968). The professional opinion reported by Spinetta & Rigler (1972) converged on the general assumption that abusers have a 'defect in personality that allows aggressive impulses to be expressed too freely. Thus, the concept of severe disorders was then replaced by mild terms such as inadequate, poor impulse control, immature personality etc.

Moreover, some other researches have provided evidence that suggests that maternal depression be linked to inappropriate parenting. These studies described clinically depressed mothers as imitable, punitive, unaffectionate and distant (Anthony, 1980; Cohler, Grunebaum, Weiss, Hartman & Gallant, 1976; Evans, 1980; Weissman, Paykel & Klerman, 1972). Gil (1970) has also argued that maternal depression is a common phenomenon in families with children who are at greatest risk for child abuse.

Melnick and Hurley (1969) compared 10 physically abusive and 10 control mothers on 18 variables from several personality tests Thematic Apperception Test and California Personality Inventory such as TAT and CPI. They found abusive mothers to be higher in pathogenicity and dependency, frustration and lower in self-esteem, need to give nurturance, manifest rejection and family dissatisfaction.

A number of studies by Paulson and his associates (Paulson, Afifi, Chaleff, Liu, & Thomson, 1975; Paulson, Afifi, Thomson, & Chaleff, 1974; Paulson, Schwemer, & Bendel, 1976) have reported use of the MMPI in identifying personality characteristics of physically abusive parents. Their results suggest that abusers can be successfully differentiated from non-abusers by means of several MMPI scales such as higher

psychopathic deviate and mania scales. Further, male and female abusers showed different personality characteristics.

In most of the researches, maltreatment of the children has been examined with reference to mother's role while some of the recent studies have focused on paternal correlates of child abuse e.g., Garbarino, Sebes, and Schellenbach (1984) found that families at high risk for physical child abuse have low paternal supportive behavior and high punitiveness. Rogeness, Amrunga, Macedo, Harris and Fisher (1986) also found high rates of psychopathology in the fathers of physically abused and neglected children. Wolfe (1987) argues that fathers may be more likely to physically abuse children when the phenomenon was examined from the perspective of rates of opportunity.

In different studies male and female abusers have shown different personality characteristics suggesting that separate considerations should be given to male and female abusers. Studies have suggested that parenting behavior of mothers is significantly different from that of abusive fathers. Abusive mothers show less positive verbal behavior with children but exhibit more verbal and non-verbal aggression toward them (Reid, Taplan & Loeber, 1987).

As far as developmental and personality characteristics of the abused (children) are concerned, Cantrell and Prinz (1985) compared rejected, neglected and accepted groups of children. They found that rejected children were clearly distinguished from their same sex neglected and accepted classmates and were described by their teachers and peers as aggressive, disruptive and inattentive. Neglected children were only marginally discriminable from same sex accepted children. Neither neglected nor rejected children were differentiated from accepted children with respect to observed assertiveness and self-ratings of shyness, unhappiness and feeling unaccepted.

Slade, Stewart, Morrison & Abramowitz (1984) compared 16 physically abused children to 16 non abused children matched for age ($M= 9.3$, $SD = 1.3$), sex and father

occupation and found that abused children did not differ significantly from non abused controls on attributions of academic success but were more external on attributions of failure. They advanced the theoretical formulation that while abused children perceive positive reinforcement as linked to their actions, they attribute failure to forces beyond their control. This suggests that abused children may learn more effectively through the use of reinforcements than through punishment. Most recently aggressive behavior by children in preschool and early elementary school found to evoke negative parent emotions and cognitions, which lead to negative parenting behaviors (Rubin, & Mills, 1992; Rubin, Stewart, & Chen, 1995).

Rosen and Martin (1998) tested the hypothesis that different types of gender-related personality attributes are associated with the past history of different types of childhood maltreatment, while conducting a survey with 1060 male and 305 female soldiers in the U.S. Army. It was concluded that childhood abuse was associated with the presence of negative gender-related attributes; childhood neglect was associated with absence of positive gender-related attributes. Childhood physical abuse was associated with negative masculine attributes in both genders. Childhood sexual abuse was associated with positive attributes in females and negative attributes in males.

Family Interaction in Abusive Families

The phenomenon of child abuse has also been investigated with reference to family interaction within the abusive family. Gelles and Straus (1979) have argued that lack of privacy, high levels of stress and the acceptance of aggression are several important factors that may seem to be responsible for high rates of violence in the family in comparison to other social groups.

Straus (1980a) have found in a nationwide survey of 1,146 persons living with partner and children that previous exposure to harsh physical punishment as a child and

marital disharmony and violence were significantly associated with higher rates of severe violence towards children. This survey has further showed that mothers tend to use more physical punishment with children than fathers and that the amount of violence towards a child was associated with marital violence, more so for mothers than for fathers (Straus, 1980b).

It has also been noted in various studies that abusive parents emit aversive behaviors such as physical negatives, threats, yelling toward others in the family at a rate that significantly differs from non-abusive controls.

Burgess and Conger (1978) found family members in abusive families to interact with one another at a much lower rate than non problem families and these interactions were proportionately more negative in tone.

Some studies have clearly indicated that child abuse is significantly associated with observable levels of conflict and problem behaviour in the home and that the tone of family interactions is less positive than in non problem families (Burgess & Conger, 1978; Lahey et al. 1984).

As far as interaction between the spouses is concerned, some researches have found evidence that abusive parents have aversive interactions with each other e.g., Reid et al. (1981) reported that abusers displayed higher rates of aversive behavior towards their spouses as compared to normal families.

Some other studies have demonstrated that abusive parents show less communicative and facilitating behaviors (Disbrow, Doerr, & Caulfield, 1977). They use fewer physical and positive behaviors (Bousha & Twentyman, 1984; Burgess & Conger, 1978), use tactile and auditory modes of stimulation less frequently (Dietrich, Starr & Kaplan, 1980), and display less positive affect (Lahey et al., 1984) during interactions with their children as compared to control, normal, and non-abusive families.

Davis and Graybill (1983) conducted a comparative study of family environment of abused and non-abused children. They have compared Moos Family Environment Scale scores from the parents of 15 physically abusive families with scores from the parents of 15 non-abusive families. Results revealed that abusive families were less supportive with one another, less free to express their wants and desires and less likely to have a common positive basis for family interaction than were non-abusive families. Moreover, abusive families were found to be more independent, more likely to express anger and aggression, more rigid in rule making in the structuring family activities.

Some authors consider a role reversal between the spouses, as a prime factor is the etiology of child abuse. A home in which father is unemployed and the mother has taken over the financial responsibility of the family is considered a breeding ground for abuse (Galdston, 1965; Greenguard, 1964; Nathan, 1965; Nourse, 1964).

Furthermore, the prevention of child maltreatment has been a primary mental health concern because children who are exposed to recurrent conflict or the chronic absence of emotional and behavioral support in the family are at an increased risk of psychological disorders (Garbarino, Guttman, & Seeley, 1986; Hart and Brassard, 1987; Rutter, 1983). A healthy parent-child relationship provides the child with a critical foundation for development. However, among maltreating families this relationship is often found to be poorly established from the beginning or has disintegrated during periods of developmental change or family stress. For example, abuse and neglect correspond with periods of stressful role transition for parents, such as the postnatal period of attachment the early childhood period of increasing social pressures, the times of family instability and disruptions, or the times following chronic detachment from social support and services (Belsky, 1980).

Child Sexual Abuse and Related Factors

Child sexual abuse is forced, tricked, or coerced sexual behavior between a young person and an older person. In broad terms, child sexual abuse is defined as the involvement of dependent, developmentally immature children and adolescents in sexual activity that do not fully comprehend and are unable to give consent to; such activities also violate the social taboos of society (Krugman & Jones, 1981). In such cases the abused is under the age of 18. The research regarding child sexual abuse indicate that children of all the ages including very young infants are sexually abused and girls are reported as victims at higher rates than boys. Cases of child sexual abuse typically represent about 15% of all child abuse cases in a given period. It is also estimated that 15% to 45% of women experience at least one incident of sexual abuse involving physical contact before the age of 18 (Peter, 1988). In survey of 2,627 adults chosen across the U. S. A., 27% of the women and 16% of the men reported that they had been sexually molested as children (Timnick, 1985).

Conte and Schuerman (1988) assessed 369 sexually abused children from age 4 to 17 and found different symptoms of fearfulness of abuse stimuli (30%), nightmares and sleep disorder (20%), depression (19%), repressed anger and hostility (19%), behavior problems (14%) and somatic complaints (10%).

The sexually abused children presented a wide variety of symptoms and with levels of distress ranging from a symptomatic to sever (Conte & Berlin, 1988; Gomes-Schwartz, Horowitz & Sauzier, 1985). Moreover, sexually abused children exhibited more psychopathology than non-abused children did but less behavioral distressed than a psychiatrically disturbed population (Berlin, 1991; Gomes-Schwartz et al., 1985). Einbender and Friedrich (1989) compared the psychological functioning and behavior of 46 sexually abused girls (ages 6-14) with that of 46 non-abused girls who were matched in age, race, family income and family constellation. Sexually abused children

demonstrated heightened sexual preoccupation and behavior problems, lower cognitive abilities and school achievement and more stressful past histories.

As far as the long-term effects of sexual abuse are concerned, many studies have revealed that 20% to 50% of sexually abused women show identifiable mental health problems (Finkelhor, 1988). They have shown the clear symptoms of dissociation, anxiety, drug and alcohol abuse, depression and sexual problems (Bagley & Ramsay, 1985; Brier & Runtz, 1988; Finkelhor, 1988; Herman, 1981; Meiselman, 1978; Peters, 1988; Sedney & Brooks, 1984).

Other studies have described the history of child sexual abuse in adult prostitutes (Silbert & Pines, 1981), rapists (Finkelhor & Browne, 1986) and child molesters (Groth & Birnbaum, 1979; Langerin, Day, Handy & Russon, 1985). Some studies indicate that posttraumatic stress disorder occurs in 20% to almost 50% of sexually abused children and ranges from mild functional impairment to severe impairment that affects nearly every aspect of functioning (Deblinger, McLeer, Atkins, Foa & Ralphe, 1988).

Recently, few studies had examined the context under which child sexual abuse occurs. Goddard (1981) compared the level of domestic violence in 59 cases of child abuse, physical or sexual abuse, admitted to Melbourne's Royal Children Hospital in 1980, with a matched sample of 36 non-abused children admitted at the same time. He reported that physical assaults between the adults had occurred in 12 per cent of the non-abused sample and in 55 per cent families where the child had been abused. That is, there was a significantly greater level of domestic (physical) violence reported to have occurred in families where a child was hospitalized as a function of being abused compared with a non-abused sample.

Child Neglect and Parental Personality Characteristics

It has been noted that child abuse and neglect do not occur in isolation (Farmer & Owen, 1995), but some researchers have argued that parental and situational factors associated with child neglect may be considerably different as compared to the child abuse. Therefore, some important differences are likely to exist among abusive and neglectful parents. Some researchers have distinguished six types of maltreating parents, ranging from hostile-aggressive to passive-dependent, (Sloan, & Meier, 1983; Francis, Hughes, & Hitz, 1992). Oldershaw et al. (1986) also identified three supposedly distinct groups of parents on the basis of the nature of the care they provided. These distinctions are based on chronicity, with chronic offenders distinguished from time perpetrators (Wolfe, 1987). The physical abuse may have association with child behavior, whereas, adults' inadequacy and failure to assume their basic responsibilities characterize neglect. The neglecting parents may show a more chronic pattern of interpersonal conflicts, irresponsibility and apathy than the abusive parents. The recent statistics indicate that almost 50% of all cases of child abuse are cases of neglect (Sedlak, 1990).

In their multivariate study examining large samples of abusing, neglecting and normal parents, Gaines et al. (1978) found neglecting parents to differ significantly from abusers and normals on a measure of life stress and emotional needs. These investigators reported that the neglect group was functioning more poorly on all 12 measures than other two comparison groups.

Burgess and Conger (1978) found not only that neglecting parents interacted less frequently in the family than did normal, but they also were more negative in the total interaction with their children than were abusers. Bousha and Twentyman (1984) also reported that neglecting parents had low rates of social interaction and prosocial behavior toward their children although neglectors were not more aversive than abusers.

Some researchers have argued that there exists a linkage between domestic violence and neglect. Tomison (1994, 1999) reported a moderate association between the occurrence of domestic violence and neglect. Earlier Stanley (1991) assessed twenty child protection cases and found at least 50 per cent of the total sample involved in domestic violence and child neglect.

The physically neglected children appear to display more behavior problems as compared to non-abused (Aragona & Eyberg, 1981), apathy and passivity, as well as less flexibility, persistence and enthusiasm (Crittenden, 1981; Egeland et al. 1983) and academic problems (Hoffman-Plotkin & Twentyman, 1984; Kent, 1976; Reid, 1977). In addition, they display more social and emotional withdrawal (Hoffman-Plotkin & Twentyman, 1984), lower self-esteem and less confidence and assertiveness when given learning tasks (Egeland et al. 1983).

Daro (1988) suggests that families who physically neglect their children tend to be poor, socially isolated, and chaotic. According to Daro, the National Clinical Evaluation Study found that 96% of neglecting families reported financial difficulties compared with approximately 75% of other maltreating families. In addition, 92% of neglecting families lacked knowledge about child development, 93% exhibited an "inaccurate sense" of child's needs, 84% showed low self-esteem and 80% were unable to manage their household.

Many studies tended to combine both of the maltreatments i.e., abuse and neglect. Many parents both abuse and neglect their offspring (Mash, & Wolfe, 1991; McGee, & Wolfe, 1991; Pianta, Egeland, & Erickson, 1989; Zuravin, 1988a). Kaufman and Cicchetti (in press) found, for example, in one sample of 70 children, that not a single child experienced just physical abuse; and McGee, Wolfe, Yuen, Wilson and Carnochan (1993), studying a sample of 160 adolescents, reported that 905 experienced multiple forms of maltreatment, leading to conclude that "pure maltreatment types do not exist in

reality". Hence, the nature of abuse and neglect is not sufficiently distinguished, for example, in terms of severity or chronicity (Barnett, Manly, & Cicchetti, 1993).

Phenomenon of Child Abuse in Pakistani Context

As far as Pakistani society is concerned child abuse is misinterpreted and misconceived idea in a way that physical abuse or battering is the most common part of the disciplinary training by the parents. Sometimes it is so much torturous that children get severe physical injuries as a result. Even other authority figures that may physically abuse children include teachers and relatives who may also have a misconceived idea of discipline etc. As far as psychological and emotional abuse is concerned majority of the people in our society do not even understand the term, no care is taken about child's self esteem and children may suffer many psychological problems; some educated families may be the only exceptions.

The developed countries have come a long way in recognizing areas of child abuse and through concerned agencies there is an adequate legal system to protect children from being abused and misused. There are working such agencies where not only such cases can be reported but these provide legal as well as psychological help. Despite the fact that a majority of police agencies routinely report cases of child maltreatment to their local child protective agencies (Martin & Besharov, 1991), recent data from the Third National Incidence Study of Child Abuse (United States Department of Health and Human Services, 1993) indicated that almost three-fourths of the cases investigated by children's protective services were reported by non investigatory agencies e.g., hospitals, schools, day care centres etc. In Pakistan, on the other hand, despite the severity of the situation no such department is working where such cases can be reported. Some cases are detected by

chance when severely injured children are taken to the doctors and when it is asked “how this injury happened” the family members usually try to hide the actual reason by saying “the child got it while playing or by chance has slipped from ladder etc”.

Some factors in child abuse which seem to be important with specific reference to child abuse in Pakistani context may include ignorance towards the rights and status of children as well as toward the responsibilities of parents, common misconceived ideas about child rearing practices e.g., obedience to parents and adherence to family rules, use of physical punishment in the matters of discipline, authoritarian attitude of the parents, especially those of fathers. No doubt that fathers play very important role in the family. The child needs to be mothered as well as fathered. It is true that in the tripartite partnership of mother-child and father, father comes at the last but he is not useless extra. Some psychologists maintain that father is even more important to the development of the child’s character than mother. Jung argues that for the child, father is his God because he is wise, judge of everything, and the personification of super ego. It has also been found in certain studies that fathers interact with their children in somewhat different ways than do mothers (Siegal, 1987).

The role of fathers in our society is quite different from that of West. Usually children believe that mothers are meant to love and fathers to be dreaded. They learn this fear from the sentences usually used by mothers such as “be quiet, your father is resting” or “let your father come back, I’ll tell your father of this”. Such motherly warnings build up in the mind of a child an idea of father with uncertain temper and power. Actually in Pakistani households fathers have got all the authority. They are decision-makers for the family and children. Mostly fathers in our society think of discipline in terms of severe punishment and do not give a chance to argue their decision. Father, generally in Pakistani households regards himself as busybody. His word is law and law is stern. He holds himself aloof from everyday affairs of his children reserving his powers for higher

occasions of discipline and admonition. Hence, fathers in our families play a very authoritarian role. According to the model of parental authority proposed by Baumrind (1971) that the authoritarian parents tend to be highly directive with their children and value unquestioning obedience in their relationship with their children. In a study conducted in Pakistani context, Hamid (1986) found that children of authoritarian parents have an inadequate and poor adjustment.

The biological roots of fatherhood are shown to be in the instinctual drive for survival. Father's traditional role as provider and protector is being challenged in many societies today. In industrial nations women have become more educated, birth control means fewer children are born and so women are freed from household tasks and are available in the work force. They earn the money, which makes them more independent. At the same time fathers are becoming more involved in helping family tasks and care for their young children, a role exclusively reserved for women in most societies. But here in Pakistani social context situation has not been changed at all. Children's care is solely mother's responsibility even if she is a working woman and if father and mother both belong to working class children are more neglected. Moreover, in our society there is a tendency to overemphasize the physical care, especially, on diet and hygiene, which has led to relative neglect of the child's psychological and emotional needs.

There seems no single and necessary or sufficient cause of child maltreatment i.e., abuse and neglect. Some variables seem to be linked with this issue of child abuse with specific reference to our society include joint family system where one has to face more than one authority figure, differential treatment of the children on the basis of gender e.g., a male child is mostly exposed to the physical abuse and females to the psychological and emotional abuse etc. Abuse of female children is another sad story of our society. Females in our society are culturally and traditionally neglected by birth. They are nutritionally and emotionally deprived part of our society.

Researches have consistently shown that extended family system helps to reduce the stress of poverty and single parenthood by providing emotional support and reciprocal sharing of income and essential resources. In addition, extended family members often act as effective surrogate parents in the rearing of children (Wilson, 1986). The presence of multiple adults leads to more give and take in adult-child interaction along with better school achievement and improved psychological adjustment (Kellam, Ensminger, & Turner, 1977).

The trend towards a small family size may have favourable consequences for parent-child interaction and in turn for many aspects of children's development. The results of many studies show that parental attitudes and treatment of children change systematically as more youngsters are added to the family. More children mean less time that husband and wife has for each other as well as for each youngster. As a result, parents of large families tend to feel less satisfied with their marital relationships and parenting roles (Hurley & Paulson, 1967; Rutter & Madge, 1976). Furthermore, disciplinary practices become more authoritarian and negative as family size increases and parents try to keep large numbers of youngsters "in line". Crowding and lack of space promotes additional tension in a household with many children, with further repercussions for parent-child relationships. It has also been suggested that larger family size (Gains et al. 1978; Zuravin & Grief, 1989; Zuravin, 1991, Connelly & Straus, 1992) and smaller spacing between births may lead to child maltreatment (Altimeier et al. 1982, Zuravin, 1988a).

However, the family size seems to be strongly correlated with socio-economic status as well as larger families are less well off economically than smaller ones. The impact of family size on parent-child interaction and child development can never completely, be separated from the family standard living. Rutter and Madge (1976) believe that the negative impact of increased family size (on children) result in less

adequate housing, poorer nutrition, greater parental stress, and consequent deterioration in the quality of the parent-child relationship.

Moreover, aggressive behaviour of parents may also seem to be related to the number of children in a family. Larger families tend to use physical punishment more often than smaller families (Goode, 1974). The greater the number of children in a family, the more likely parents, particularly, mothers feel frustrated and over whelmed - conditions that may lead to abuse (Steinmetz & Straus, 1974). Through our study it was attempted to find out whether there is any difference in the perception of the mild, moderate and severely abused children regarding parental acceptance and rejection.

In recent years, there has been a growing concern in Pakistan about the child maltreatment at the hands of parents. The widespread prevalence of child physical abuse as well as the numerous problems and consequences associated with it has been increasingly recognized by many NGOs. Despite of this increasing concern, research on child abuse has been focused primarily on child labour or on the detection of psychological and behavioural consequences of this abuse on the part of the children. There is no concrete information available about the prevalence of child abuse in our society and no effort has been made to understand those circumstances that could lead to child abuse. In such situation, present research is an attempt to investigate and describe the child maltreatment or abuse in terms of family environment and paternal personality characteristic in order to focus those social, economic, family and personal variables which foster child abuse in Pakistani society. The study included fathers as respondents as fathers' voices are relatively rare in the literature on parenting and child abuse. Although mothers and fathers have been found to engage in similar levels of harsh parenting (Feldman & Wentzel, 1990) and child abuse, the paternal personality characteristic of authoritarianism seems more pertinent with reference to Pakistani social set up and cultural context.

Efforts to understand the phenomenon of child abuse and investigation of the type, frequency, and severity of abuse, family environment and impact of parental acceptance-rejection and father's authoritarianism may enhance the understanding of those factors, which could contribute to child abuse. Other types of variables seem to be important in this respect i.e., some demographic variables including sex of the child, birth order, family size and family type, socio-economic variables, type and severity of abuse.

**OBJECTIVES AND
RESEARCH DESIGN**

OBJECTIVES AND RESEARCH DESIGN

Objectives of the Research

The purpose of this study was to investigate the factors associated with the phenomenon of child abuse and neglect with reference to different variables related to the family environment and paternal personality attribute of authoritarianism. The research focused on the following issues.

1. To develop an indigenous Child Abuse Scale (CAS) through which children could be identified with different levels of abuse i.e., mild, moderate and severe.

The present research was purported to investigate the phenomenon of child abuse from different dimension taking into account different variables related to family environment. Primarily, it was important to identify children with different levels of abuse such as mild, moderate and severe so that these groups may be compared with reference to family environment and paternal personality variables under study. There was no valid measure available, which could be used to differentiate between mild, moderate and severely abused children. Hence, it was a necessary step to develop a standardized and valid measure and it was termed as Child Abuse Scale (CAS).

The research further focused on

2. To explore the most common type of child abuse that is mostly inflicted by the parents among different types of abuse i.e., physical abuse, emotional abuse, physical neglect and emotional neglect.
3. To investigate the prevalence of abuse and neglect in male and female children.
4. To find out the type of abuse to which male and female children, separately, are exposed.
5. To examine the role of parental acceptance-rejection in child abuse.
6. To investigate the impact of intra-familial environment in child abuse.

Urdu version of Index of Family Relations (Shah & Aziz, 1993) originally developed by Hudson (1982) was adapted to measure this variable of the study.

7. To find out the role of paternal personality characteristic of authoritarianism in child abuse.

The second important variable under study was the role of fathers' authoritarianism in child abuse. As thorough literature survey revealed that scales developed in the west could not necessarily fulfil the lacunae, hence, it was decided to develop a Paternal Authoritarian Scale to measure the characteristic of authoritarianism of fathers. In this respect, help was sought from the authoritarian scale developed by Adorno et al. (1950) termed as California F Scale. Twenty five items were derived from this scale and translated into Urdu with the help of experts in the field. Furthermore, 24 items for the scale were generated with the help of the parents and teachers particularly relevant to Pakistani cultural and social set up. Finally, a scale comprising of 42 items was constructed and it was named as Paternal Authoritarian Scale (PAS).

Moreover, some demographic information was also sought to investigate the prevalence of child abuse from different dimensions such as age, sex, education, number of children in the family, birth order of the child, socio-economic status, family size, family type i.e., nuclear versus joint family system, parental education and occupation etc.

The main study was carried out in two steps with two independent samples i.e., children and fathers of the same children. These samples were administered the instruments finalized in the pilot study.

The following hypotheses have been formulated for the study.

1. Different groups of abused children i.e., mild, moderate and severely abused children will be identified through indigenously developed Child Abuse Scale.
2. The physical abuse will be high in children in our society as compared to other types of abuse and neglect i.e., emotional abuse, physical neglect, emotional neglect.
3. The physical abuse or child battering will be high in male children as compared to female children.
4. The parents of severely abused children (both mother and father) will show more rejecting attitude towards their children as compared to mildly abused children.
5. Mothers will show more rejecting attitude towards female children.
6. Fathers will show more rejecting attitude towards male children.
7. The intra-familial environment of severely abused children will be more non-harmonic as compared to mildly abused children.
8. The fathers of the severely abused children will show more authoritarian attitude towards children as compared to the fathers of mildly abused children.
9. The child abuse will be higher in the families with low socio-economic status as compared to the middle and upper class families.

10. There will be higher child abuse in the families with greater number of children in the family as compared to smaller families.
11. Child abuse will be higher in the families with low parental education as compared to the families with highly qualified parents (both father and mother).
12. Child abuse will be higher in the families with joint family system as compared to the families with nuclear family system.
13. Children from joint family system will perceive their parents (both father and mother) as more rejecting as compared to children from nuclear family system.
14. Children from joint family system will perceive their intra-familial environment as more disturbing and problematic as compared to children from nuclear family system.
15. Children with high perception of problematic family environment will perceive their parents as more rejecting.
16. Fathers from nuclear family system will be more authoritarian as compared to fathers from joint family system.
17. Highly authoritarian fathers will be perceived as more rejecting by children.
18. Children with highly authoritarian fathers will perceive their family environment as more problematic as compared to the children with less authoritarian fathers.
19. Less educated fathers will show more authoritarian attitude as compared to highly educated fathers.

Research Design

The research was carried out in two phases i.e., pilot study and main study. The pilot study was aimed at the development and adaptation of instruments to be used in the main study.

Pilot Study

Two scales were developed in the pilot study namely Child Abuse Scale (CAS) and Paternal Authoritarian Scale (PAS). The pilot study was carried out in three phases.

Phase I

Phase I of the pilot study was carried out to develop and validate an indigenous Child Abuse Scale. This work was comprised of three steps.

Step 1: Development of items for the Child Abuse Scale.

Step 2: Categorization of these items by four judges into five main categories of abuse and neglect i.e., physical abuse, physical neglect, emotional abuse, emotional neglect and sexual abuse.

Step 3: Determination of reliability and validity of the child abuse scale and its cut off points.

Phase II

Phase II of the pilot study was aimed at the development and validation of Paternal Authoritarian Scale that was also carried out in three steps.

- Step 1:** Translation of the 25 items selected from California F Scale by Adorno et al. (1950).
- Step 2:** Generation of 24 items peculiar to Pakistani social and cultural context.
- Step 3:** Determination of reliability and validity of the paternal authoritarian scale and its cut off points.

Phase III

This phase of the pilot study was aimed at adapting the Urdu version of Hudson's (1982) Index of Family Relations (Shah & Aziz, 1993) to measure intra-familial environment.

Main Study

The purpose of the main study was to identify the abused children with different levels of abuse i.e., mild, moderate and severe, to investigate the type of abuse mainly inflicted by the parents to their children. The level and type of abuse prevalent among male and female children. Furthermore, it was undertaken to investigate the perception of abused children i.e., mild, moderate and severely abused children about parental acceptance-rejection (both for mother and father), and perception about intra-familial environments of their families. The perception of mild, moderate and severely abused

children regarding authoritarian attitude of their fathers and its association with the child abuse.

The main study was carried out in two steps with two independent samples. Firstly, a randomly selected sample of 200 children of age ranging from 8 to 12 years was examined to identify children with different levels of abuse and type of abuse. These children were administered indigenously developed Child Abuse Scale to identify mild, moderate and severely abused children, to explore patterns of parental attitude towards their children through Parental Acceptance-Rejection Questionnaire for mother and father separately and to examine the intrafamilial environment by Index of Family Relations.

They were also given a demographic questionnaire to seek some personal information such as age, sex, education, number of siblings, monthly income of the family, parental education and occupation, family type i.e., nuclear versus joint etc.

Second, in the next phase of the main study, the fathers of the children included in first step of the study were administered Paternal Authoritarian Scale to measure their authoritarianism and its association with child abuse.

PILOT STUDY

PILOT STUDY

Method

The pilot study was carried out to develop the instruments to be used in the main study. Two scales were developed in this respect i.e., Child Abuse Scale and Paternal Authoritarian Scale, while Urdu version of Index of Family Relations (Shah & Aziz, 1993) was adapted for the study.

Development of Child Abuse Scale (CAS)

A scale consisting of thirty four items was constructed to identify children with different levels of abuse. These items were related to the four categories of abuse and neglect i.e., physical abuse, emotional abuse, physical neglect and emotional care/neglect (low score on which was indicative of emotional neglect). It was termed as Child Abuse Scale.

Step 1: Item Generation

Sample

A sample of 100 children (50 boys & 50 girls), 100 parents (50 fathers & 50 mothers) and 100 teachers (50 males & 50 females) was randomly selected from different areas of the four provinces of Pakistan i.e., Punjab, Sindh, Balochistan and N.W.F.P. These areas included Rawalpindi-Islamabad, Lahore, Multan, Jhang, Sahiwal, Mian Channu and Gujrat from Punjab, Hyderabad and Karachi from Sindh, Quetta, Pasheen, Mastoong from Baluchistan and Peshawar and Mardan from N.W.F.P.

Procedure

The first step to develop child abuse scale was the generation of the items. Initially 20 children of age ranging from 8-12 were interviewed. The information which helped the researcher to identify parents' acts and behaviours that could be categorized as abuse of children's right and dignity. These interviews were further substantiated through a preliminary questionnaire, which was administered to a randomly selected sample of 100 children (50 boys and 50 girls) from different areas of four provinces of Pakistan i.e., Punjab, Sindh, Balochistan and N.W.F.P. This questionnaire was very simple in nature in which children were instructed to mention different kinds of behaviours of their parents towards them.

To make the task easy and clearer, the questionnaire was divided into five portions showing different kinds of behaviours with examples. The first part was related to physical torture, scolding or abusing and second part was related to emotional torture. Third part of the questionnaire mentioned parents' careless attitude about child's cleanliness or food, fourth part was related to the parental behaviour of being careless about children's problems. The last and fifth part was general in nature in which children could mention any other kind of behaviour that did not fall in any of the mentioned categories (See Annexure 1).

In order to seek help of the parents and teachers regarding item generation, a randomly selected sample of 100 parents (50 mothers and 50 fathers) and 100 teachers (50 male and 50 female) were given another preliminary questionnaire. In this questionnaire, they were requested to mention those behaviours of the parents, in general, that could be categorized as abusive and neglectful behaviours. This questionnaire was further divided into five portions each indicating the different category of abuse and neglect i.e., physical abuse, emotional abuse, physical neglect, emotional neglect and sexual abuse. Moreover,

place was also provided to mention any kind of behaviour that could not be categorized in the categories mentioned above. Each of the categories was clarified with the help of example (See Annexure 2).

The data at this stage were collected at national level including different urban and rural areas of the four provinces of Pakistan. These areas included Rawalpindi-Islamabad, Lahore, Multan, Jhang, Sahiwal, Mian Channu and Gujrat from Punjab, Hyderabad and Karachi from Sindh, Quetta, Pasheen, Mastoong from Baluchistan and Peshawar and Mardan from N.W.F.P. The data were collected at this stage with the help of psychologists working in these areas.

In the next step, a pool of 122 items was generated when parental behaviours mentioned by children, parents and teachers as evidence of child abuse and neglect were formulated in the form of statements. These were carefully examined and scrutinized by the researcher. Moreover, such statements that could not be categorized in the categories mentioned above were grouped under the heading of general category. A try out study was carried out to understand the comprehension level of the children regarding the content of the statements and responses. These statements were written in the form of questionnaire along with the four response categories. This questionnaire was, then, administered to 10 children, including 5 male and 5 female children of age ranging from 8 to 12 years. It was observed, during administration of the questionnaire that children faced problem while responding on certain negative statements e.g., “my parents do not care when I get hurt/wound” and asked the researcher how to give response if their parents care. As most of children were confused how to give response on such kind of statements, hence, it was decided to change such confusing statements into positive statements with reverse scoring.

Step 2: Item Evaluation

Procedure

In the second step, another exercise was carried out to clearly categorize items into different categories of Child Abuse Scale and to check inter-rater reliability for the scale. These 122 items pertaining to different categories of abuse and neglect were given to four judges who were expert psychologists employed at National Institute of Psychology, Quaid-i-Azam University, Islamabad. They were requested to categorize each of the statements given in the scale into their respective category of abuse or neglect according to their opinion and also check the statements for grammar, content etc. Then, the percentages of the agreement regarding the categorization of the items were computed in order to find out how much these judges tend to agree while categorizing these statements into their respective categories. 75% consensus among the judges' opinion was taken as the criteria for the selection of the items for different categories of child abuse and neglect. The co-efficient of concordance was also computed for the ratings of the judges. Only 95 out of total 122 statements could be clearly categorized under the five categories of child abuse scale. In this way, ninety-five items were selected as a result of this exercise belonging to different categories of abuse and neglect of Child Abuse Scale. Only 6 items were categorized under the category of physical abuse, 50 into the category of emotional abuse, 12 into physical neglect, 25 items into the category of emotional neglect. The category of sexual abuse consisted of least number of items i.e., only 02. Furthermore, all the items that were categorized under general category were excluded from the scale. Among these selected ninety five items, fifty seven statements were negative while thirty eight statements were positive statements which needed reverse scoring (See Annexure 3).

Step 3: Empirical Evaluation of CAS

Sample

A sample of 200 children (100 boys and 100 girls) of age ranging from 8 to 12 years was randomly selected from the six cities of Punjab. These included Rawalpindi-Islamabad, Gujrat, Lahore, Sahiwal, Multan and Mian Chanuu.

Procedure

In the third step, the questionnaire comprising of ninety-five statements was subjected to an empirical evaluation in another study. These, ninety-five statements were written in the form of scale along with instructions typed on the front page for the children. This questionnaire was administered to 200 children (100 boys & 100 girls) of age ranging from 8 to 12 years. The data at this stage was collected from the six cities of Punjab including Rawalpindi-Islamabad, Gujrat, Lahore, Sahiwal, Multan and Mian Chanuu. Responses on the scale were given by the children on four point rating scale having categories “Never (کبھی نہیں)”, “Sometimes (کبھی کبھار)”, “Frequently (اکثر اوقات)” and “Always (ہمیشہ)”. Scores assigned to these categories ranged from 1 to 4. The positive items included in the scale needed reverse scoring while negative items were scored normally (See Annexure 4).

The data of this study were, then, subjected to statistical analysis. For this purpose factor analysis was computed in order to find out the clear dimensions of the scale and to categorize the items of Child Abuse Scale into different categories of child abuse and neglect. Alpha reliability co-efficient was also computed and it was proved to be a highly reliable measure of child abuse and neglect ($r = .92$).

The results of factor analysis revealed four major factors containing thirty-four items and the child abuse scale was finalized on the basis of factor analysis. Hence, the final Child Abuse Scale was comprised of total thirty-four items pertaining to four major categories of child abuse and neglect and the factors were labeled accordingly. The cluster labeled as physical abuse contained 4 items (item nos. 12, 13, 26, 32), emotional abuse 14 items (item nos. 1, 4, 5, 7, 8, 9, 10, 19, 20, 21, 22, 27, 28, 29), physical neglect 4 items (item nos. 2, 3, 6, 11) and fourth cluster labeled as emotional care/neglect contained 12 items (item nos. 14, 15, 16, 17, 18, 23, 24, 25, 30, 31, 33, 34). The last category of emotional care contained all the positive statements referring to emotional care of the child. These items were to be scored in the reverse order hence, low score on this category could be taken as the indicator of emotional neglect. All the items pertaining to the category of sexual abuse were excluded from the scale as these were not clustered into one dimension. Out of total thirty-four items of child abuse scale, twenty statements were negative (item nos. 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 19, 20, 21, 22, 26, 27, 28, 29, 32) and fourteen positive statements that needed reverse scoring (item nos. 2, 12, 14, 15, 16, 17, 18, 23, 24, 25, 30, 31, 33, 34).

The responses on the final child abuse scale were given on a four point rating scale with categories "Never", "Sometime", "Frequently" and "Always". The response category of "Never (کبھی نہیں)" was scored as '1', "Sometimes (کبھی کبھی)" as '2', "Frequently (اکثر)" as '3' and "Always (ہمیشہ)" as '4' and positive statements were scored in the reverse manner (See Annexure 4). Score of the subjects on the Child Abuse Scale was the sum of the score on all the items of child abuse scale and score on the categories/sub-scales was sum of the scores on the items of the respective category. The minimum score on the Child Abuse Scale was 34 and maximum score was 136. Cut off scores for the scale were determined by analyzing percentile scores of the subjects and criteria followed

was one standard deviation plus and one standard deviation below mean scores of the subjects. Cut off scores were determined for three categories of abuse i.e., mild, moderate and severe separately. A score of below to 54 was determined as indicator of mild abuse. Score ranging from 55 to 65 was taken as indicator of moderate abuse, whereas, a score of 66 and above was determined for severe abuse.

Development of Paternal Authoritarian Scale (PAS)

Paternal Authoritarian Scale consisted of forty-two items was developed to measure the second important variable of the study i.e., fathers' authoritarianism as a contributing factor to child abuse.

Step 1: Item Selection and Translation

Sample

The sample of this phase of the study consisted of five psychologists (2 males and 3 females) employed at National Institute of Psychology, Quaid-i-Azam University, Islamabad and four teachers in English (2 Assistant Professors & 2 Associate Professors) randomly drawn from different colleges of Islamabad and Gujrat.

Procedure

In order to develop Paternal Authoritarian Scale, 25 items were derived from the California F Scale developed by Adorno et al. (1950), which is a measure of authoritarian and anti-democratic trends of personality. The response categories for California F Scale were 7-point rating scale ranging from "strongly disagree (scored as 1)" to "strongly agree (scored as 7)". These items were derived from Form 78 and Form 60 of California F Scale.

Only those items were selected which appeared cultural free and closely relevant to the purpose of the present study. These derived 25 items were translated into Urdu (See Annexure 7).

As a first step of translation, these selected 26 items were given to five psychologists (2 males and 3 females) working at National Institute of Psychology, Quaid-i-Azam University, Islamabad and two Ph.D. scholars at National Institute of Psychology, Quaid-i-Azam University, Islamabad. All these judges were bilinguals and had experience in translation. They were given written instructions in which brief introduction about the purpose of the study was given. They were requested to translate the statements in such a way that Urdu translation of each statement could convey the same meanings as the statements in English do. These translated items were, then, carefully examined and scrutinized by the researchers and only one Urdu translation was selected for each statement considering its suitability, connotation, having same sense of meanings etc. These statements were, further, rechecked by two judges who were working as Associate and Assistant Professors at Islamabad College for Girls F-6/2, Islamabad in English department for the clarity of their content, grammar and sense of meanings. Some of the statements were modified in the light of their suggestions (See Annexure 5).

In the next step, Urdu and English items, were written parallel to each other against a 4-point rating scale indicating relevance of Urdu items with English items. The response categories included “ Completely Irrelevant ()”, “Less Relevant ()”, “Highly Relevant ()” and “Completely Relevant ()”. Score ranged from 1-4 for the categories respectively (See Annexure 6).

This scale was, then, given to eight judges, four of them were Assistant and Associate Professors of English working in different colleges of Rawalpindi-Islamabad and Gujrat. Four of them were psychologists working at National Institute of Psychology,

Quaid-i-Azam University, Islamabad. All of these judges were bilinguals and had background of research and translation work. These judges were given written instructions in which they were requested to carefully examine whether Urdu items convey the same meanings as the English items do.

Then, the responses of the judges were scored, and frequencies and percentages were computed. Almost all the items were reported “completely relevant” and “highly relevant” (80% - 100%) except two items that were suggested to be modified. These two items were, then, modified keeping in view the suggestions and again were re-examined by two judges who reported them as highly relevant.

Step 2: Item Generation

Sample

A sample of 30 teachers (15 male and 15 female) was randomly selected from Quaid-i-Azam University, Islamabad and Islamabad College for Girls and Islamabad College for Boys, F-6/2, Islamabad. Moreover, a randomly selected sample of 30 parents (15 mothers and 15 fathers) belonging to different areas of Rawalpindi-Islamabad, Multan, Lahore and Gujrat was also taken for the second step.

Procedure

In the next step of the development of Paternal Authoritarian Scale for fathers, some more items purely relevant to Pakistani cultural context and social set up were generated with the help of parents and teachers. For this purpose, two separate questionnaires were formulated. The questionnaire for teacher was divided into two parts in which they were requested to mention those parental attitudes or behaviours towards their children that

could be categorised as authoritarian attitude and liberal attitude. This questionnaire was given to randomly selected sample of 30 teachers (15 male and 15 female) of Quaid-i-Azam University, Islamabad and Islamabad College for Girls, F-6/2 and Islamabad College for Boys, G-6/2, Islamabad (See Annexure 7).

Another questionnaire was developed for the parents in which they were asked to mention different things they keep in mind while rearing their children and the kind of behaviours they expect from them. This questionnaire was filled in by 30 parents (15 mothers and 15 fathers) belonging to different areas of Rawalpindi-Islamabad, Multan and Gujrat. Then, all parental behaviours mentioned by the parents and teachers were formulated in the form of statements. In this way a pool of 30 items was generated and 23 statements out of this pool were selected after very careful examination and scrutiny.

Hence, total 49 items i.e., 26 derived from California F Scale (item nos.5, 8, 10, 14, 16, 18, 21, 23, 25, 26, 28, 29, 31, 33, 34, 36, 37, 39, 40, 42, 44, 45, 46, 47, 48, 49) and 23 items generated with the help of parents of teachers (item nos.1, 2, 3, 4, 6, 7, 9, 11, 12, 13, 15, 17, 19, 20, 22, 24, 27, 30, 32, 35, 38, 41, 43) were included in the scale termed as Paternal Authoritarian Scale. A five point rating scale was selected for the responses with categories “Strongly Agree (یکمیل طور پر اتفاق کرتا ہوں)”, “Agree to Some Extent (کبھی حد تک اتفاق کرتا ہوں)”, “Undecided (فیصلہ نہیں کر سکتا)”, “Disagree to Some Extent (کبھی حد تک اتفاق نہیں کرتا)” and “Strongly Disagree (یکمیل طور پر اتفاق نہیں کرتا)”. Scores 1 to 5 were assigned to the categories respectively. 16 items (item nos. 4, 19, 20, 21, 24, 30, 32, 33, 34, 35, 38, 41, 43, 44, 46, 49) out of total forty-nine items were positive statements, which needed reverse scoring (See Annexure 8).

Step 3: Empirical Evaluation of PAS

Sample

A randomly selected sample of 60 fathers of age ranging from 28 to 62 ($M = 42.6$, $SD = 7.8$) was taken from Rawalpindi-Islamabad, Gujrat, Multan and Lahore.

Procedure

In this step, Paternal Authoritarian Scale was subjected to another empirical study in order to finalize the items for the scale and to determine its reliability and validity. At this stage, the scale was administered to a randomly selected sample of 60 fathers along with the written instructions in which they were requested to read each statement carefully and to mention to what extent they agree or disagree with the statements given in the scale. Data for this study were collected from Rawalpind-Islamabad, Lahore, Multan, Gujrat and its surrounding areas. The data were, then, subjected to statistical analysis procedures. The results of factor analysis clearly revealed seven clusters including 42 items of the scale that were labeled accordingly. The category of "conventional discipline" included nine items (item nos. 9, 13, 15, 20, 22, 24, 42, 47, 48), "submission to authority" nine items (item nos. 2, 5, 6, 7, 8, 18, 27, 31, 45) and "regard for children rights" included seven items (item nos. 4, 10, 11, 12, 17, 36, 40). The categories of "restriction" (item nos. 1, 3, 16, 21, 23) and "personal freedom" (item nos. 30, 32, 38, 41, 43) each included five items. The category of "regard for children desires" included four items (item nos. 19, 35, 46, 49) and category of "disobedience" three items (item nos. 33, 34, 39). Hence, the scale was finalized on the basis of factor analysis, 42 items were selected the final scale and it was termed as Paternal Authoritarian Scale (PAS). The final scale, then, consisted of 30 negative items (item nos. 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22,

24, 26, 29, 31, 33, 34, 36, 38, 40, 41) and 12 positive items (item nos. 4, 18, 23, 25, 27, 28, 30, 32, 35, 37, 39, 42), that needed reverse scoring (See Annexure-17). The minimum score for the scale was 42 and maximum score for the scale was 210. Cut off score for the scale was determined on the basis of percentile analysis and it was divided into three categories i.e., mild, moderate and high. The scores of below to 134 were taken as indicator of mild, 135 to 144 as moderate and 145 to above as highly authoritarian attitude of fathers.

Furthermore, at the end of the scale some personal information was also sought from the fathers including age, education, occupation, socio-economic status (monthly income), number of children, family system i.e., joint or nuclear etc. (See Annexure 9).

Adaptation of Index of Family Relations (IFR)

Sample

A randomly selected sample of 140 children of age ranging from 8-12 years was taken from Rawalpindi-Islamabad, Multan, Lahore, Sahiwal, Mian Channu and Gujrat.

Procedure

The Urdu version of the Index of Family Relations by Shah and Aziz (1993) was adapted to measure the children's perception about their family environment. The Index of Family Relations (IFR) is one of the nine scales of Clinical Measurement Package (CMP) originally developed by Hudson (1982). It was designed to measure the degree, severity or magnitude of a problem that family members (parents and children) perceive in their relationships to one another. This scale permits the subjects to characterize the severity of intra-familial problems in a global fashion and can be regarded as a measure of intra-

familial stress. Hudson (1982b) argues that IFR can be used as a measure of the intra-familial environment of the subjects. It comprises of 25 items each of which is scored according to the following five categories '1' as "non of the time" '2' as a little of the time" '3' as "some of the time", '4' as "good part of the time" and '5' as "all of the time". In order to partially control response set bias, some items are positive statements and some are negative. The positive items of IFR are scored in reverse order so that a subject's choice of "5" on a positive item is scored as '1' and his/her choice of '2' as '5'. The negative items are scored in the normal manner. High score on IFR is an indicator of intra-familial problems. The total score for IFR is computed by subtracting a score of 25 from the total yes (Y) responses of the subjects ($S = Y - 25$). The cut-off point for IFR is 30. A score above 30 indicates family problems.

Index of Family Relation was translated while using back translation technique (Shah & Aziz, 1993). The translated version of Index of Family Relations was adapted for the present study for the sample of children of age ranging from 8-12 years (See Annexure 10). Hence, 18 out of 25 total items were selected while keeping in view the comprehension level of the children. In the next step, these 18 statements were given to five psychologists/researchers working at National Institute of Psychology, Quaid-i-Azam University, Islamabad. These judges were given written instructions in which they were requested to rephrase the statements keeping in view the age and comprehension level of the subjects included in the sample. These modified statements were then very carefully examined and scrutinized by the researcher and the most relevant statements were selected. These statements included ten positive statements with reverse scoring (item no. 1, 3, 4, 7, 12, 13, 4, 15, 16, and 17) and eight negative statements with normal scoring (item no. 2, 5, 6, 8, 9, 10, 11, and 18). As a second step, this adapted form of Index of Family Relations was subjected to an empirical evaluation in another study in order to

determine its reliability. This scale was, then, administered to a randomly selected sample of 140 children of age ranging from 8-12 years. These children belonged to Rawalpindi-Islamabad, Multan, Lahore, Sahiwal, Mian Channu and Gujrat. The response to each statement was given on a 5-point rating scale having categories '1' as "non of the time" '2' as a little of the time" '3' as "some of the time", '4' as "good part of the time" and '5' as "all of the time". The total score on the adapted form of Index of Family Relations could be sum of scores on all 18 items of the scale. The cut off scores for the scale was determined for the adapted form of IFR on the basis of percentile scores of the subjects. A score of below to 26 was taken as low score, score of 27 to 36 as medium and 37 and above was determined as high score on the Index of Family Relations. A high score on the Index of Family Relations is taken as an indicative of children's perception of problematic and disturbing environment (See Annexure 11).

The co-efficient alpha was also computed to determine the reliability of the adapted form of Index of Family Relations and it was proved to be a reliable measure ($r = .95$).

RESULTS

This section describes the findings of statistical analyses of the pilot study carried out to develop and adapt the instruments to be used in the main study. Two scales namely Child Abuse Scale and Paternal Authoritarian Scale were constructed while one scale i. e., Index of Family Relations was adapted. All statistical analyses were carried out with the help of computer package of SPSS i.e., statistical package for social sciences.

1. Child Abuse Scale (CAS)

Frequencies and percentages were computed for four judges' ratings to categorization of the items of Child Abuse Scale into five major categories namely Physical Abuse (PA), Emotional Abuse (EA), Physical Neglect (PN), Emotional Neglect (EN) and Sexual Abuse (SA) (See Table 1).

Item analysis for the Child Abuse Scale was performed using the technique of item-total correlation. The correlations of 34 selected items for child abuse scale with total score were found to be highly significant (See Table 2).

Factor analysis was performed for the child abuse scores of children to find out the construct validity of the scale. Principal component analysis technique with varimax rotation was employed to find out factor structure and construct validity of child abuse scale. Thirty-four items were clearly clustered into four factors depicting four major categories of the child abuse scale. The criteria followed for the selection of items was factor loading of .35 and above and the items clustering exclusively on one factor. The results of factor analysis revealed that the four factor solution was most interpretable which depicted different dimensions of child abuse scale and these were labeled accordingly.

- Factor 1: Emotional Care included 12 items (37, 39, 40, 45, 47, 63, 64, 65, 80,83,90,91)
(low score on Factor 1 would be considered as indication of emotional neglect)
- Factor 2: Emotional Abuse included 14 items (1, 12, 13, 21, 25, 26, 27, 51, 52, 56, 61, 68, 69, 74).
- Factor 3: Physical Abuse included 4 items (31, 36, 66, 85).
- Factor 4: Physical Neglect included 4 items (2, 7, 18, 30).

The Child Abuse Scale was finalized on the basis of the results of factor analysis. 34 items out of total 95 items were selected for the final scale. Twenty negative and fourteen positive statements (with reverse scoring) were found to be highly consistent and significant to comprise the final child abuse scale. Table 3 and Table 4 indicate the results of factor analysis.

Coefficient Alpha was computed to find out the internal consistency of the child abuse scale and it was found to be highly significant. Moreover, reliability coefficient alpha were also computed for four subscales of child abuse scale i.e., physical abuse, emotional abuse, physical neglect and emotional neglect (See Table 6).

In order to determine the construct validity of the child abuse scale , correlation between the total score on Child Abuse Scale and its empirically determined four subscales were computed (Table 7 & Table 8).

Percentile scores were computed for the final child abuse scale. Frequencies and cumulative percentages and percentile ranks were computed for the total sample (Table 9) and for male and female samples separately (Table 10 & Table 11). Table 12 depicts the percentile ranks for the total sample while Table 13 indicates percentile ranks computed for male and female children separately.

Table 1

Frequencies and percentages of judges' ratings to categorize the items of Child Abuse Scale (N = 4) (Items = 95)

Items	PA		EA		PN		EN		SA		G	
	f	%	f	%	f	%	f	%	f	%	f	%
01	3	75	1	25	0	00	0	00	0	00	0	00
02	0	00	0	00	4	100	0	00	0	00	1	25
03	0	00	2	50	0	00	2	50	0	00	0	00
04	1	25	1	25	0	00	1	25	0	00	0	00
05	0	00	3	75	0	00	1	25	0	00	0	00
06	0	00	2	50	2	50	2	50	0	00	0	00
07	1	25	0	00	3	75	0	00	0	00	0	00
08	0	00	2	50	0	00	2	50	0	00	0	00
09	1	25	3	75	0	00	0	00	0	00	0	00
10	0	00	2	50	0	00	2	50	0	00	0	00
11	0	00	3	75	0	00	1	25	0	00	0	00
12	0	00	3	75	0	00	1	25	0	00	0	00
13	0	00	3	75	0	00	1	25	0	00	0	00
14	3	75	0	00	1	25	0	00	0	00	0	00
15	1	25	0	00	3	75	0	00	0	00	0	00
16	0	00	0	00	0	00	4	100	0	00	0	00
17	2	50	0	00	2	50	0	00	0	00	0	00
18	0	00	0	00	3	75	1	25	0	00	0	00
19	0	00	1	25	1	25	2	50	0	00	0	00
20	0	00	4	100	0	00	0	00	0	00	0	00
21	0	00	4	100	0	00	0	00	0	00	0	00
22	0	00	3	75	0	00	1	25	0	00	0	00
23	1	25	2	50	0	00	0	00	0	00	1	25
24	0	00	3	75	0	00	1	25	0	00	0	00
25	1	25	3	75	0	00	0	00	0	00	0	00
26	0	00	4	100	0	00	0	00	0	00	0	00
27	0	00	3	75	0	00	1	25	0	00	0	00
28	0	00	2	50	0	00	2	50	0	00	0	00
29	0	00	2	50	0	00	2	50	0	00	0	00
30	1	25	0	00	3	75	0	00	0	00	0	00
31	1	25	0	00	3	75	0	00	0	00	0	00

Continue...

Items	PA		EA		PN		EN		SA		G	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
32	0	00	2	50	0	00	2	50	0	00	0	00
33	0	00	1	25	0	00	3	75	0	00	0	00
34	0	00	2	50	0	00	2	50	0	00	0	00
35	0	00	2	50	0	00	2	50	0	00	0	00
36	4	100	0	00	0	00	0	00	0	00	0	00
37	0	00	1	25	0	00	3	75	0	00	0	00
38	0	00	0	00	2	50	2	50	0	00	0	00
39	0	00	1	25	0	00	3	75	0	00	0	00
40	0	00	1	25	0	00	3	75	0	00	0	00
41	0	00	0	00	0	00	4	100	0	00	0	00
42	1	25	0	00	3	75	0	00	0	00	0	00
43	0	00	0	00	0	00	2	50	0	00	2	50
44	0	00	0	00	2	50	2	50	0	00	0	00
45	0	00	1	25	0	00	3	75	0	00	0	00
46	0	00	0	00	1	25	3	75	0	00	0	00
47	0	00	1	25	0	00	3	75	0	00	0	00
48	0	00	3	75	0	00	1	25	0	00	0	00
49	0	00	2	50	2	50	0	00	0	00	1	25
50	1	25	2	50	1	25	0	00	0	00	0	00
51	0	00	3	75	0	00	0	00	0	00	1	25
52	0	00	3	75	1	25	0	00	0	00	0	00
53	0	00	2	50	1	25	1	25	0	00	0	00
54	0	00	0	00	1	25	1	25	0	00	2	50
55	1	25	1	25	1	25	1	25	0	00	0	00
56	0	00	3	75	0	00	1	25	0	00	0	00
57	2	50	2	50	00	00	0	00	0	00	0	00
58	0	00	3	75	0	00	0	00	0	00	1	25
59	0	00	3	75	0	00	1	25	0	00	0	00
60	0	00	1	25	1	25	2	50	0	00	0	00
61	0	00	3	75	0	00	1	25	0	00	0	00
62	0	00	3	75	0	00	0	00	0	00	1	25
63	0	00	1	25	0	00	3	75	0	00	0	00
64	1	25	0	00	0	00	3	75	0	00	0	00
65	0	00	1	25	0	00	3	75	0	00	0	00
66	4	100	0	00	0	00	0	00	0	00	0	00
67	0	00	3	75	1	25	0	00	0	00	0	00

Continue

Items	PA		EA		PN		EN		SA		G	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
68	0	00	3	75	0	00	0	00	0	00	1	25
69	0	00	4	100	0	00	0	00	0	00	0	00
70	0	00	3	75	0	00	0	00	0	00	1	25
71	0	00	3	75	0	00	1	25	0	00	0	00
72	0	00	1	25	0	00	2	50	0	00	1	25
73	0	00	1	25	0	00	2	50	0	00	1	25
74	1	25	3	75	0	00	0	00	0	00	0	00
75	0	00	0	00	0	00	0	00	3	75	1	25
76	0	00	0	00	4	100	0	00	0	00	0	00
77	1	25	0	00	3	75	0	00	0	00	0	00
78	1	25	0	00	3	75	0	00	0	00	0	00
79	0	00	3	75	0	00	0	00	0	00	1	25
80	0	00	0	00	1	25	3	75	0	00	0	00
81	0	00	3	75	0	00	0	00	0	00	1	25
82	0	00	4	100	0	00	0	00	0	00	0	00
83	0	00	1	25	0	00	3	75	0	00	0	00
84	0	00	2	50	0	00	2	50	0	00	0	00
85	4	100	0	00	0	00	0	00	0	00	0	00
86	0	00	3	75	0	00	1	25	0	00	0	00
87	0	00	2	50	0	00	2	50	0	00	0	00
88	0	00	1	25	3	75	0	00	0	00	0	00
89	0	00	0	00	0	00	0	00	4	100	0	00
90	0	00	0	00	1	25	3	75	0	00	0	00
91	0	00	0	00	1	25	3	75	0	00	0	00
92	0	00	3	75	0	00	0	00	0	00	1	25
93	0	00	3	75	0	00	1	25	0	00	0	00
94	0	00	1	25	0	00	1	25	0	00	2	50
95	0	00	3	75	0	00	1	25	0	00	0	00

Note: Read PA as Physical Abuse, EA as Emotional Abuse, PN as Physical Neglect, EN as Emotional Neglect, SA as Sexual Abuse and G as General Category.

Table 1 indicates the frequencies and percentages of agreement among the judges on the items of child abuse scale to categorize them into five categories namely physical abuse (PA), emotional abuse (EA), physical neglect (PN), emotional neglect (EN) and sexual abuse (SA). All such items that could not be categorized into above

mentioned five categories were grouped under the general category (G). The criteria of 75% consensus or above among judges was selected for assigning an item to a particular category of abuse or neglect. Table 1 shows ninety five items with 75% or above consensus among judges while categorizing items of the child abuse scale into five categories. Table 1 demonstrates that 5 items were categorized under the category of physical abuse, 32 items into the category of emotional abuse. Furthermore, 11 items were categorized in the category of physical neglect, 16 items in the category of emotional neglect and category of sexual abuse was retained with only 2 items.

Table 2

Item analysis of the selected items for Child Abuse Scale (N= 200) (Items = 34)

Item No.	Correlation	Item No.	Correlation
01	.45*	47	.63*
02	.50*	51	.62*
07	.46*	52	.56*
12	.55*	56	.64*
13	.40*	61	.52*
18	.42*	63	.53*
21	.56*	64	.48*
25	.60*	65	.66*
26	.52*	66	.28*
27	.46*	68	.41*
30	.32*	69	.49*
31	.46*	74	.56*
36	.45*	80	.58*
37	.56*	83	.44*
39	.55*	85	.42*
40	.63*	90	.40*
45	.54*	91	.53*

* $p < .0001$

Table 2 indicates the item total correlation for thirty four items selected for the final scale of child abuse scale. It shows that almost all the items are correlated with total scale score and significant at alpha level of .0001.

Table 3

Factor loadings of the items selected for Child Abuse Scale obtained from Principal Component Factor Analysis (N = 200) (Items = 34)

S. No.	Item No. in Scale	F 1	F 2	F 3	F 4
		Emotional Neglect/ Emotional Care* (Items = 12)	Emotional Abuse (Items = 14)	Physical Abuse (Items = 4)	Physical Neglect (Items = 4)
1	01	.14	.44*	.07	.19
2	02	.25	.21	.14	.36*
3	07	.28	.14	.10	.46*
4	12	.11	.56*	.10	.22
5	13	.03	.38*	.18	.26
6	18	.07	.21	.24	.40*
7	21	.15	.65*	.15	.15
8	25	.22	.56*	.29	.09
9	26	.10	.64*	.07	.15
10	27	.05	.56*	-.01	.15
11	30	.18	.09	.13	.39*
12	31	.29	-.02	.38*	.18
13	36	.24	.10	.47*	.03
14	37	.45*	.26	.08	-.01
15	39	.42*	.23	.06	.29
16	40	.64*	.12	-.01	.28
17	45	.45*	.09	.23	.20
18	47	.64*	.23	.08	.15
19	51	.28	.62*	.09	.24
20	52	.15	.72*	.13	.15
21	56	.27	.62*	.05	.21

Continue...

S. No.	Item No. in Scale	F 1	F 2	F 3	F 4
		Emotional Neglect/ Emotional Care* (Items = 12)	Emotional Abuse (Items = 14)	Physical Abuse (Items = 4)	Physical Neglect (Items = 4)
22	61	.23	.59*	.03	.15
23	63	.56*	.13	.01	.18
24	64	.50*	.05	.11	.27
25	65	.59*	.25	.16	.11
26	66	.06	.18	.58*	-.05
27	68	.06	.36*	-.05	.26
28	69	.17	.62*	.21	-.06
29	74	.27	.51*	.11	.06
30	80	.61*	.14	.11	.00
31	83	.54*	.01	.05	.13
32	85	.16	.09	.55*	.07
33	90	.37*	.06	.10	.08
34	91	.64*	.02	.06	.01

* Low score on F1 is an indicator of Emotional Neglect

Note: Factor loadings $\geq .35$ have been mentioned by astericks

Table 3 depicts the results of Principal Component Analysis to determine the factor structure and construct validity of the Child Abuse Scale. Table 3 shows the factor loadings of items on four extracted factors. The criteria of selection of items was factor loading of .35 and above and their loadings exclusively on one factor. The results in Table 3 show 12 items with factor loading of .35 or above on Factor 1, 14 items on Factor 2, 4 items on Factor 3, and 4 items on Factor 4. Items loading high on each factor have been mentioned by asterisks.

Moreover, the high item-total correlation of all 34 items in Table 2 show that these four factors are not independent factors rather these are overlapping.

Table 4*Eigen Values and percentage variances explained by the four factors of Child Abuse Scale*

Factors	Eigen Values	Percentage of Variance	Cum Percentage
1	23.05	24.4	24.4
2	4.37	4.6	28.9
3	2.88	3.1	31.9
4	2.74	2.9	34.9

Table 4 shows that the Factor 1 has an eigen value of 23.05 and explains 24.4% of the total variance, Factor 2 has an eigen value of 4.37 and explains 4.6% variance. Factor 3 and Factor 4 have eigen values of 2.88, 2.74 and explain 3.1% and 2.9% of the total variance respectively. Table 4 also shows that total variance explained by the four factors is 34.9.

Table 5*Mean scores and Standard Deviations of Child Abuse Scores for total sample and for male and female children separately*

Groups	<i>N</i>	<i>M</i>	<i>SD</i>
Male Child	100	59.32	15.55
Female Child	100	58.60	15.14
Total	200	58.96	15.31

Table 5 indicates the mean scores and standard deviations of the total sample and for male and female children separately on Child Abuse Scale. It shows that mean score for total sample is 58.96 (*SD* = 15.31). Mean score for the sample of male children is 59.32

($SD = 15.55$) and for female children mean is 58.60 ($SD = 15.14$). The data in Table 5 show that mean score of male children on child abuse scale is slightly high as compared to the female children.

Table 6

Reliability analysis of Child Abuse Scale (N=200)

Scales	No. of Items	Coefficient Alpha
Physical Abuse Scale	04	.63*
Emotional Abuse Scale	14	.90*
Physical Neglect Scale	04	.51*
Emotional Neglect Scale	12	.86*
Child Abuse Scale	34	.92*

* $p < .0001$

Table 6 indicates a highly significant alpha coefficient for all of the four sub scales. It shows that the alpha coefficient for the sub scales of physical abuse and physical neglect is .63 and .90 ($p < .0001$) whereas, for emotional abuse and emotional neglect is .51, .86 respectively ($p < .0001$). Table 6 also indicates a highly significant reliability of Child Abuse Scale i.e., an alpha coefficient of .92 which is significant at alpha level .0001.

Table 7

Inter-correlations between Child Abuse Scale and sub scales of Physical Abuse, Emotional Abuse, Physical Neglect and Emotional Neglect (N=200)

Scales	Correlation
Child Abuse Score and Physical Abuse	.60*
Child Abuse Score and Emotional Abuse	.83*
Child Abuse Score and Physical Neglect	.70*
Child Abuse Score and Emotional Neglect	.90*

* $p < .0001$

The results in Table 7 indicate that subscales of Child Abuse Scale are significantly correlated with total score on the scale. The correlation between child abuse score and physical abuse is .60 ($p < .0001$). The correlation between scores on Child Abuse Scale and sub scale of emotional abuse is also highly significant ($r = .83$, $p < .0001$) while correlation between the scores on child abuse scale and sub scales physical neglect and emotional neglect are .70 and .90 ($p < .0001$) respectively.

Table 8*Correlation Matrix of the four subscales of Child Abuse Scale (N = 200)*

Scales	<i>PA</i>	<i>EA</i>	<i>PN</i>	<i>EN</i>	<i>CAS</i>
PA	-	.40*	.40*	.50*	.60*
EA	-	-	.50*	.54*	.83*
PN	-	-	-	.56*	.70*
EN	-	-	-	-	.90*
CAS	-	-	-	-	-

* $p < .0001$

Note: Read PA as Physical Abuse, EA as Emotional Abuse, PN as Physical Neglect, EN as Emotional Neglect.

The data in Table 8 depicts highly significant inter-correlations between all the subscales scales. The correlation between sub scales of physical abuse and emotional abuse is .40 ($p < .0001$), correlation between physical abuse and physical neglect is .40 and between physical abuse and emotional neglect is .50. The correlations between emotional abuse and physical neglect is .50 ($p < .0001$), emotional abuse and emotional neglect is .54 ($p < .0001$) and physical neglect and emotional neglect is .56 ($p < .0001$) respectively.

Table 9*Frequencies and cumulative percentages for Child Abuse Scores (N = 200)*

Child Abuse Scores	Frequency	Cum Percentages
35	1	0.5
37	1	1.0
38	3	2.5
39	2	3.5
40	2	4.5
41	3	6.0
42	5	8.5
43	8	12.5
44	4	14.5
45	8	18.5
46	4	20.5
47	5	23.0
48	6	26.0
49	5	28.5
50	5	31.0
51	3	32.5
52	6	35.5
53	16	43.5
54	12	49.5
55	6	52.5
56	4	54.5
57	6	57.5
58	6	60.5
59	6	63.5
60	7	67.0
61	2	68.0

Continue...

Child Abuse Scores	Frequency	Cum Percentages
62	2	69.0
63	2	70.0
64	2	71.0
65	6	74.0
66	5	76.5
67	2	77.5
68	3	79.0
69	3	80.5
70	1	81.0
71	2	82.0
72	2	83.0
73	2	84.0
74	2	85.0
75	1	85.5
76	5	88.0
77	1	88.5
79	3	90.0
80	2	91.0
81	1	91.5
84	1	92.0
89	3	93.5
90	1	94.0
92	3	95.5
94	1	96.0
95	1	96.5
98	1	97.0
101	1	97.5
104	2	98.5
105	2	99.5
106	1	100

Table10

Frequencies and cumulative percentages of Child Abuse Scores for male children (N=100)

Child Abuse Scores	Frequency	Cum Percentages
35	1	1
37	1	2
38	2	4
39	1	5
41	1	6
42	1	7
43	5	12
44	2	14
45	3	17
46	2	19
47	3	22
48	4	26
49	1	27
50	3	30
51	2	32
52	2	34
53	7	41
54	5	46
55	2	48
56	3	51
57	4	55
58	4	59
59	4	63
60	5	68
62	2	70
63	2	72
64	2	74
65	1	75
66	2	77
67	1	78
68	1	79
70	1	80
72	1	81

Continue....

Child Abuse Scores	Frequency	Cum Percentages
73	1	82
74	1	83
76	3	86
77	1	87
79	2	89
80	2	91
81	1	92
84	1	93
92	2	95
94	1	96
101	1	97
104	2	99
105	1	100

Table 11

Frequencies and cumulative percentages of Child Abuse Scores for female children (N=100)

Child Abuse Scores	Frequency	Cum Percentages
38	1	1
39	1	2
40	2	4
41	2	6
42	4	10
43	3	13
44	2	15
45	5	20
46	2	22
47	2	24
48	2	26
49	4	30
50	2	32
51	1	33
52	4	37
53	9	46
54	7	53
55	4	57

Child Abuse Scores	Frequency	Cum Percentages
56	1	58
57	2	60
58	2	62
59	2	64
60	2	66
61	2	68
65	5	73
66	3	76
67	1	77
68	2	79
69	3	82
71	2	84
72	1	85
73	1	86
74	1	87
75	1	88
76	2	90
79	1	91
89	3	94
90	1	95
92	1	96
95	1	97
98	1	98
105	1	99
106	1	100

Table 9, Table 10 and Table 11 show the frequencies and cumulative percentages of scores on child abuse scale.

Table 9 depicts frequencies and cumulative percentages of child abuse scores for total sample ($N = 200$). It shows minimum score on child abuse scale is ‘35’ and maximum score is 106. At a cumulative percentage of 26% the corresponding score is ‘48’, at 49.5% is ‘54’ and at 76.5% the corresponding score is ‘66’. Table 10 shows frequencies and cumulative percentages of scores for male children on child abuse scale

($n = 100$). It shows minimum score is "35" and maximum "105". At a cumulative percentage of 26% the corresponding score is '48', at 51% is '56' and at 75% the corresponding score is '65'.

Table 11 shows the frequencies and cumulative percentages of scores of female children on child abuse scale ($N = 100$). It shows minimum score is '38' and maximum score obtained by the female children is "106". At a cumulative percentage of 26% the corresponding score is '48', at 53% is '54' and at 76% the corresponding score is '66'. A comparative look on Tables 10 and 11 depicts that male and female children demonstrate a slight difference in frequency distribution of child abuse scores.

Table 12

Percentile ranks and Child Abuse Scores of children ($N = 200$)

Percentiles	CAS Scores
05	41
10	43
15	45
20	46
25	48
30	50
35	52
40	53
45	54
50	55
55	57
60	58
65	60
70	63
75	66
80	69
85	74
90	79
95	92

Table 12 shows percentile scores for child abuse scale for the total sample. It shows a score of 48 at 25th percentile, 55 on 50th percentile and a score of 66 on 75th percentile.

Table 13 indicates percentiles for the child abuse scale for the male and female children separately for comparative purposes.

Table 13

Percentile ranks and Child Abuse Scores of male and female children

Percentiles	Male Child Scores (N = 100)	Female Child Scores (N = 100)
05	39	41
10	43	42
15	45	44
20	47	45
25	48	48
30	50	49
35	53	52
40	53	53
45	54	53
50	56	54
55	57	55
60	59	57
65	60	60
70	62	65
75	65	66
80	71	69
85	76	72
90	80	78
95	92	90

The cut off points for the scale can be determined through the percentile analysis, its frequency distribution of scores and the scores corresponding to these percentiles. The frequency distribution for total sample of children and for male and female children

separately, can be used to locate cutting points for different levels of abuse in children. In this case a score of 48 on child abuse scale fall on 25th percentile, whereas, a score of 55 fall on the 50th percentile and a score of 66 at 75th percentile. In order to take into account scores falling between 25th and 50th percentile, scores ranging from below to 54 were taken as indicative of mild abuse and the scoring range from 55 to 65 as the cut off score for the second category of abuse i.e., moderate abuse. At the 75th percentile abuse score was 66. hence, score ranging from 66 and above was considered as the indicative of severe abuse.

2. Paternal Authoritarian Scale (PAS)

Item analysis was performed for fathers' scores on Paternal Authoritarian Scale while using the technique of item-total correlation to find out the significance of the items of the scale. Table 14 indicates the results of item analysis of Authoritarian Scale for fathers.

An exploratory Factor Analysis was performed on the data collected for Paternal Authoritarian Scale. Principal Component Analysis technique was employed to find out factor structure and construct validity of the scale. Tables 15 and 16 indicate the results of factor analysis, loadings of items on different factors, eigen values and variance explained by the seven extracted factors. Factor analysis revealed the following seven clusters of items depicting different dimensions of fathers' authoritarian attitudes which were labeled as following.

F 1: Conventional discipline included nine items (9, 13, 15, 20, 22, 24, 42, 47, 48)

F 2: Submission to authority included nine items (2, 5, 6, 7, 8, 18, 27, 31, 45)

F 3: Regard for children's rights included seven items (4, 10, 11, 12, 17, 36, 40)

- F 4: Restriction of activities included five items (1, 3, 16, 21, 23)
- F 5: Personal freedom included five items (30, 32, 38, 41, 43)
- F 6: Regard for children's desires included four items (19, 35, 46, 49)
- F 7: Disobedience included three items (33, 34, 39)

Paternal Authoritarian Scale was finalized on the basis of the results of factor analysis. 42 items that loaded high on seven factors, out of total 49 items, were selected for the final scale. The criteria followed for the item selection was loading of .35 and above. Thirty-one negative items and 11 positive items (with reverse scoring) were found highly consistent and significant which were selected for the final scale. Total variance explained by seven factors was 53.7%.

Coefficient Alpha was computed for Paternal Authoritarian Scale to determine the internal consistency of the scale and it was found to be highly reliable measure. Table 17 indicates the alpha reliability coefficient for Paternal Authoritarian Scale and its seven sub scales.

Moreover split-half reliability with Spearman Brown's Correction was computed for the scale and it was also highly significant (See Table 18).

Inter-correlations between the scores of Paternal Authoritarian Scale and its seven sub scales as extracted by factor analysis were also computed (See Table 19).

Percentile analysis was performed for Paternal Authoritarian Scale to determine cut off scores for the scale. Frequencies, cumulative percentages and percentile ranks were computed (See Table 20 and Table 21).

Table 14*Item analysis for Paternal Authoritarian Scale (N=60) (Items = 49)*

Items	Correlation	Items	Correlation
01	.10	23	.54****
02	.62****	24	.20
03	.28*	27	.45****
04	.36**	30	.17
05	.41***	31	.25
06	.55****	32	.19
07	.54****	33	.33**
08	.35**	34	.22
09	.51****	35	.29*
10	.45****	36	.29*
11	.58****	38	.36**
12	.50****	39	-.11
13	.58****	40	.35**
15	.53****	41	.24
16	.34**	42	.59****
17	.55****	43	.33**
18	.35**	45	.39**
19	.35**	46	.09
20	.66****	47	.64****
21	.31*	48	.67****
22	.54****	49	.28*

**** $p < .0001$, *** $p < .001$, ** $p < .01$, * $p < .05$

Table 14 shows the item total correlations for 42 selected items of Paternal Authoritarian scale. Table 17 indicates that most of the items for paternal authoritarian scale correlate significantly with the total score indicating a highly significant internal consistency of the scale.

Table 15

Factor loadings for the items of Paternal Authoritarian scale obtained from the Principal Component Factor Analysis (N = 60) (Items = 49)

Item No.	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>	<i>F5</i>	<i>F6</i>	<i>F7</i>
	<i>DIS</i> (Items = 9)	<i>SA</i> (Items = 9)	<i>CR</i> (Items = 7)	<i>RST</i> (Items = 5)	<i>PF</i> (Items = 5)	<i>CD</i> (Items = 4)	<i>DO</i> (Items = 3)
01	-.03	-.04	-.16	.69*	.27	-.02	.15
02	.26	.36*	.24	.11	.25	-.07	.26
03	.27	-.16	-.02	.47*	.23	.03	-.01
04	.12	.26	.44*	-.32	.07	.08	-.09
05	-.06	.68*	.27	.03	-.38	.00	.16
06	.26	.55*	.10	-.00	.08	-.19	.17
07	.20	.69*	.10	.28	.04	-.16	.04
08	.22	.35*	.17	-.04	-.23	.20	-.28
09	.58*	.03	.16	.22	.06	.02	.22
10	.11	.23	.36*	.28	.01	-.03	-.10
11	.22	.05	.63*	.13	.15	.01	.03
12	.18	.15	.68*	-.26	.22	.01	.07
13	.45*	.25	.21	.17	.02	.09	-.15
15	.71*	.11	.05	-.02	.01	-.12	.15
16	.03	.01	.09	.52*	-.03	.14	-.14
17	.16	.05	.54*	-.10	.20	.01	-.07
18	.13	.38*	-.14	.02	.03	-.03	-.08
19	.24	.12	.26	-.51	.24	.51*	-.02
20	.60*	.09	.24	.05	-.07	.04	-.18
21	.01	.26	.24	.42*	-.18	-.02	.01
22	.54*	.01	.27	-.08	.13	.18	-.05
23	.28	.21	.20	.56*	-.08	.11	-.05
24	.48*	.06	-.16	-.60	.24	.08	-.07
27	.26	.47*	.26	.10	-.01	-.13	.03
30	-.23	.03	.13	.12	.66*	.26	-.09

Continue...

Item No.	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>	<i>F5</i>	<i>F6</i>	<i>F7</i>
	<i>DIS</i>	<i>SA</i>	<i>CR</i>	<i>RST</i>	<i>PF</i>	<i>CD</i>	<i>DO</i>
	(Items = 9)	(Items = 9)	(Items = 7)	(Items = 5)	(Items = 5)	(Items = 4)	(Items = 3)
31	-.05	.64*	-.07	-.08	.07	-.08	-.23
32	.13	-.20	.07	-.07	.78*	.06	.07
33	-.12	.24	.17	.13	.17	.21	.43*
34	.07	.21	-.13	.28	-.06	.01	.62*
35	.27	-.18	.04	.01	.27	.51*	.00
36	.06	.29	.36*	.07	-.18	-.35	-.32
38	.30	-.08	.09	-.02	.54*	.28	.02
39	.02	-.15	-.16	-.26	.13	-.03	.61
40	.05	.09	.57*	.16	-.17	.01	-.18
41	.22	.26	-.41	.04	.56*	.26	.06
42	.51*	.15	.28	.22	-.50	-.26	.06
43	.04	.18	.13	-.03	.52*	.08	.02
45	.25	.43*	.20	-.31	-.42	.01	-.20
46	.14	.06	-.31	-.12	.11	.70*	.14
47	.54*	.09	.03	.04	-.07	-.03	-.24
48	.67*	-.30	.15	.27	-.02	.10	-.15
49	.01	.12	.02	.25	.18	.78*	.19

Note 1: Read DIS as Conventional Discipline, SA as Submission to Authority, CR as Children Rights, RST as Restriction, PF as Personal Freedom, CD as Regard for Children's Desires and DO as Disobedience.

Note 2: Factor loadings $\geq .35$ have been mentioned by astericks

Table 15 shows the loadings of the selected items of Paternal Authoritarian Scale on seven factors. These loadings were obtained when principal component factor analysis was run to determine the factor structure of the scale. The criterion for the selection of items was loading of .35 and above exclusively on one factor.

have factor loading of .35 and above on each Factor 4 and Factor 5, whereas, 4 items loaded high on Factor 6 and only 3 items on Factor 7.

Table 16

Eigen values and percentage variances explained by the seven extracted factors for the Paternal Authoritarian Scale

Factor	Eigen Values	Pct of Variance	Cum Percentages
F 1	8.61	17.6	17.6
F 2	4.84	9.9	27.4
F 3	3.30	6.7	34.2
F 4	2.97	6.1	40.3
F 5	2.38	4.9	45.1
F 6	2.21	4.5	49.6
F 7	2.01	4.1	53.7

Table 16 demonstrates the eigen values and percentages of variance explained by the seven factors. It shows that F 1 has an eigen value of 8.61 and explains 17.6 % of the total of the variance, that is highest value among seven factors. All other factors have eigen values above 2 and total variance explained by the seven factors is 53.75%.

The mean scores and standard deviation of Paternal Authoritarian Scale for the sample of fathers was also computed ($M = 135.10$ and $SD = 20.0$).

Table 17*Reliability analysis of Paternal Authoritarian Scale (N=60)*

Sub Scales	Coefficient Alpha
Conventional Discipline	.81**
Submission to Authority	.73**
Regard for Children's Rights	.71**
Restriction of Activities	.56**
Personal Freedom	.70**
Regard for Children's Desires	.71**
Disobedience	.46*
Paternal Authoritarian Scale	.86**

** $p < .0001$, * $p < .001$

Table 17 indicates the internal consistency of Paternal Authoritarian Scale and its seven sub scales. It shows a highly significant Coefficient Alpha for all the sub scales. The sub scales named as "Conventional Discipline" ($r = .81, p < .0001$) and "Submission to Authority" showed a highly significant reliability ($r = .73, p < .0001$). Sub scales of "Regard for Children's Rights" obtained $r = .71$. "Restriction of Activities" and "Personal Freedom" obtained reliability coefficients of .56 and .70 respectively that are significant at alpha level of .0001. The sub scales labeled as "Regard for Children's Desires" and "Disobedience" were also found to be internally consistent ($r = .71, p < .0001$) and ($r = .46, p < .001$).

Table 18

Correlation Coefficient for the Split-half Reliability and Spearman Brown's Correction for Paternal Authoritarian Scale (N=60)

Tests	Correlation
Split-half reliability of PAS	.76*
Spearman Brown's correction for PAS	.78*

* $p < .0001$

Table 18 shows the internal consistency of Part 1 and Part 2 of Paternal Authoritarian Scale. As the items of PAS were generated through two sources i.e., California F Scale and empirically generated items. The items were ordered in such a manner that it comprised two equal halves, each containing almost equal number of items. Hence, split-half reliability could easily be computed and Table 18 shows a highly significant split half reliability for Paternal Authoritarian Scale i.e., $r = .76$, $p < .0001$ along with Spearman Brown's Correction for Paternal Authoritarian Scale $r = .78$, $p < .0001$, which is also very high indicating it a reliable measure of authoritarianism of fathers.

Table 19

Inter-correlations between total Paternal Authoritarian Scale and its seven subscales (N = 60)

Tests	Correlation
PAS Score and Conventional Discipline	.83***
PAS Score and Submission to Authority	.75***
PAS Score and Regard for Children's Rights	.72***
PAS Score and Restriction of Activities	.54***
PAS Score and Personal Freedom	.41**
PAS Score and Regard for Children's Desires	.41**
PAS Score and Disobedience	.28*

*** $p < .0001$, ** $p < .001$, * $p < .01$

The results in Table 19 indicates highly significant inter-correlations of the seven subscales of Paternal Authoritarian Scale with total PAS Score. It shows a highly significant correlation of the first four sub scales of PAS with total PAS score, $r = .83$ ($p < .0001$) for Conventuality in Discipline, $r = .75$ for Submission to Authority, $r = .72$ ($p < .0001$) for Regard for Children Rights and $r = .54$ ($p < .0001$) for Restriction of Activities. The categories of Personal Freedom and Regard for Children's Desires show a moderately high significant correlation with PAS i.e., $r = .41$ and $.41$ ($p < .001$) respectively. The category of Disobedience shows correlation of .28 that is significant at alpha level of .01.

Table 20

Frequency and cumulative percentages for fathers' scores on Paternal Authoritarian Scale (N=60)

PAS Scores	Frequency	Cum Percentages
79.00	1	1.7
85.00	1	3.3
99.05	1	5.0
100.00	2	8.3
104.70	1	10.0
111.00	1	11.7
114.00	1	13.3
116.60	1	15.0
120.00	2	18.3
122.40	1	20.0
124.00	1	21.7
126.00	1	23.3
127.00	1	25.0
128.00	1	26.7
129.30	2	30.0
131.05	3	35.0
133.00	2	38.3
134.00	3	44.0
135.50	4	50.0
136.00	1	51.7
137.00	3	55.0
138.00	1	58.3
139.60	1	60.0
140.00	4	65.00

Continue...

PAS Scores	Frequency	Cum Percentages
141.00	2	70.0
142.40	1	71.7
145.50	2	75.0
146.00	1	76.7
148.00	1	78.3
149.80	1	80.0
151.70	3	85.0
152.00	1	86.7
153.00	1	88.3
157.90	1	90.0
158.00	1	91.7
159.00	1	93.3
172.95	1	95.0
173.00	1	96.7
176.00	1	98.3
185.00	1	100

Table 20 shows the frequency and cumulative percentages for the subjects' scores on Paternal Authoritarian Scale. The minimum score is 79 and maximum score is 185.

Table 21 indicates the percentile scores for the Paternal Authoritarian scores of the subjects. It indicates that 25th percentile has a score of 127.25, 50th percentile 135.50 and 75th percentile is 145.50.

Table 21*Percentile ranks and PAS Scores of fathers (N=60)*

Percentiles	PAS Scores
5	99.05
10	104.70
15	116.60
20	122.40
25	127.00
30	129.30
35	131.05
40	134.00
45	135.00
50	135.50
55	137.00
60	139.60
65	140.00
70	142.40
75	145.00
80	149.80
85	151.70
90	157.90
95	172.95

The cut off points for the scale can be determined through the percentile analysis, its frequency distribution of scores and scores corresponding to these percentiles. The frequency distribution for the total sample of fathers can be used to determine the cut off points for different levels authoritarian attitudes. The results in Table 21 indicate that a score of 127 falls on 25th percentile, whereas, a score of 135 falls on the 50th percentile and a score of 145 falls on 75th percentile. Therefore, scores ranging from below to 127 were taken as indicative of mild authoritarian attitude and from 135 to 144 as the cut off score for the second category of authoritarian attitude of fathers i.e., moderate. At the 75th percentile a score was 145, hence, score ranging from 145 and above was taken as the indicative of highly authoritarian attitude of fathers.

3. Index of Family Relations

Table 22

Item analysis of the adapted form of Index of Family Relations (N = 140) (Items = 18)

Item No.	Correlation
01	.75*
02	.76*
03	.78*
04	.83*
05	.47*
06	.74*
07	.80*
08	.57*
09	.73*
10	.76*
11	.74*
12	.80*
13	.64*
14	.77*
15	.87*
16	.85*
17	.80*
18	.60*

* $p < .0001$

Table 22 indicates item total correlations of the items of adapted version of the Index of Family Relations. It shows that all the items have high correlation with the total score indicating its high internal consistency.

The coefficient alpha was computed to investigate the internal consistency and reliability of the adapted version of the Index of Family Relations. It showed highly significant alpha coefficient i.e., .95 significant at alpha level of .0001 depicting it as an internally consistent measure.

Table 23

Frequency and cumulative percentages of children's scores on the Index of Family Relations (N=140)

IFR Scores	Frequency	Cum Percentages
18	18	12.9
19	5	16.5
20	4	19.4
21	9	25.9
22	7	30.9
23	11	38.8
24	5	42.4
25	3	44.6
26	2	46.0
27	7	51.1
28	2	52.5
29	7	57.6
30	2	59.0
31	4	61.9
32	1	62.6
33	2	64.0
34	2	65.5
35	2	66.9
36	5	70.5
37	4	73.4
38	1	71.4
39	3	76.3
41	3	78.4

Continue...

IFR Scores	Frequency	Cum Percentages
42	2	79.9
43	1	80.6
44	2	82.0
46	1	82.7
48	1	83.5
51	1	84.2
54	2	85.6
57	1	86.3
59	1	87.1
60	1	87.8
61	1	88.5
62	1	89.2
63	1	89.9
65	2	91.4
66	3	93.5
69	1	94.2
71	1	95.0
73	1	95.7
74	1	96.4
75	1	97.1
76	1	97.8
79	1	98.6
80	1	99.3
84	2	100.0

Table 23 shows the frequency and cumulative percentages for the scores of children on modified form of Index of Family Relations. The minimum score is 18 and maximum score is 84.



Table 24*Percentile ranks and IFR Scores of Children (N = 140)*

Percentile	IFR Scores
5	18
10	18
15	19
20	21
25	21
30	22
35	23
40	24
45	26
50	27
55	29
60	31
65	34
70	36
75	39
80	43
85	54
90	65
95	71

Table 24 indicates the percentile scores for the scores on modified form of Index of Family Relations. It indicates that 25th percentile has a score of 21, on 50th percentile 27 and 75th percentile is 39. Therefore, a scoring range of below to 26, 27 to 36 and 37 and above were determined as cut off scores for the perception of three categories of mild, moderate and highly disturbed family environment respectively.

DISCUSSION

The pilot study was carried out for the development and adaptation of the instruments to be used in the main study. Two scales were developed on the basis of the results of this study including Child Abuse Scale (CAS) and Paternal Authoritarian Scale (PAS). Moreover, Urdu version of a third scale namely Index of Family Relations (Shah & Aziz, 1993) was adapted for the study to measure the intra-familial interaction and home environment as perceived by the children.

Child Abuse Scale developed for the children of age ranging 8 to 12 years was a Likert type scale (1932) comprising of thirty four items with four point rating scale as a response category. It was further divided into four sub-scales i.e., physical abuse, emotional abuse, physical care/neglect and emotional neglect. These sub scales were labeled according to model followed for the categories of abuse and neglect (Giovinnoni, 1971). Items for the scale were empirically generated with the help of children, parents and teachers. These items were formulated in the form of statements by the researcher and were content validated through judges. The scale, then, was administered to a randomly selected sample of 200 children and data so generated was subjected to statistical analysis in order to determine the internal consistency and construct validity of the scale.

In order to develop child abuse scale, the model given by Giovinnoni (1971) was followed. He has defined child maltreatment in terms of abuse and neglect, differentiated between abuse and neglect and then divided it into different categories depending upon the nature and kind of abuse inflicted by the parents or caretakers. The definition of abuse and neglect given by Giovinnoni was followed because no difference was found with reference to cultural context of Pakistan. He had discussed five major categories of abuse and neglect i.e., physical abuse, emotional abuse, physical neglect,

emotional neglect and sexual abuse. In order to generate items related to all the categories, different preliminary questionnaires were designed and administered to children, parents and teachers. These questionnaires were divided into the five mentioned categories of abuse and neglect so that a substantial pool of items related to each category could be obtained. The assumption behind the empirical generation of items was to take into account all such parental behaviors and attitudes that were more relevant to cultural specific aspects of the phenomenon of child abuse. A large pool of items was obtained when these parental abusing and neglectful attitudes mentioned by children, teachers and parents were formulated in the form of statements. This pool of items included many statements that were overlapping in different categories. These statements, then, were given to four judges who categorized these into five major categories of abuse and neglect. All overlapping and unclear statements were excluded from the scale and statements with 75% consensus were retained in the scale.

In the next step, these ninety five statements categorized by judges into five categories were subjected to an empirical evaluation using a quite large sample of children of age ranging from eight to twelve years. The assumption behind this empirical study was to clearly understand the perception of the children about abusive and neglectful acts on the part of the parents and not to restrict the study to the perception of the elders in this regard because perception of the elders may be different from that of children. The data was, then, subjected to statistical analysis procedures to determine its reliability and validity. The scale proved to be a highly reliable measure of child abuse and neglect as alpha coefficient was significantly high ($r = .92$).

The data were, then, factor analyzed to determine the construct validity of child abuse scale. The results of principal component factor analysis with varimax rotation revealed thirty four items clustering into four factors containing different number of items in each factor. Factor 1 comprised of twelve items pertaining to child's emotional care by the parents. All these retained items

were positive statements with reverse scoring and depicted parental attitude or care for child's emotional needs. This factor was labeled as the sub-scale or category of emotional care because it comprised items related to emotional care, hence, low score on this subscale would mean emotional neglect.

Factor 2 consisted of fourteen items pertaining to the emotional abuse of the children. All of these fourteen items were negative statements. Thirteen out of fourteen items were pertaining to the category of emotional abuse as categorized by the judges but unexpectedly one item (Item no. 1) "my parents slap me" was clustered under this category. This item was categorized by the judges, in earlier step, under the category of physical abuse while empirical data showed different results regarding this item. This item, apparently, seems to be related to the category of physical abuse but this kind of act by the parents may give rise to severely hurt feelings within the child. The empirical data depicts children's perception about parental behavior, it may be considered as the act of emotional torture along with the physical torture as it has been argued by Herrenkohl (1990) that emotional abuse may occur in conjunction with other forms of maltreatment. All other items in Factor 2 pertained to the category of emotional abuse, therefore, it was labeled as sub scale of emotional abuse.

As far as third factor was concerned, it contained four items depicting parental acts of physical torture and was titled as sub scale of physical abuse. The category of physical abuse was comprised of four items including one positive and three negative items. The only positive statement included in this cluster was categorized in the category of physical neglect by the judges in the initial stage i.e., item 31 "my parents give me food on time" a reverse scoring item. This statement depicts the need of food that may have physical consequences. Sometimes parents keep the children away from food as a punishment so this becomes an act of physical torture for the child and may also be taken as a part of this cluster. When the scale was subjected to an empirical

evaluation and data was factor analyzed, this item loaded high on the factor clustering the items related to physical abuse. Hence, this item could be accepted as the part of the cluster titled as sub-scale of physical abuse. Factor 4 of the child abuse scale contained only four items pertaining to the category of physical neglect as categorized by the judges and was labeled as sub scale of physical neglect. This sub scale was comprised of three negative and one positive statement.

Hence, the child abuse scale was finalized on the basis of the results of empirically obtained data and factor analysis results were given priority as it depicted quite clear structure picture of the scale. The criteria followed for the selection of items in factor analysis was item loading of .35 and above. Furthermore, only those items were selected which loaded high exclusively on one factor. Thirty four items were found to fulfil the criteria of loading and these thirty four items were clustered into four factors to be regarded as measuring the same construct and showing a sufficient strength of association with the factor (Hand & Bracken, 1986).

Another interesting fact that came into limelight through the results of the empirical study of child abuse scale was that no item pertaining to the category of child sexual abuse was retained in the structure picture of child abuse scale. It substantiated the assumption that due to the restricted cultural context, sexual abuse remains a taboo subject and no complaint against such kind of parental act or attitude would come up by the children. It does not mean that child sexual abuse by the parents does not exist in our society but such cases are not reported at all. If the child tries to report nobody would believe it or it would not be publicized. So the fifth category of abuse had to be excluded from the scale and the final child abuse scale was comprised of thirty four items pertaining to four categories i.e. physical abuse, emotional abuse, physical neglect and emotional care/neglect. Hence, considering the results of factor analysis, twenty negative and fourteen positive items pertaining to four categories were selected for the

final Child Abuse Scale. Moreover, item correlation with the total scores for the CAS was carried out. It was also revealed by the results of item analysis that selected items were highly significant and their correlation with total scores ranged from .28 to .66, and Nunnally (1978) has also recommended the factor analysis of the items followed by item analysis. However it was computed but no item was discarded on the basis of these results.

The findings have further revealed that the Child Abuse Scale is a highly reliable measure to identify child abuse and neglect. Coefficient alpha was computed to determine the internal consistency reliability of the scale (Cronbach, 1984). The value obtained is .92 that was highly significant at alpha level of .0001 indicating the scale as a reliable and internally consistent measure for the identification of abuse and neglect in children.

As for as the validity of child abuse scale is concerned, as discussed earlier, all items of the scale have been determined empirically and judged by the experts as well, hence, the child abuse scale has sufficient content validity. The correlation between the child abuse scores and four sub scales of abuse and neglect namely, physical abuse, emotional abuse, physical neglect and emotional neglect were also computed to establish the validity of the scale. These correlations were found to be highly significant i.e. (.63, .89, .51 & .86) which indicate these sub scales to be valid measures to identify and assess different kinds of abuse or neglect these subscales are supposed to measure. Moreover, the correlations of the four sub scales with each other have further, established the validity of the sub scales and ultimately the child abuse scale. The correlation between the physical abuse and emotional abuse was .38, between physical abuse and physical neglect was .40, emotional abuse and physical abuse was .50, emotional abuse and emotional neglect was .54 and physical neglect and emotional neglect was .54. The correlations among all the sub scales were significantly high which

further support the assumptions that these sub scales were a valid and reliable measure for the assessment of different type of abuse and neglect inflicted by the parents. As it was suggested by some researchers that internal consistency measures may be taken as evidence of validity (Cronbach & Meehl, 1955) and if underlying theory of the attitude being measured suggests high item inter-correlations, then measures of internal consistency may be interpreted as evidence of construct validity (Shaw & Wright, 1967).

Percentile scores were calculated to determine the cut off point for the scale and it would enable the researcher to differentiate between different categories of abuse i.e. mild, moderate, and severe abuse of children. The four response categories of the scale successfully covered the range of possible responses. The percentile analysis of child abuse scores of children indicates that a score of 48 falls at 25th percentile and a score of 55 falls at 50th percentile, whereas, the score of 66 covers 75th percentile. The frequency distribution of child abuse scores shows that 53% of the children have obtained score of 54, whereas, 76% of the children are covered the score of 66 and it was taken as indicative of upper range of child abuse (Anastasi & Urbina, 1997). Hence, a score of 66 and above can be taken as indicative of severe child abuse. The total score on the child abuse scale may range from 34-136. The range of scores of 54 and below was taken as low score on the child abuse scale, score ranging from 55 to 65 as moderate while score of 66 and above was taken as high score on the child abuse scale.

Another way of assigning individuals to the categories of different levels of abuse is on the basis of their individual scores on the Child Abuse Scale rather on the basis of their percentile ranks.

A comparison of male and female children's mean scores on Child Abuse Scale revealed that no significant difference exists between the two groups in this respect

although mean score for male children is slightly high as compared to female children. This means that gender do not much contribute to the abusive behaviour of the parents. It is also important to note that male score is high for the upper cut off score, whereas female score is high for the middle cut off scoring range.

The range of cut off score enables us to interpret the scores of the children against the sample studied. Although this cut off score has demonstrated significant validity, however, these cut off score could not be estimated as definite point. This is due to two reasons, firstly, the sample used to develop this cut off score is relatively small. Therefore there is a possibility that this cut off score may be shifted as a result of further validation studies. Secondly, the scale has been designed to identify the abuse, its severity and kind of abuse inflicted by the parents. Hence, further research work is required to determine more psychometric properties of the Child Abuse Scale to make it more practical and sophisticated instrument to be used to identify abuse and neglect in future. However, it is sensed that the Child Abuse Scale would help to find out the unidentified and unreported cases of child abuse and neglect in any setting e.g., home, school, clinical, etc., but to be a definitive and powerful instrument, the scale yet needs to go through a chain of rigorous psychometric procedures. The assessment based on cut off scores has to be repeatedly validated in various groups of children, differing in intensity and nature of abuse and neglect so that the scale could become a definite and sensitive instrument for identification of child abuse and neglect.

The second scale, Paternal Authoritarian Scale (PAS), developed for the fathers is also a Likert type scale comprising of forty two items with five point rating scale as response categories ranging from agreement to disagreement. After a thorough literature survey, California F scale by Adorno et al. (1950) was found to be relevant to measure personality attribute of authoritarianism of father to certain extent as it is a measure of authoritarian trends of an individual. Twenty six items from two forms of California F

Scale, Form 78 and Form 60, appeared to be cultural free and could fulfill the need of the present study. These statements were the items that could convey general authoritarian behavior of the individuals. These items were translated into Urdu with the help of psychologists and experts in the field. The steps of translation of the items were carried out very carefully so that the translated statements could convey the same meaning and content as the actual statements do. Then, the translated statements went through an extensive procedure of checking and rechecking

Furthermore, it was noted during the translation procedures that only twenty six items derived from California F Scale could not fulfill the requirements of the present study. The items derived from California F Scale could convey general authoritarian attitude of individuals while our study needed to measure authoritarian attitude with special reference to parental attitude towards their children during child rearing practices with reference to Pakistani culture. Hence, it was decided to generate some more items specifically relevant to Pakistani cultural context. The reason behind was the child rearing practices and concept of parental attitude towards their children is quite different from that of West. In Pakistani culture children's freedom or free will is not an acceptable idea, rather parents both male and female think that children are their possession and they should obey their orders and demands. They can not have a free will or decide anything for themselves. Moreover, physical punishment is the common feature of disciplinary training of the children in Pakistani culture. There is no idea of going children outside home without parental permission.

Hence, a large pool of items was generated, empirically, with the help of teachers and parents who mentioned authoritarian attitudes of the parents towards their children. After careful scrutinizing, twenty three items out of this pool were found to fulfill the requirements of the study. All these statements show parental authoritarian attitudes towards their children. The aim of the present study is to investigate the role of father's

authoritarian attitude/behavior with reference to child abuse in Pakistan. The assumption behind is that in Pakistani society, role of the father within the family is quite different from that of West. In a Pakistani household, usually father has got all the authority. He is decision-maker for the family and children and no one can challenge his decisions. In Pakistani culture, fathers believe in harsh disciplinary practices that include severe physical as well as emotional punishment. In short, fathers here play a very authoritarian role. Hence, the study was limited to the father's authoritarian behavior. In the next step, an empirical study was carried out with the sample of sixty fathers exclusively to develop a scale that could measure authoritarian attitudes of fathers and it was termed as Paternal Authoritarian Scale. The results of the empirical data of the pilot study proved it a very reliable and valid instrument to measure paternal authoritarianism. The reliability analysis showed that it was a highly reliable measure as alpha coefficient was highly significant ($r = .86, p < .0001$).

The next step, data were factor analyzed in order to get factor structure and to determine construct validity of the instrument. The results revealed that forty two, out of total 49 items were clustered into seven factors clearly showing seven dimensions of authoritarian attitude of fathers which could be measured through Paternal Authoritarian scale. These seven clusters comprised of different number of items measuring different dimensions of authoritarian attitudes and were named accordingly. Factor 1 contained nine items (9, 13, 15, 20, 22, 24, 42, 47, 48) measuring paternal attitude of using traditional ideas towards disciplinary training of the children e.g., children should seek parental permission before going out side the home, hence, it was termed as factor measuring "conventional discipline". Nine items (2, 5, 6, 7, 8, 18, 27, 31, 45) of Factor 2 depicted need for submissive attitude of the children in front of authority figures like fathers, hence, it was titled as "submission to authority". Factor 3 has come up with seven items (4, 10, 11, 12, 17, 36, 40) depicting parental positive attitude towards the

rights of the children. This was labeled as "regard for children's rights". Five items were (1,3,16,21,23) clustered in each of Factor 4 and Factor 5 (30,32,38,41,43). Items clustered in Factor 4 were related to the authority exerted by the parents with reference to restriction on activities. While items retained in Factor 5 were related to the parental authority with reference to personal freedom of the children. Cluster 6 comprised of four items (19, 35, 46, 49) depicting parental authority regarding children's desires and was labeled accordingly. The last and seventh cluster contained only three items (33, 34, 39) that could measure the authority related to obedience on the part of children hence it was given a title of disobedience (See Annexure18).

The results of factor analysis showed that Paternal Authoritarian scale has significantly high construct validity. Total variance explained by these seven factors is more than 50% that is quite high, hence, the scale was finalized on the basis of the results of factor analysis. The criteria of selection of items for the scale was loading of .35 and above, furthermore, only those items are retained which loaded high exclusively on one factor. The final Paternal Authoritarian Scale (PAS) comprised of forty-two items measuring seven different dimensions of paternal authoritarian attitude.

The data were further analyzed and the results of item analysis indicated that most of the items out of forty-two items were highly significant at alpha level of .0001 as they have high correlation with the total score. While some items are moderately significant at alpha level of .001, .01 and .05. The Paternal Authoritarian Scale has been proved to a highly consistent and reliable measure as alpha coefficient is highly significant ($r = .86, p < .0001$)

As discussed earlier, items for Paternal Authoritarian Scale are generated through two sources. Almost, 50% items were derived from the California F Scale (Adorno et al., 1950) and half of the items were generated with reference to Pakistani cultural context. So the scale consisted of two parts with almost equal number of items. In order

to determine internal consistency of both parts of the Paternal Authoritarian Scale, the technique of split-half reliability was employed and the results showed that both halves of the scale were highly internally consistent (split half $r = .76$). It means that the empirically developed scale constitute more reliable measure of parental authoritarian behavior with special reference to Pakistani culture. The scale has demonstrated its strength by providing significant split half reliability and internal consistency among the items. The construct validity, along with reliability, of the scale is the criteria of the vigorous strength of the measure.

Percentile scores were calculated to determine the cut off score for the scale. The scale has five response categories to cover the range of scores. Total score range of Paternal Authoritarian Scale ranges from 42 to 210. The percentile analysis of the sample II (fathers) shows that a score of 127 falls at the 25th percentile, 135 at 50th percentile, whereas a score of 145 falls at 75th percentile. These percentile scores helped research in determining cut off scores for low, moderate and highly authoritarian attitude of fathers. Hence, the range of cut off scores determined for the mild authoritarian attitude on Paternal Authoritarian scale were below to 134, score of 135 to 144 as moderate score, while score of 145 and above as high authoritarian score. These cut off scores indicate that fathers obtaining scores within this range would show low, moderate and highly authoritarian attitude towards their children.

Index of family relations is a measure of child's perception about his/her family environment and can be regarded as a measure of intra familial stress. This scale is a part of nine scales of Clinical Measurement Package (CMP) developed by Hudson (1982).

Urdu version of the Index of Family Relations (Shah & Aziz, 1993) originally consisted of 25 statements depicting intra-familial interaction and relationship of family members with one another. Eighteen statements were adapted from Urdu version of IFR

for the study keeping in view the age and comprehension level of the children of age ranging from 8 to 12 years. This scale was adapted with the help of the researchers and experts working in the field of child psychology and then this adapted form of IFR was subjected to an empirical evaluation. The results indicated it to be a highly reliable measure as the coefficient alpha was significantly high ($r = .95, p < .001$). The results of the item analysis revealed that almost all the statements had significantly high correlation with the total score, it further strengthen the reliability of the scale.

The mean score obtained on the modified form of IFR is 33.9 and standard deviation is 16.81. The range of cut off score for the adapted IFR was determined by computing percentile ranks. The total scoring range of the form is 18 to 90. The percentile analysis of the children score's on Index of Family Relations indicated that a score of 21 covered 25th percentile, a score of 27 that of 50th percentile, whereas, 75th percentile is covered by the score of 39. Therefore, range of cut off scores determined for IFR is score of below to 26, 27 to 36 and 39 and above as low, medium and high scores on IFR. The score above 27 would be considered as the indicator of child's perception of problematic relationship of family members and stressful family environment and score above 36 would be considered as indicator of highly problematic family relations.

MAIN STUDY

Method

The main study was carried out in two parts with two independent samples.

Sample I

A randomly selected sample of 200 children (100 boys and 100 girls) were taken from six cities of Punjab including, Rawalpindi-Islamabad, Lahore, Multan, Sahiwal, Mian Channu and Gujrat. Age range of the subjects varied from 8 to 12 years ($M = 10.8$, $SD = .68$).

Sample II

Sample II for the study comprised of the 200 fathers of the 200 children included in the Sample I of the main study i.e., fathers of 100 male and 100 female children of age ranging from 8 to 12 years. The age range of fathers was 28-57 years ($M = 42.62$, $SD = 7.1$), and data was collected from six major cities of the Punjab including Rawalpindi-Islamabad, Lahore, Multan, Sahiwal, Mian Channu and Gujrat.

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Sample II

Sample II for the study comprised of the 200 fathers of the 200 children included in the Sample I of the main study i.e., fathers of 100 male and 100 female children of age ranging from 8 to 12 years. The age range of fathers was 25-50 years ($M = 42.62$, $SD = 7.1$), and data was collected from six major cities of the Punjab including Rawalpindi-Islamabad, Lahore, Multan, Sahiwal, Mian Channu and Gujrat.

Instruments

1. *Child Abuse Scale (CAS)*

Child Abuse Scale was comprised of 34 items pertaining to four empirically determined categories of abuse and neglect (See Annexure-12). It included four items related to the category of physical abuse (Item nos.12, 13, 26, 32), 14 items to the category of emotional abuse (Item nos.1, 4, 5, 7, 8, 9, 10, 19, 20, 21, 22, 27, 28, 29). The category of physical neglect included 4 items (Item nos. 2, 3, 6, 11), and 12 items (Item nos.14, 15, 16, 17, 18, 23, 24, 25, 30, 31, 33, 34) pertained to the category of emotional care, low score on it was an indicator of emotional neglect (See Annexure 13).

The responses of the subjects were recorded on a four point rating scale with response categories of "Never (کبھی نہیں)", "Sometime (کبھی کبھی)", "Frequently (اکثر)" and "Always (مکملتہ)". Scores assigned to these categories ranged from 1 to 4. The scores of a subject on Child Abuse Scale was sum of the scores on each item of the scale. The scores of a subject on different categories of abuse and neglect i.e., physical and emotional were sum of the scores on the items of that category divided by the number of items pertaining to that category. The cut off points determined on the basis of percentile analysis for the Child Abuse Scale were below to 54 as mild, 55 to 65 as moderate and 66 and above as indicative of severe child abuse.

2. *Paternal Authoritarian Scale (PAS)*

The Paternal Authoritarian Scale consisted of total forty-two items reflecting fathers' authoritarian attitude towards their children. It included nineteen items selected from California F Scale by Adorno et al. (1950). These items were translated in Urdu using the procedure discussed earlier in the pilot study, the included item nos. 5, 8, 10, 15, 17, 20,

22, 26, 28, 29, 31, 33, 34, 36, 38, 39, 40, 41, and 42. Twenty four items (Item nos.1, 2, 3, 4, 6, 7, 9, 11, 12, 13, 14, 16, 18, 19, 21, 23, 24, 25, 27, 30, 32, 35, 37) were generated with specific reference to Pakistani cultural context (See Annexure 17).

The responses of the subjects were given on a five point rating scale with scoring categories of “strongly disagree (as 1)” “disagree (as 2)” “undecided (as 3)” “agree (as 4)” and “strongly disagree (as 5)”. Scoring was reverse for negative items (item nos. 4, 18, 23, 25, 27, 28, 30, 32, 35, 35, 37, 39 42). The score of a subject on this scale was sum of the scores on all the items. Cut off scores for the scale determined on the basis of percentile analysis were scores from 127 to 134 as mild, 135 to 144 as moderate and 145 and above as indicative of highly authoritarian attitude of fathers (See Annexure 18).

3. Parental Acceptance Rejection Questionnaire (PARQ)

Urdu Version of Parental Acceptance Rejection Questionnaire (PARQ) originally developed by Rohner, Saaverda and Granum (1980) was used to measure the patterns of parental acceptance-rejection. This questionnaire provides an objective and systematic mean for quantifying information about children’s perception of parental accepting and rejecting behaviours. This questionnaire basically consists of two parts each comprising of 60 items. Part I measures father’s attitude toward the child while Part II measures attitudes of mother towards the child. Each part is further divided into four sub-scales including parental less warmth and affection (20 items); parental hostility and aggression (15 items); parental neglect and indifference (15 items) and parental rejection (10 items). The low score on the questionnaire means the parents are perceived as accepting, if otherwise, the parents are perceived as rejecting. Rohner (1975) showed the convergent, discriminant and construct validity of PARQ to be satisfactory.

Haque (1981) translated PARQ by using the technique of back translation. The reliability analysis of translated PARQ had proved it to be a psychometrically adequate instrument (Haque, 1981, 1987). The alpha coefficient of the sub scales of PARQ ranged from .72 to .90 (Karim, 1986). Parental Acceptance Rejection Questionnaire measures the way children of age ranging from 7-13 years perceive their parent's treatment to them. Items of PARQ are scored on 4 point rating scale with categories "Almost Always True" (scored as 4) and "Almost Never True" (scored as 1). Scoring is reverse for negative items. Total range of scores is 60 to 240, higher the score obtained, more the child perceives his or her parents as rejecting (See Annexure 14 & 16).

4. Index of Family Relations (IFR)

The measure of Intera-familial Environment comprised of 18 items derived from the Index of Family Relations (IFR) originally developed by Hudson (1982). It is one of the nine scales of Clinical Measurement Package (CMP) developed by him. Shah & Aziz (1993) translated this scale into Urdu and eighteen items selected from this translated form were modified for the present study. Out of these eighteen items, ten were positive items (Item no. 1, 3, 4, 7, 12, 13, 14, 15, 16 & 17) that required reverse scoring and eight items (Item no. 2, 5, 6, 8, 9, 10, 11 & 18) were negative items with normal scoring (See Annexure 15).

The responses were recorded on a five point rating scale having categories "none of the time (as 1)", "little of the time (as 2)", "some of the time (as 3)", "good part of the time (as 4)" and "all the time (as 5)" (See Annexure 15). The total score on the modified form of IFR was the sum of scores on all eighteen items of the scale. The cut off points determined for the modified form were score below to 26 as low, score ranging from 27 to

36 as medium and score ranging from 37 and above as high score on IFR. A high score on the Index of Family Relations was indicative of family problems.

5. Demographic Questionnaire

A demographic form was developed for the children in order to seek personal information like age, sex, birth order of the child, monthly income of the parents, number of the children in the family, parental education and occupation, family system i.e., joint vs. nuclear family system (See Annexure 12).

Procedure

The data for the main study were collected from six major cities of Punjab including Lahore, Rawalpindi-Islamabad, Multan, Sahiwal, Mian Channu and Gujrat with the help of psychologists working in these areas. The data at this stage were collected on individual basis and subjects, both fathers and children, were approached in their homes.

Phase I

In the Phase I of the main study, data were collected from children. Before administering the questionnaire, the subjects were told about the objectives of the study and then given the instructions. They were assured that all the information sought from them would be kept strictly confidential and would be used for research purposes only. This step was very important as the research was concerned with a very important and crucial social issue of child abuse within the families and the scales contained items showing parental attitudes towards their children. Then, they were told to read general instructions very carefully before starting the questionnaire and seek, without any

hesitation, the help of the researchers if anything appeared ambiguous to them. They were also instructed to read the instructions of each part of the questionnaire before marking their responses that would enable them to understand what was expected of them to do. They were instructed to carefully complete the task and do not skip any statement or leave it empty.

The scales were presented to the children one after another. First of all the children attempted the items of Child Abuse Scale, where each item was to be responded on a 4 point rating scale having categories "Never (کبھی نہیں)", "Sometime", (کبھی کبھی) "Frequently (اکثر)" and "Always (ہمیشہ)" (See Annexure 12).

After the subjects completed child abuse scale, they were given Parental Acceptance Rejection Questionnaire form for father (PARQ-F). It was consisted of sixty statements and subjects had to give their responses to these statements on a 4 point rating scale with categories "More often (زیادہ تر)", "Some of the time (بہت کم)", "Very little of the time (کبھی کبھار)" and "Never (کبھی نہیں)" (See Annexure 14).

The adapted version of the Index of Family Relations followed the Parental Acceptance-Rejection Questionnaire for father. It contained eighteen items that were to be responded on a five point rating scale having following five categories as "Never (کبھی نہیں)", "Little of the times", (کبھی کبھار) "Some of the time (بہت کم)", "A good part of the time (اکثر و بیشتر)" and "All the time (ہمیشہ)" (See Annexure 15).

The Parental Acceptance-Rejection Questionnaire for mothers (PARQ-M) was followed the Index of Family Relations. IFR was administered in between the PARQ for father and PARQ for mothers to avoid the effect of the responses of the child for father's attitude on the child's responses for mother's attitude towards him/her.

After responding to all the scales, the subjects filled in a simple questionnaire to provide some personal Information. This was about the age of children, their birth order, number of siblings, number of family members and family system i.e., nuclear or joint.

Phase II

Another important step of the main study was to collect data for the fathers of the children included in the Sample I of the main study, and they comprised the Sample II of the main study. The data of fathers of the children included in the study were collected from the six cities of Punjab on individual basis. Children as well as fathers were approached in their homes. One child and father from one household was included in the sample. Before administering the Paternal Authoritarian Scale to fathers, the researcher communicated the purpose of the research to them and were assured that the information provided by them would be kept confidential and would be analyzed for research purpose only. It was an important step as fathers included in the sample, normally, showed an apprehensive attitude. Then, Paternal Authoritarian Scale comprised of 42 items was administered to them. The responses were given on a five point rating scale with categories reflecting the extent agreement or disagreement to each statement (See Annexure-17). The response categories include “Completely agree (پیکمل طور پر اتفاق کرتا ہوں)”, “Agree to some extent (کبھی حد تک اتفاق کرتا ہوں)”, “Undecided (معلوم نہیں)”, “Disagree to some extent (کبھی حد تک اتفاق نہیں کرتا)”, “Completely disagree (پیکمل طور پر اتفاق نہیں کرتا)”.

Moreover, at the end of Paternal Authoritarian Scale, some personal information was also sought from the fathers included in the main study. This demographic information included age, educational level, occupation, socio-economic status, education and occupation of their spouses, number of children and family system i.e., nuclear or joint family system.

RESULTS

The children in the present study were administered indigenously developed Child Abuse Scale and their scores on the scale helped to classify them in three groups or categories of abuse i.e., mild abuse, moderate abuse and severe abuse. These children were also administered three other scales namely Parental Acceptance-Rejection Questionnaire for father, Parental Acceptance-Rejection Questionnaire for mother and adapted version of the Index of Family Relations.

The main study was carried out with two independent samples; sample I consisted of 200 children and sample II comprised of the fathers of the same children. This sample of fathers was administered an indigenously developed scale namely Paternal Authoritarian Scale in order to check their personality trait of authoritarianism. Various statistical procedures were employed to determine the relationship of child abuse with different variables under consideration or study. The t-tests were computed to see the gender differences with reference to different variables such as parental attitude as rejecting or accepting as perceived by male and female children, type of child abuse inflicted by the parents to the boys and girls, and their perception of family environment. Moreover, One Way Analyses of Variance were computed for the effect of type of abuse and neglect, parental attitude and familial environment and other important variables under study with three groups of abused children i.e., mildly abused, moderately abused and severely abused children.

The possible range of scores on child abuse score was 34 to 136, whereas, obtained scores of children ranged from 34 to 116. The possible range of scores for four sub scales of child abuse scale were different, depending upon the number of items included in each sub scale. Mean scores and standard deviations of all the sub scales as well as total Child Abuse Scale are presented in the Table 25.

Table 25

Means and Standard Deviations of Child Abuse Scale and its four sub scales i.e., Physical Abuse Scale, Emotional Abuse Scale, Physical Neglect Scale and Emotional Neglect Scale (N = 200)

Scales	No. of Items	M	SD
PA	04	1.56	2.79
EA	14	1.40	5.07
PN	04	1.83	2.70
EN	12	1.93	6.93
CAS	34	1.66	13.88

Note 1: M is equal to total score on the scale divided by number of items in the scale plus number of respondents.

Table 25 indicates that mean of child abuse scores of the sample is 1.66 ($SD = 13.88$), whereas, mean score on the sub-scale named as physical abuse is 1.56 ($SD = 2.79$). The mean score on the sub-scales of emotional abuse is 1.40 ($SD = 5.07$), on physical neglect is 1.83 ($SD = 2.70$) and on emotional neglect is 1.93 ($SD = 6.93$) respectively. The results in Table 25 indicate that mean score of the respondents on Child Abuse Scale falls within the range of moderately high category of abuse. It also shows that mean score on the measures of emotional neglect is the highest ($M = 1.93$) followed by the physical neglect score ($M = 1.83$). Third highest mean score was obtained on the measure of physical abuse ($M = 1.56$) and least score on the measure of emotional abuse i.e., 1.40. It means that children feel more neglected emotionally as well as physically as compared to being abused.

Table 26

Means and Standard Deviations of children's scores on Child Abuse Scale, Parental Acceptance-Rejection for Fathers, Index of Family Relations and Parental Acceptance Rejection for Mothers (n = 200)

Scales	No. of Items	<i>M</i>	<i>SD</i>
Child Abuse Scale	34	1.66	13.88
PARQ-Fathers	60	1.65	25.12
PARQ-Mother	60	1.60	23.34
Index of Family Relations	16	1.54	10.50

Note 1: *M* is equal to total score on the scale divided by number of items in the scale plus number of respondents.

Table 26 shows the mean scores and standard deviations of four scales administered to the respondents. It indicates that mean score of the Child Abuse Scale scores is 1.66 (*SD* = 13.88), whereas, mean score of Parental Acceptance-Rejection Questionnaire for Fathers is 1.65 (*SD* = 25.12) and mean score of Parental Acceptance-Rejection Questionnaire for Mothers is 1.60 (*SD* = 23.34). Table 26 also indicates that mean of Index of Family Relation score for the respondents is 1.54 (*SD* = 10.50). These results show that children have reported more perceived rejecting attitude for fathers as compared to mothers.

Inter-correlations among scores of all the four scales i.e., Child Abuse Scale, Parental Acceptance-Rejection Questionnaire for Mothers, Index of Family Relations and Parental Acceptance-Rejection Questionnaire for Fathers have been indicated in Table 27.

Table 27

Correlation Matrix of the four scales, Child Abuse Scale, Parental Acceptance-Rejection for Fathers, Index of Family Relations and Parental Acceptance-Rejection for Mothers with each other

Scales	CAS	PARQ-F	PARQ-M	IFR
CAS	(.88)	.60*	.42*	.45*
PARQ-F	-	(.93)	.60*	.66*
PARQ-M	-	-	(.93)	.52*
IFR	-	-	-	(.90)

* $p < .0001$

Note 1: Reliabilities of the scales are mentioned within parentheses.

Table 27 indicates that all the scales are positively correlated with each other. There is a moderate positive correlation between children's scores on Child Abuse Scale and scores on Parental Acceptance-Rejection Questionnaire for fathers ($r = .60$, $p < .0001$) and Parental Acceptance-Rejection Questionnaire for mothers scores and Child Abuse Scores ($r = .42$, $p < .0001$). Child Abuse Scale is also positively correlated with Index of Family Relations ($r = .45$, $p < .0001$). Table 27 further indicates that correlation between Parental Acceptance-Rejection Questionnaire for father and Parental Acceptance-Rejection Questionnaire for mother is highly significant ($r = .60$, $p < .0001$). The results have also depicted that Parental Acceptance-Rejection Questionnaire for father and Parental Acceptance-Rejection Questionnaire for mother are also positively correlated with Index of Family Relations ($r = .66$ and $r = .52$) which is significant at alpha level .0001 indicating a significantly high positive correlation between the two. The results in Table 27 also show that although all the correlations between different scales are positively and highly significant, however, the correlation between Parental Acceptance-Rejection Questionnaire for father scores of children and

adapted version of Index of Family Relations Scores are higher as compared to other inter-correlations.

Table 28

Reliability Analysis of Child Abuse Scale and its four sub scales i.e. Physical Abuse, Emotional Abuse, Physical Neglect and Emotional Neglect

Scales	<i>n</i>	Item	Coefficient Alpha
PA	200	04	.70*
EA	200	14	.79*
PN	200	04	.54*
EN	200	12	.79*
CAS	200	34	.88*

* $p < .0001$

The data of the main study were also analyzed to determine the internal consistency of all the sub-scales of the measure of child abuse. Table 28 indicates a highly significant reliability for child abuse scale i.e., an alpha coefficient of .88 that is significant at alpha level of .0001. It also indicates highly significant reliability coefficient for the sub scales of emotional abuse and emotional neglect ($r = .79$, $p < .0001$ and $r = .79$, $p < .0001$). Table 28 also shows a significantly high alpha reliability for the sub scale of physical abuse and moderately high coefficient alpha for physical neglect i.e., $r = .70$ and $r = .54$ respectively, both the reliability coefficients are significant at the level of .0001.

Table 29*Correlation Matrix of four sub scales of Child Abuse Scale (CAS)*

Scale	PA	EA	PN	EN	CAS
PA	(-.70)	.35*	.65*	.38*	.64*
EA	-	(.79)	.55*	.53*	.81*
PN	-	-	(.54)	.46*	.75*
EN	-	-	-	(.79)	.86*
CAS	-	-	-	-	(.88)

* $p < .0001$

Note 1: Read PA as Physical Abuse, EA as Emotional Abuse, PN as Physical Neglect, EN as Emotional Neglect, CAS as Child Abuse Scale.

Note 2: Reliabilities of subscales are mentioned in the parentheses.

Table 29 shows the inter-correlations of subscales of Child Abuse Scales with each other and with total child abuse scores of the respondents. The correlation between child abuse scores and physical abuse scores is significantly high ($r = .64$, $p < .0001$). The child abuse scores and emotional abuse scores ($r = .81$, $p < .0001$) and physical neglect ($r = .75$, $p < .0001$) and emotional neglect scores ($r = .86$, $p < .0001$) are positively correlated and are highly significant at the alpha level of .0001.

The data in Table 29 further indicate that inter-correlations between physical abuse scores and emotional abuse scores is moderate ($r = .35$, $p < .0001$), physical abuse and physical neglect ($r = .65$, $p < .0001$), physical abuse and emotional neglect ($r = .38$, $p < .0001$) have moderately high positive correlation with each other. The results in Table 29 have also shown a moderately high positive correlation between subscales of emotional abuse and physical neglect ($r = .55$, $p < .0001$) and emotional abuse and emotional neglect ($r = .53$, $p < .0001$) respectively. The sub scales of physical neglect and emotional neglect have also shown a moderately high positive correlation with each other i.e., $r = .46$ that is significant at the alpha level of .0001.

The results have further indicated that although all the sub scales have high correlation with total child abuse scores, however, the correlation between emotional neglect and child abuse scores, and emotional abuse and child abuse scores are higher than other inter-correlation.

Table 30

Reliability Analyses of Parental Acceptance-Rejection Questionnaire for Fathers, Parental Acceptance-Rejection Questionnaire for Mothers and Index of Family Relations

Scales	<i>n</i>	No. of Items	Coefficient Alpha
PARQ-F	200	60	.93*
PARQ-M	200	60	.93*
IFR	200	18	.90*

* $p < .0001$

Table 30 shows the internal consistency of the scales used with the children and it indicates that all of the three scales are highly reliable and internally consistent at alpha level of .0001. It depicts a highly significant reliability coefficient of Parental Acceptance-Rejection Questionnaire for father and mother ($r = .93$ and $r = .93$) respectively. Table 19 also indicates a highly significant reliability coefficient of Index of Family Relations i.e., .90 ($p < .0001$).

The respondents of the present study were administered Child Abuse Scale and were classified into the categories of mildly abused, moderately and severely abused on the basis of their scores on Child Abuse Scale. Means, standard deviations and One Way Analysis of Variance were computed for the effect of the measures used for three groups of abused children i.e., mild, moderate and severely abused as determined through their scores on Child Abuse Scale.

Table 31

Means and Standard Deviations of mild, moderate and severely abused children's scores on Child Abuse Scale

Abused Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Mild	94	44.92	5.48
Moderate	56	58.89	2.94
Severe	50	75.04	10.07

Table 31 shows mean scores and standard deviations of three groups of abused children i.e. mild ($M = 44.92$, $SD = 5.48$), moderate ($M = 58.89$, $SD = 2.94$) and severely abused ($M = 75.04$, $SD = 10.07$). The mean child abuse scores of three groups significantly vary depicting that Child Abuse Scale significantly differentiates amongst these groups.

Table 32

Two Way between-within Analysis of Variance of male and female children for their scores on four sub scales of Child Abuse Scale

Sources of Variance	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Subjects					
Sex	4.50	1	4.50	.09	.762
Error	9727.10	198	49.13		
Within Subjects					
Child Abuse Sub Scale	43945.55	3	14648.52	1085.69	.0001
Sex x Sub Scales	78.03	3	26.01	1.93	.124
Error	8014.43	594	13.49		
Total		699			

The results in Table 32 show a non significant main effect of sex, $F(1,198) = .09$, $p = .762$ and a non significant interaction between the sex and four sub scales of the measure of child abuse $F(3,594) = 1.93$, $p = .124$. The results also show a highly significant main effect of the four sub scales of Child Abuse Scale $F(3,594) = 1085.69$, $p = .0001$.

Table 33

Means and Standard Deviations of four subscales of Child Abuse Scale for male, female children and total sample

Groups	Male Child ($n = 100$)		Female Child ($n = 100$)		Total Sample ($n = 200$)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
PA	6.17	2.74	6.30	2.82	6.23	2.77
EA	19.94	4.66	19.26	5.46	19.60	5.07
PN	7.17	2.65	7.24	2.83	7.20	2.74
EN	22.51	5.90	23.59	7.88	23.05	6.96

Mean scores and standard deviations of male and female children and the total sample are indicated in Table 33. It shows that mean scores of male children on the subscale of physical abuse is 6.17 ($SD = 2.74$), on emotional abuse is 19.94 ($SD = 4.66$). The mean scores of male children on the subscales of physical neglect and emotional neglect are 7.17 ($SD = 2.65$) and 22.51 ($SD = 5.90$) respectively. The results in Table 33 also indicate that mean score of female children on the subscale of physical abuse is 6.30 ($SD = 2.82$), whereas on emotional abuse is 19.26 ($SD = 5.46$). Mean scores on the subscales of physical neglect and emotional neglect are 7.24 ($SD = 2.83$) and 23.54 ($SD = 7.88$) respectively.

The data in Table 33 further indicate that mean scores of the total sample on the subscale of physical abuse is 6.23 ($SD = 2.77$), whereas, on the subscale of emotional abuse is 19.60 ($SD = 5.07$). The mean scores on the subscales of physical neglect and emotional neglect are 7.20 ($SD = 2.74$) and 23.05 ($SD = 6.96$) respectively.

Table 34

One Way Analysis of Variance of mild, moderate and severely abused children for their scores on Parental Acceptance-Rejection Questionnaire for Fathers

Source of Variance	SS	df	MS	F
Abused Groups	24959.96	2	12479.98	24.44*
Residual	100582.82	197	510.57	
Total	125542.79	199		

* $p < .0001$

The results of One Way Analysis of Variance as a function of child abuse scores is indicated in Table 34. It shows a highly significant effect of the Parental Acceptance-Rejection Questionnaire for fathers scores of children for different abused groups of children, $F(2, 197) = 24.44, p < .0001$.

Table 35

Means and Standard Deviations of mild, moderate and severely abused children's scores on Parental Acceptance-Rejection Questionnaire for Fathers

Abused Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Mild	94	98.96	15.16
Moderate	56	100.75	18.47
Severe	50	116.50	35.11

Mean scores and standard deviations of different abuse groups of children on Parental Acceptance-Rejection Questionnaire for Fathers are presented in Table 35. Mean Parental Acceptance-Rejection Questionnaire for Fathers score for mildly abused group ($n = 94$) is 98.96 ($SD = 15.16$), mean score for moderately abused group ($n = 56$) is 100.75 ($SD = 18.47$) and mean score for severely abused group of children ($n = 50$) is 116.50 ($SD = 35.11$) respectively.

Table 36

One Way Analysis of Variance of mild, moderate and severely abused children for their scores on Parental Acceptance-Rejection Questionnaire for Mothers

Source of Variance	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Abused Groups	9455.07	2	4727.53	9.41*
Residual	98991.92	197	502.49	
Total	108446.99	199		

* $p < .0001$

Table 36 indicates the results of One Way Analysis of Variance for Parental Acceptance-Rejection Questionnaire for Mothers scores of children with different levels of abuse i.e., mild, moderate and severely abused children. The data show a highly

significant effect for the Parental Acceptance-Rejection Questionnaire for mother with the variable of abuse, $F(2, 197) = 9.41, p < .0001$ depicting that mild, moderate and severely abused children differently perceive their mothers' attitude as rejecting or accepting. The mean scores for the mild, moderate and severely abused groups presented in Table 36 indicates that severely abused children perceived their mothers as more rejecting as compared to other two groups.

Table 37

Means and Standard Deviations of mild, moderate and severely abused children's scores on Parental Acceptance-Rejection Questionnaire for Mothers

Abused Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Mild	94	89.14	15.34
Moderate	56	100.50	26.12
Severe	50	104.84	28.41

Table 37 shows the mean Parental Acceptance-Rejection Questionnaire for Mothers scores of mild, moderate and severely abused groups of children. The results in Table 37 indicates that mean Parental Acceptance-Rejection Questionnaire for Mother score for mildly abused group is 89.14 ($SD = 15.34$), whereas, mean scores for moderate and severely abused groups are 100.50 ($SD = 26.12$) and 104.84 ($SD = 28.41$) respectively.

Table 38

One Way Analysis of Variance of mild, moderate and severely abused children for their scores on Index of Family Relations

Source of Variance	SS	df	MS	F
Abused Groups	2246.5571	2	1123.2785	11.25*
Residual	19674.62	197	99.87	
Total	21921.18	199		

* $p < .0001$

Table 38 indicates the results of One Way Analysis of Variance for the Index of Family Relations scores for the mild, moderate and severely abused groups of children. It shows a highly significant effect of abused groups with Index of Family Relations scores of the respondents, $F(2, 197) = 11.25, p < .0001$. It indicates that the dimension of family environment is statistically significant in differentiating among mildly, moderately and highly abused groups of children. These results indicate that children with higher level of abuse have perceived their home environment as more disturbing and problematic as compared to the children with lesser degree of abuse.

Table 39

Means and Standard Deviations of mild, moderate and severely abused children's scores on Index of Family Relations

Abused Groups	n	M	SD
Mild	94	24.98	6.10
Moderate	56	27.58	10.66
Severe	50	33.28	14.25

Table 39 indicates mean scores and standard deviations of mild, moderate and severely abused children's scores on the Index of Family Relations. The results indicate that mildly abused children have obtained a mean score of 24.98 ($SD = 6.10$), whereas, moderately abused children have obtained a score of 27.58 ($SD = 10.66$). The score of severely abused group on the Index of Family Relations is the highest i.e., 33.28 ($SD = 14.25$) as compared to mild and moderately abused groups.

The differences and significance levels of differences between different variables were also computed through t-test. Mean scores and standard deviations of the male and female children's scores on Child Abuse Scale are shown in Table 40. The difference in the mean scores and significance level of difference is also reflected in the table through t-test value.

Table 40

Means, Standard Deviations and t-value of Child Abuse Scores for male and female children

Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Male Child	100	56.07	12.03	.30
Female Child	100	56.66	15.56	

df = 198, p = n.s.

The results in Table 40 show a non-significant difference in the child abuse scores of male and female respondents ($t = .30, df = 198, p = n.s.$). Means of the two groups indicate that female children have scored slightly higher on the Child Abuse Scale as compared to male respondents ($M = 56.66$).

Table 41

Means, Standard Deviations and t-value between male and female children on four subscales of Child Abuse Scale

Scales	(Males) (n = 100)		(Females) (n = 100)		t
	M	SD	M	SD	
PA	6.23	2.77	6.30	2.82	.18
EA	20.00	4.68	19.32	5.43	.95
PN	7.25	2.60	7.35	2.81	.26
EN	22.59	5.88	23.69	7.83	1.12

df = 198, p = n.s.

Table 41 depicts the mean scores, standard deviations of male and female children on four subscales of the Child Abuse Scale namely Physical Abuse (PA), Emotional Abuse (EA), Physical Neglect (PN) and Emotional Neglect (EN), t-value and significance on these measures. The results in Table 41 indicate that none of the t-value is significant. It means that male and female children do not differ from each other on any of these categories of Child Abuse Scale.

Table 42

Means, Standard Deviations and t-value of male and female children's scores on Parental Acceptance-Rejection Questionnaire for Fathers

Groups	n	M	SD	t
Male Child	100	99.38	22.56	.13
Female Child	100	98.91	27.55	

df = 198, p = .n.s.

Table 42 shows mean scores, standard deviations and t-value of Parental Acceptance-Rejection Questionnaire for Father scores of male and female children. The results indicate a non-significant difference between female and male children on Parental Acceptance-Rejection Questionnaire for Fathers ($t = .13$, $df = 198$, $p = n.s.$). However, the mean scores of the two groups indicate that mean score of male subjects is slightly higher as compared to the female subjects.

Table 43

Means, Standard Deviations and t-value of male and female children's scores on Parental Acceptance-Rejection Questionnaire for Mother

Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Male Child	100	96.97	24.27	
Female Child	100	95.52	22.47	.44

df = 198, p = .n.s.

The results in Table 43 show a non-significant difference between male and female subjects' perceived accepting or rejecting attitude of mothers ($t = .44$, $df = 198$, $p = n.s.$). Table 43 further indicates that mean scores of male children on Parental Acceptance-Rejection Questionnaire for Mother is slightly higher than female children.

Table 44

Means, Standard Deviations and t-value of Index Family Relations Scores for male and female children

Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Male Child	100	27.41	9.55	.51
Female Child	100	28.17	11.39	

df = 198, p = n.s.

Table 44 indicates mean scores and standard deviations of male and female subjects on the measure of Index of Family Relations. Differences in perceived family environment or interaction is also indicated, that is obtained through t-test.

The results in Table 44 indicate that there is no significant difference ($t = .51$, $df = 198$, $p = n.s.$) in the Index of Family Relations scores of male and female subjects. It means that there is no difference within perception regarding family environment.

Table 45

Means, Standard Deviations and t-value on Child Abuse Scores for children from nuclear and joint family systems

Family Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Nuclear	127	56.51	13.57	.21
Joint	73	56.09	14.49	

df = 198, p = n.s.

Table 45 shows mean scores, standard deviation and t-value of child abuse scores of the subjects from different family systems. The results in Table 45 indicate that

children from nuclear family system and joint family system do not differ from each other regarding their child abuse scores ($t = .21, df = 198, p = n.s.$).

Table 46

Means, Standard Deviations and t-value on Parental Acceptance-Rejection Questionnaire for Fathers Scores of children from nuclear and joint family systems

Family Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Nuclear	127	99.66	24.15	
				.38
Joint	73	98.24	26.86	

df = 198, p = n.s.

Table 46 shows means, standard deviations and t-difference in Parental Acceptance-Rejection for Father scores of children from nuclear and joint families. The results in Table 46 indicate a non-significant difference in the scores of children from nuclear and joint family systems on Parental Acceptance-Rejection Questionnaire for Father ($t = .38, df = 198, p = n.s.$). However, the mean scores of both the groups indicate that children from nuclear family system have obtained slightly higher mean scores on this measure as compared to children from nuclear families.

Table 47

Means, Standard Deviations and t-value on Parental Acceptance-Rejection Questionnaire for Mothers scores of children from nuclear and joint family systems

Family Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Nuclear	127	97.44	25.18	
Joint	73	94.16	19.73	.96

df = 198, *p* = *n.s.*

The results in Table 47 indicate a non significant difference between the scores of children from nuclear and joint families on the measure of Parental Acceptance-Rejection Questionnaire for Mothers ($t = .96$, $df = 198$, $p = n.s.$). Table 47 also shows that mean score of children from nuclear families is higher than mean scores of the children from joint families. It means that there is a slight difference of perception for maternal attitude as rejecting on the part of children from nuclear family systems.

Table 48

Means, Standard Deviations and t-value on Index of Family Relations scores of children from nuclear and joint family systems

Family Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Nuclear	127	27.23	9.64	
Joint	73	28.75	11.84	.98

df = 198, *p* = *n.s.*

Table 48 shows that there is no significant difference on the Index of Family Relations Scores of children from nuclear and joint families ($t = .98$, $df = 198$, $p = n.s.$).

The results indicate that mean score of the subjects from joint family system is slightly higher as compared to the subjects from nuclear family system.

Mean child abuse scores and standard deviations of the children from small, medium and large families with reference to number of children in the families are shown in Table 50. Whereas, the results of One Way Analysis of Variance as a function of family size on child abuse scores are presented in Table 49.

Table 49

One Way Analysis of Variance on Child Abuse Scores of children for family size

Sources of Variance	SS	df	MS	F
Family Size	1360.11	2	680.05	3.62*
Residual	36986.23	197	187.74	
Total	38346.35	199		

* $p < .05$

The results in Table 49 indicate a significant effect of family size on the child abuse scores, $F = (2,197) = 3.62, p < .05$.

Table 50

Means and Standard Deviations of Child Abuse Scores of children from small, medium and large families (number of children in the family)

Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Small (1-3 child)	66	56.51	14.26
Medium (4-5 child)	81	53.72	12.97
Large (6-9 child)	53	60.22	14.08

Mean scores presented in Table 50 also show a difference of child abuse scores for the children from different family groups. It shows the highest mean score for the children from the larger families (6-9 children in the family) i.e., 60.22 (*SD* = 14.08) whereas, mean score for medium families (4-5 children) is 53.72 (*SD* = 12.97) and children from small families (1-3 children) is 56.51 (*SD* = 14.26). Although the small family group obtained higher mean scores as compared to middle group but the children from large families obtained the highest mean score on Child Abuse Scale as compared to other two groups.

Table 51

One Way Analysis of Variance on Child Abuse Scores of children for mothers' education

Sources of Variance	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Mother Education Groups	1750.2736	2	875.13	4.71*
Residual	36596.08	197	185.76	
Total	38346.35	199		

**p* < .01

Table 51 shows the results of the effect of mothers' educational level on child abuse scores of children. The data show a significant effect of mothers' education on child abuse scores, $F = 4.71$, $p < .01$. This shows a significant difference in the child abuse scores of children having mothers with different educational levels.

Table 52

Means and Standard Deviations of Child Abuse Scores of children for different levels of mothers' education

Mother Education Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Low (Illiterate to Matric)	70	60.30	15.89
Medium (E.A.to Graduate)	109	54.59	11.76
High (Post-graduate & above)	21	52.42	14.52

Table 52 shows mean child abuse scores of children having mothers with different educational levels. Mean score for low mother education (illiterate to matric) is 60.30, $SD = 15.89$, that is the highest mean score as compared to medium educational level (F.A. to Graduation) 54.59, $SD = 11.76$ and high educational level (post-graduate and above) 52.42, $SD = 14.52$. Hence, the results in Table 51 show a significant difference in the child abuse scores as a function of maternal education.

Table 53*One Way Analysis of Variance on Child Abuse Scores of children for fathers' education*

Sources of Variance	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Fathers' Education Groups	529.00	2	264.50	1.38
Residual	37817.35	197	191.96	
Total	38346.35	199		

p = *n.s.*

The data in Table 53 show the results of One Way Analysis of Variance for the fathers' educational level on child abuse scores of the respondents. Table 53 shows a non-significant effect of fathers' education with reference to child abuse scores of children, $F(2, 197) = 1.38$, $p = n.s.$ The results show that fathers' educational level is statistically non significant in differentiating among three groups of abused children i.e., mild, moderate and severe, although, the data in Table 54 show slightly different mean scores for the children from three groups of fathers' education.

Table 54*Means and Standard Deviations of Child Abuse Scores of children for different educational levels of fathers*

Fathers' Education Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Low (up to Matric)	21	60.38	16.58
Medium (F.A. to Graduation)	134	56.42	13.32
High (Post-grad. & above)	45	54.31	14.06

Table 54 shows that mean child abuse score for the lower paternal education group (illiterate to Matric) is 60.38, $SD = 16.58$, medium education group (F.A. to Graduate) is 56.42, $SD = 13.32$ and high education group is 54.31, $SD = 14.06$. The mean child abuse score for the children with low fathers' education group is higher as compared to medium group that is again higher than highly educated fathers group. Any way, the data in Table 53 show a non-significant difference in the child abuse scores as a function of father education.

Table 55

One Way Analysis of Variance on Child Abuse Scores of children for socio-economic status

Sources of Variance	SS	df	MS	F
Socio-economic Groups	570.52	2	285.26	1.48
Residual	37775.82	197	191.75	
Total	38346.35	199		

$p = n.s.$

The results of One Way Analysis of Variance in Table 55 show a non-significant effect of socio-economic status on child abuse scores of the subjects, $F (2,197) = 1.48$, $p = n.s.$, although, mean scores indicated in Table 56 depict the highest mean child abuse score for the children from middle class and the lowest for upper class.

Table 56

Means and Standard Deviations of Child Abused Scores of children from different socio-economic groups

Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Lower Class	50	56.80	14.78
Middle Class	81	58.00	13.21
Upper Class	69	54.13	13.87

Table 56 shows mean scores and standard deviations of child abuse scores for children from different socio-economic classes. It indicates that mean child abuse score for the respondents from lower class is 56.80 ($SD = 14.78$), for the middle class it is 58.00 ($SD = 13.21$), whereas, mean child abuse score for the children belonging to upper class is 54.13 ($SD = 13.87$). The results in Table 56 indicate the highest mean child abuse score for the respondents belonging to middle class and the lowest mean score for the respondents from upper class.

The data were further analyzed to explore the effect of different variables with children's perception of their intra-familial environment. For this purpose children were divided into three groups regarding their scores on the Index of Family Relations i.e., low, moderate and high. The relationship of low, moderate and high scores on the Index of Family Relations with Child Abuse Scale and Parental Acceptance-Rejection Questionnaire was statistically investigated. The data in Table 57 indicate the results of One Way Analysis of Variance on Parental Acceptance-Rejection Questionnaire for fathers scores of the low, moderate and high scorers on the measure of intra-familial environment i.e., Index of Family Relations.

Table 57

One Way Analysis of Variance on PARQ-F Scores of children with low, moderate and high perception of problematic intra-familial environment

Sources of Variance	SS	df	MS	F
IFR Groups	36400.09	2	18200.04	40.22*
Residual	89142.69	197	452.50	
Total	125542.79	199		

* $p < .0001$

Table 57 indicates a highly significant effect of family environment variable with Parental Acceptance-Rejection Questionnaire for Fathers scores of respondents, $F(2, 197) = 40.22, p < .0001$. It means that children perceiving their family environment as problematic and disturbing also perceived their fathers' attitude as more rejecting towards them.

Table 58

Means and Standard Deviations of PARQ-F Scores of children with low, moderate and high perception of problematic intra-familial environment

IFR Groups	n	M	SD
Low	117	89.37	15.16
Moderate	50	104.26	22.68
High	33	126.06	34.11

Table 58 indicates mean scores and standard deviations of low, moderate and high scorers on the Index of Family Relations for their scores on Parental Acceptance-

Rejection Questionnaire for fathers. It shows that children with low perception of problematic family environment have obtained the least score on Parental Acceptance-Rejection Questionnaire for fathers ($M = 89.37, SD = 15.16$) and children with high perception of problematic family environment have obtained the highest score ($M = 126.06, SD = 34.11$) on this measure of perception of rejecting attitude of fathers.

Table 59

One Way Analysis of Variance on PARQ-M Scores of children with low, moderate and high perception of problematic intra-familial environment

Sources of Variance	SS	df	MS	F
IFR Groups	21893.35	2	10946.68	24.91*
Residual	86553.64	197	439.36	
Total	108446.99	199		

* $p < .0001$

Table 59 shows the results of One Way Analysis of Variance of the Index of Family Relations scores with Parental Acceptance-Rejection Questionnaire for Mothers scores of the children. The results indicate a highly significant effect of family environment variable with Parental Acceptance-Rejection Questionnaire for Mothers scores of the subjects, $F(2, 197) = 24.91, p < .0001$. It indicates that those who perceive their family environment as disturbing also perceive their mothers as more rejecting.

Table 60

Means and Standard Deviations of PARQ-M Scores of children with low, moderate and high perception of problematic intra-familial environment

IFR Group	<i>n</i>	<i>M</i>	<i>SD</i>
Low	117	88.79	19.33
Moderate	50	99.70	20.79
High	33	117.42	26.23

Table 60 indicates that mean scores on Parental Acceptance-Rejection Questionnaire for Mothers of low scorers on the Index of Family Relations is 88.79 ($M = 19.33$), for moderate group is 99.70 ($SD = 20.79$), whereas, for higher group it is 117.42 ($SD = 26.23$) respectively.

Paternal Authoritarian Scales

The main study was carried out with two different samples i.e., Sample I comprised of children and Sample II that of fathers of the same children and they were administered Paternal Authoritarian Scale (PAS) developed in the pilot study to measure their authoritarian attitude. Hence, different statistical procedures were employed to analyze and determine characteristics of this sample and its relationship with different variables of the study.

Table 61

Means and Standard Deviations of fathers' scores on Paternal Authoritarian Scale (PAS) and its seven sub scales

Scales	No. of Items	M	SD
DIS	09	32.07	5.58
SA	09	38.49	4.87
CR	07	18.14	4.81
RST	05	22.40	2.82
PF	05	8.67	2.68
CD	04	8.28	2.61
DO	03	11.37	2.02
PAS	42	139.42	15.71

Note: Read DIS as Conventional Discipline, SA as Submission to Authority, CR as Regard for Children's Rights, RST as Restriction, PF as Personal Freedom, CD as Regard for Children's Desires, DO as Disobedience and PAS as Paternal Authoritarian Scale.

Table 61 shows the mean scores of the fathers' sample on Paternal Authoritarian Scale and its seven subscales along with the standard deviations. The data in Table 61 show that mean authoritarian score of fathers is 139.42 ($SD = 15.71$). It further indicates that mean score of the subjects on the subscale named as "Conventional Discipline" is 32.07 ($SD = 5.58$). "Submission to Authority (SA)" is 38.49 ($SD = 4.87$) and "Regard for Children's Rights (CR)" is 18.14 ($SD = 4.81$). The subjects' mean scores on the subscales of "Restriction of Activities (RST)", "Personal Freedom (PF)" and "Regard for Children's Desires (CD)" are 22.40 ($SD = 2.82$), 8.67 ($SD = 2.68$) and 8.28 ($SD = 2.61$) respectively. The mean score on the subscale of "Disobedience (DO)" is 11.37 ($SD = 2.02$). The results indicate that mean scores for the subjects was the highest for the sub scale of Submission to Authority followed by Conventional Discipline, Restriction of Activities and Disobedience.

Table 62

Correlation Matrix of the seven sub scales of Paternal Authoritarian Scale

Scales	<i>DIS</i>	<i>SA</i>	<i>CR</i>	<i>RST</i>	<i>PF</i>	<i>CD</i>	<i>DO</i>	<i>PAS</i>
DIS	–	.68****	.48****	.70***	.16*	.23***	.12	.83****
SA	–	–	.36****	.73****	.30****	.30****	.20*	.84****
CR	–	–	–	.36***	-.08	-.01	.94****	.58****
RST	–	–	–	–	.31****	.26****	.09	.80****
PF	–	–	–	–	–	.61****	.33****	.47****
CD	–	–	–	–	–	–	.30****	.50****
DO	–	–	–	–	–	–	–	.38****
PAS	–	–	–	–	–	–	–	–

**** $p < .0001$, *** $p < .001$, ** $p < .01$, * $p < .05$

Table 62 indicates inter-correlations of the seven subscales of Paternal Authoritarian Scale with each other and with total scale score. The data show that all the sub scales have significantly high positive correlation with each other and with total Paternal Authoritarian scale except four sub scales.

Table 62 shows that subscale of Children's Rights is positively correlated with all other scales while it has non significant negative correlation with the sub scales of Children's Desires ($r = -.01$) and Personal Freedom ($r = -.08$).

The results in Table 62 further depict a non-significant correlation of the subscale of Disobedience with the sub scales of Conventional Discipline ($r = .12$) and Restriction of Activities ($r = .09$).

Table 63 shows mean scores and standard deviations of the Paternal Authoritarian scores of fathers for mildly abused and severely abused group of children. Differences in Paternal Authoritarian scores of fathers of mildly abused and severely abused children is also indicated, which is obtained through t-test and its significance on this measure.

Table 63

Means, Standard Deviations and t-value of mildly and severely abused children for their fathers' scores on Paternal Authoritarian Scale

Abused Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Mild	94	139.50	17.60	
Severe	50	139.08	12.18	.15

df = 142, p = n.s.

The results in Table 63 show a non-significant difference, $t(142) = .15, p = n.s.$, in the mean Paternal Authoritarian scores of mildly abused and severely abused children. The results indicate that fathers of mildly abused and severely abused children do not differ in their authoritarian attitude towards their children. However, mean Parental Authoritarian Scores for fathers of both groups of children fall in the scoring range of moderately high authoritarian group.

Table 64

Means, Standard Deviations and t-value of fathers' scores on Paternal Authoritarian Scale from nuclear and joint family systems

Family Groups	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Nuclear	127	138.74	15.34	
Joint	73	140.60	16.37	.80

df = 198, p = n.s.

Table 64 presents means, standard deviations and t-value of Paternal Authoritarian Scores of the fathers from nuclear and joint family systems. The results indicate a non significant, $t(198) = .80, p = n.s.$, difference in Paternal Authoritarian Scores of the respondents from nuclear and joint family systems.

Table 65

Means and Standard Deviations of fathers' scores on Paternal Authoritarian Scale for low, moderate and highly authoritarian

Authoritarian Father Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Low	66	122.09	11.64
Moderate	54	139.33	2.55
High	80	153.78	6.78

Mean scores and standard deviations of three authoritarian groups of the respondents (mild, moderate and high) on Paternal Authoritarian scores are presented in Table 65.

Table 65 indicates that authoritarian mean score of mild authoritarian is 122.09 ($SD = 11.64$), for moderate authoritarian fathers' group is 139.33 ($SD = 2.55$) and for highly authoritarian group is 153.78 ($SD = 6.78$). The mean authoritarian scores of all the three groups show clear variation.

Table 66

Means and Standard Deviations of fathers' scores on Paternal Authoritarian Scale (PAS) for mild, moderate and severely abused children

Abused Children Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Mild	94	139.50	17.60
Moderate	56	139.60	15.38
Severe	50	139.08	12.18

Table 66 shows mean scores and standard deviations of Paternal Authoritarian scores of fathers of mild, moderate and severely abused children.

Mean Paternal Authoritarian scores for three groups of fathers are presented in Table 66 which show that mean score of father of mildly abused children is 139.50 ($SD = 17.60$). Mean authoritarian scores for moderately and severely abused children are 139.60 ($SD = 15.38$) and 139.08 ($SD = 12.18$) respectively. Mean scores depict that all of these three groups of children do not differ from each other regarding their fathers' authoritarian scores.

Table 67

Means and Standard Deviations of Child Abuse Scores of children with mild, moderate and highly authoritarian fathers

Authoritarian Father Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Mild	66	55.25	13.67
Moderate	54	58.50	14.59
High	80	55.83	13.61

Mean scores and standard deviations of children's scores on Child Abuse Scale for mild, moderate and highly authoritarian father groups are depicted in Table 67. The results indicate that Child Abuse Score of children with mildly authoritarian fathers is the lowest as compared to other two groups i.e., 55.25 ($SD = 13.67$). Mean child abuse scores of the children with moderately and highly authoritarian fathers are 58.50 ($SD = 14.59$) and 55.83 ($SD = 13.61$) respectively. Children from moderately authoritarian fathers have obtained the highest mean score on the Child Abuse Scale.

Table 68

One Way Analysis of Variance on PARQ for Fathers Scores of children for mild, moderate and highly authoritarian fathers

Sources of Variance	SS	df	MS	F
Authoritarian Father Groups	1404.06	2	702.03	1.11
Residual	124138.73	197	630.14	
Total	125542.79	199		

$p = n.s.$

Table 68 shows the results of One Way Analysis of Variance for the Parental Acceptance-Rejection Questionnaire for Father scores of children for different authoritarian groups of fathers. The data show a non-significant effect of Parental Acceptance-Rejection Questionnaire for Father scores with the Paternal Authoritarian Scale scores, $F(2, 197) = 1.11$, $p = n.s.$ indicating that the dimension of paternal authoritarianism does not statistically differentiate between children scores on Parental Acceptance-Rejection Questionnaire for Fathers. It means that children do not perceive their fathers as rejecting due to their authoritarian attitudes.

Table 69

Means and Standard Deviations of PARQ for Fathers Scores of children with mild, moderate and highly authoritarian fathers

Authoritarian Father Groups	n	M	SD
Mild	66	94.94	22.52
Moderate	54	101.73	28.30
High	80	100.47	24.87

Mean scores and standard deviations of children's scores on Parental Acceptance-Rejection Questionnaire for fathers for mild, moderate and highly authoritarian fathers are indicated in Table 69. The data show that mean Parental Acceptance-Rejection Questionnaire for Fathers scores of children with mildly authoritarian fathers is 94.94 ($SD = 22.52$), whereas, for moderately and highly authoritarian fathers it is 101.73 ($SD = 28.30$) and 100.47 ($SD = 24.87$) respectively.

Table 70

One Way Analysis of Variance of children with mild, moderate and highly authoritarian fathers for their scores on Index of Family Relations

Sources of Variance	SS	df	MS	F
Authoritarian Father Groups	106.25	2	53.12	.478
Residual	21814.92	197	110.73	
Total	21921.18	199		

$p = n.s.$

The results of One Way Analysis of Variance of children's Index of Family Relations scores for different groups of fathers are indicated in Table 70. It shows a non-significant effect for this dimension, $F(2, 197) = .478$, $p = n.s.$ This shows that differences among mean scores of the children on the Index of Family Relations are not determined as a function of fathers' authoritarianism.

Table 71

Means and Standard Deviations of Index of Family Relations Scores of children with mild, moderate and highly authoritarian fathers

Authoritarian Father Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Mild	66	28.27	9.86
Moderate	54	26.59	10.86
High	80	28.20	10.81

The mean Index of Family Relation scores of children and standard deviations for the mild, moderate and highly authoritarian father groups are presented in Table 71. It shows that mean IFR scores of children for mildly authoritarian father group is 28.27 ($SD = 9.86$), for moderately and highly authoritarian fathers groups it is 26.59 ($SD = 10.86$) and 28.20 ($SD = 10.81$) respectively.

Table 72

One Way Analysis of Variance on Paternal Authoritarian Scores of fathers for educational levels

Sources of Variance	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Father Education Groups	2509.59	2	1254.79	5.30*
Residual	46619.27	197	236.64	
Total	49128.87	199		

* $p < .05$

Table 72 shows a significant effect of fathers' authoritarian attitude for different educational levels, $F(2, 197) = 5.30$, $p < .05$. This result indicates a significant

difference in the Paternal Authoritarian scores of fathers as a function of different educational levels.

Table 73

Means and Standard Deviations of Paternal Authoritarian Scores of fathers for educational levels

Father Education Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Low (Illiterate to Matric)	21	146.95	20.41
Medium (F.A. to Graduation)	134	140.02	13.11
High (Post-graduation & above)	45	134.11	18.72

Table 73 shows mean scores and standard deviations of Paternal Authoritarian scores of the subjects with different educational qualifications. The results indicate that mean authoritarian score for the less educated respondents (Illiterate to Matric) is 146.95 ($SD = 20.41$), whereas for moderately educated fathers (F.A. to Graduation) mean score it is 140.02 ($SD = 13.11$). Mean score for highly qualified father on Paternal Authoritarian Scale is 134.11 ($SD = 18.72$). It shows that mean score of less educated respondents is the highest as compared to other two groups and mean authoritarian score of the respondents with high qualification is the lowest.

Furthermore, correlation between fathers' educational levels and their scores on Paternal Authoritarian Scale were computed to explore the relationship of fathers' authoritarianism with their education. There was found a moderately significant negative correlation between the two, $r = -.217$, $p < .05$. It further strengthened the results depicting that authoritarian attitude of fathers decreases with the increase in their educational level.

Table 74 and Table 75 show the results of One Way Analysis of Variance of Paternal Authoritarian scores of the subjects from different socio-economic status and mean scores and standard deviations of lower, middle and upper socio-economic groups.

Table 74

One Way Analysis of Variance on Paternal Authoritarian Scores of fathers for socio-economic status

Sources of Variance	SS	df	MS	F
SES Groups	429.09	2	214.54	.868
Residual	48699.78	197	247.20	
Total	49128.87	199		

p = n.s.

The data in Table 74 depict a non-significant effect of socio-economic status for the scores of the subjects on Paternal Authoritarian Scale, $F(2, 197) = .868, p = n.s.$

Table 75

Means and Standard Deviations of Paternal Authoritarian Scores of fathers for socio-economic status

SES Groups	n	M	SD
Lower Class	50	141.96	14.47
Middle Class	81	138.64	15.88
Upper Class	69	138.50	16.37

Mean authoritarian scores presented in Table 75 show that there is no difference of means for middle class ($M = 138.64$, $SD = 15.88$) and upper class subjects ($M = 138.50$, $SD = 16.37$). It also indicates that mean authoritarian score for the subjects from lower socio-economic status is 141.96 ($SD = 14.47$) which is slightly higher as compared to other two groups although results of Analysis of Variance have not shown any significant effect.

Table 76

One Way Analysis of Variance of Paternal Authoritarian Scores of fathers for family size

Sources of Variance	SS	df	MS	F
Family Groups	366.65	2	183.32	.741
Residual	48762.26	197	247.52	
Total	49128.87	199		

$p = n.s.$

The results of One Way Analysis of Variance in Table 76 show a non-significant effect of number of children in the family on Paternal Authoritarian Scores of the subjects, $F(2, 197) = .741$, $p = n.s.$ It means that number of children in the family or family size does not contribute to paternal authoritarian attitude, although, mean score of fathers with larger families is higher than other two groups as depicted in Table 77.

Table 77

Means and Standard Deviations of Paternal Authoritarian Scores of fathers for family size (number of children in the family)

Family Groups	<i>n</i>	<i>M</i>	<i>SD</i>
Small (1-3 child)	66	138.65	15.29
Medium (4-5 child)	81	138.58	17.38
Large (6-9 child)	53	141.67	13.42

Mean Paternal Authoritarian scores of subjects for small, medium and large families with reference to number of children in the family are presented in Table 77. It shows that mean authoritarian scores for the small family ($M = 138.65$, $SD = 15.29$) and medium family ($M = 138.58$, $SD = 17.38$) are approximately same, whereas, mean authoritarian score of the subjects from larger families (6-9 children) is 141.67 ($SD = 13.42$) that is higher as compared to other two groups.

Table 78

One Way Analysis of Variance of Paternal Authoritarian Scores of fathers for age groups

Sources of Variance	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Age Groups	452.62	2	226.31	.889
Residual	50152.87	197	254.58	
Total	50605.50	199		

$p = n.s.$

The results of One Way Analysis of Variance as a function of age on authoritarian scores have been shown in Table 78. It shows a non-significant effect of age on authoritarian attitude of the subjects, $F(2, 197) = .889$, $p = n.s$

Table 79

Means and Standard Deviations of Paternal Authoritarian Scores of fathers for age groups

Age Groups of Fathers	<i>n</i>	<i>M</i>	<i>SD</i>
Young (28 to 39 years)	63	137.65	15.25
Middle (40 to 49 years)	102	140.11	16.49
Elderly (50 to above)	35	141.91	15.59

Table 79 shows means and standard deviations of Paternal Authoritarian scores of the subjects with different age groups. The data in Table 79 indicate that mean score for young fathers (age = 28-39) is 137.65 (*SD* = 15.25), mean score for middle age group (age = 40-49) is 140.11 (*SD* = 16.49) and for elderly age group (age = 50 and above) is 141.91 (*SD* = 15.59) respectively. These results of mean scores show that elderly fathers depicted a slightly higher degree of authoritarian attitude and younger fathers the lowest degree of authoritarian attitude towards their children, although analysis of variance has shown non-significant results.

DISCUSSION

The present study was undertaken to explore the general nature of child abuse as prevailing in the society and kind of abuse mainly inflicted by the parents in ordinary households. The study also focused on the relationship of the phenomenon of child abuse with parental acceptance-rejection, while interacting with the children and the role these patterns of parental attitude played in child abuse. Moreover, the role of the family environment as associated with child abuse was another objective of the present investigation. The phenomenon of the child abuse was also investigated with reference to demographic variables such as socio-economic status, number of children in the family, family living system i.e., nuclear versus joint, age of the children and fathers, parental education and profession etc. Furthermore, the role of paternal personality characteristic i.e. authoritarianism in child abuse was also explored as it was conceived to be of crucial importance with reference to Pakistani cultural context. The main study was carried out with the help of the instruments or scales developed and adapted in the pilot study.

It was hypothesized that generally children are living in an abusive environment in ordinary homes as parents do not take care of their children's rights and desires. They are not aware of the effects that their attitudes exert on the personalities of their children. The results of the main study showed that mean score of the total sample of children on Child Abuse Scale falls within the range of the category of moderately high child abuse, as categories of mild, moderate and severe child abuse were already determined while following certain statistical procedures in the pilot study. It means that there prevails an overall abusive environment for children. It was also depicted in the results that children had reported higher emotional abuse and neglect as compared to physical abuse and neglect. These results are consistent with the results of the study by Garbarino and Vondra (1987) who believe that not only does emotional abuse appear to

be the most prevalent form of child maltreatment but it produces the most destructive consequences.

The data was further analyzed regarding four sub scales of Child Abuse Scale namely Physical Abuse, Physical Neglect, Emotional Abuse and Emotional Neglect. The mean scores of children on these four subscales also suggested that children were more emotionally or psychologically abused than they were physically maltreated. Children obtained the highest mean score on the sub scale of emotional abuse followed by emotional neglect, physical neglect and physical abuse. This was an unexpected result because it was hypothesized that children would show high physical abuse in Pakistani social context. It appears, superficially, that physical abuse is more prevalent in the families, as parents believe in using physical punishment on petty matters as they have learned it from their parents. But the results of the present study did not confirm the underlying assumption of the researcher. It means that parents in Pakistani households do not take care of the psychological or emotional needs of the children, that is more hurting for children. They usually use language that makes the children get hurt, parental negative attitude produces lower self esteem and inferiority complex in children. Emotional abuse may occur as a distinct form of abuse e.g., verbal abuse, threats to abandon a child (Navarre, 1987) or in conjunction with other forms of maltreatment (Herrenkohl, 1990). The effects of emotional abuse may be manifested in the sense of helplessness and worthlessness often experienced by physically abused children (Hyman, 1987).

Verbal abuse is considered the core emotionally abusive behavior. Shaeffer (1997) sought to determine which specific verbal utterances were generally perceived as psychologically harmful with the help of a sample of local mental health professionals and parents who completed a questionnaire describing eighteen categories of parental verbalizations commonly associated with psychological maltreatment. Eight percent of

respondents rated 10 of the 18 categories as being 'never acceptable' parenting practices. These were: rejection or withdrawal of love, verbal putdowns, perfectionism, negative predictions (e.g., You'll never amount to anything), negative comparison (e.g., Why can't you be more like your sister?), scape-goating, cursing or swearing, threats and guilt trips (e.g., How could you do that after all I've done for you?). Hence it may be argued that verbal abuse is an important contributor to emotional or psychological abuse of children.

Children are usually taken as safe targets to express anger and rage, as it has been truly argued by Pillari (1991) that emotional abuse is intergenerational, highlighting deeply rooted patterns of scape-goating in families where children become the source of blame for the inability of parents to resolve the detrimental consequences of their own experiences of rejection and family trauma. The parental response to the child's emotions or expressive behaviors usually results in the formation of an attachment bond between the two. Such attachment experiences have a profound influence on the development of other interpersonal relationships that are formed in later childhood or adult life, and have implications for the way in which adults subsequently relate to their own children (Oates, 1996). When a child experiences a warm, intimate and continuous relationship with the parents, that child would thrive. Conversely, an unresponsive parent or one who responds inappropriately to a child's needs, would increase the likelihood of the child becoming anxious and insecure.

The inter-correlations between all the scales i.e., Parental Acceptance Rejection Questionnaire for Fathers, Parental Acceptance-Rejection Questionnaire for Mothers, Index of Family Relations and Child Abuse Scale were also computed. The data showed a highly significant positive correlation among these scales implying that all the variables measured by these scales were closely related. Child Abuse Scale showed the highest correlation with Parental Acceptance-Rejection for fathers scores of children, it

means that children scoring higher on the Child Abuse Scale perceived their fathers as more rejecting as compared to their mothers, although, their perception of mothers was also rejecting. These results supported the hypothesis that children higher on abuse would perceive their parents' attitude as more rejecting as compared to the children low on child abuse continuum.

It was also hypothesized that children with varying degrees of abuse i.e., mild, moderate and severely abused children would differentially perceive their parental attitude as rejecting. Severely abused children were assumed to perceive their fathers as more rejecting as compared to other two categories of abused children. The results indicated that mild, moderate and severely abused children's perception of their parental attitude as rejecting was differential. Severely abused children had perceived their parents both mother and father as more rejecting as compared to moderate and mildly abused children. These results of the present study are consistent with researches indicating that abusive parents differ from matched, control parents in ways they interact with their children (Starr, 1987; Wolfe, 1985). More recently Gelfand and Teti (1990) found linkage between negative emotional traits, hostile and rejecting care, as well as detached and unresponsive parenting with child maltreatment.

This rejecting attitude on the part of the parents may have effects on the personality development of the child. It may have differential effect on the children depending on their passage through the four major developmental stages of infancy, early childhood, school age and adolescence. The rejection in infancy will result from a parent's refusal to accept and respond to a child's need for human contact and attachment. In early childhood, rejection is associated with a parent who actively excludes the child from family activities. At school age, rejection takes the form of a parent who consistently communicates a negative sense of identity to the child and in adolescence, rejection is identified by parental refusal to acknowledge the young

person's needs for greater autonomy and self-determination (Garbarino, Guttman, & Seeley, 1986). It has also been observed that incidents of parental hostility rejection and neglect are more frequent than acceptance, love and trust in the history of adolescents with behavior problems (Scott et al., 1991).

As far as children's perception of their family environment and intrafamilial interaction as disturbing was concerned, three groups of children also perceived it differently. Severely abused children perceived their family environment as more disturbing, problematic, less warm, less supportive and less satisfactory. The researchers and psychologists have truly acknowledged the family as the most powerful socializing agent in child's development. The family functions as a network of interaction i.e., between mother-child, father-child and siblings. The findings of the study suggested that this network of interaction was weaker in abusive families as compared to the families with less child abuse. The results of some other studies also pointed out that interaction between abusive parents and children appear to be less supportive. They show less positive behaviors towards children e.g., joining the child in play, communicating to the child or praising towards their children and show less affection (Bousha & Twentyman, 1984; Trickett & Susman, 1988; Lahey et al., 1984).

Hence, these results suggested that severely maltreated children perceived their parental attitude as less warm, more rejecting and intra-familial interaction within the family as more conflicting and problematic as compared to the children who have been rated low on the continuum of abuse. It means that children who strongly perceive their family environment and their interaction with parents and siblings as disturbing feel psychologically or emotionally disturbed. These results are consistent with the findings of the studies that clearly indicated child abuse to be significantly associated with observable levels of conflicts and problem behavior in the home and the tone of the family interaction is found to be less positive than in non abusive families (Burgess &

Conger, 1978; Lahey et al., 1984). Abusive parents use fewer physical and positive behaviors (Bousha & Twentyman, 1984) and display less positive affect while interacting with children as compared to non abusive families (Lahey et al., 1984).

The inter-correlations between the four sub scales of Child Abuse Scale depicted a highly significant correlation among all the four sub scales and with total child abuse scale. It implies that child abuse scale and its four sub scales are interrelated with each other. It also means that four subscales of Child Abuse Scale are closely interrelated with each other and so are the types of child maltreatment. It has already been argued by some researchers that any type of abuse and neglect may occur in any distinct form or in conjunction with other forms of maltreatment (Herrenkohl, 1990). It means that a physically abused child may feel emotionally abused as well due to his physical maltreatment by the parents.

The results of the main study indicated no difference of abuse level or degree of abuse in male and female children and its four sub scales. Male and female children could not be differentiated on the basis of their scores on Child Abuse Scale as well as its four sub scales namely physical abuse, emotional abuse, physical neglect and emotional neglect, separately, implying that abuse is not inflicted by the parents on the basis of gender differences. Similarly, the results of Two Way Between-Within Analysis of Variance also indicated that male and female children were not maltreated on the basis of gender as four sub scales had shown a non significant effect with the variable of sex. It implies that male and female children have not obtained very different scores on all of the sub scales of the measure of child abuse. Furthermore, the effect of the four sub scales was highly significant, it means that four sub scales of the Child Abuse Scale can adequately measure different types of abuse and these are highly interrelated.

It was further hypothesized that male and female children would differentially perceive the attitudes of their father and mother as rejecting but this assumption was not supported by the results of the present study. The data indicated that male and female children have similar kind of perceptions of their parents' attitudes towards them. Although, the results of Parental Acceptance-Rejection Questionnaire for mothers showed a slightly higher mean scores for male respondents as compared to females suggesting that male children might have perceived their mothers slightly more rejecting.

Similarly, male and female children had not shown differential perception of family environment as indicated by the results. It implies that children belonging to both sex-types have similar perceptions of family environment, hence, this variable is not strongly associated with the gender type. Children belonging to both sex types perceived their family environment as dissatisfactory although mean score for girls is slightly high as compared to boys. There may be some underlying causes for this dissatisfaction such as parental clash, clash of siblings or parent-child conflict. Children may feel frustrated and dissatisfied with the family environment when parents are not at good terms with each other. In Pakistani context, the clash among other family members living together in a joint family system e.g., uncles, aunts, grandmothers, etc. may provide another explanation of the disturbed family environment. The simplest stress hypotheses suggests that exposure to the stressor is different for each sex. Research, however, had shown that parents reported fighting equally in front of children of both sexes (Porter & O'Leary, 1980) and that boys and girls report similar awareness of discord between their parents (Emery & O'Leary, 1982).

The family system in Pakistan is closely intertwined one. A family in Pakistan is different from American or European families in innumerable countenances, such as culture, ways of living, regard for elders combined family system and a remoter and

stronger contact with each other (Mohsin, 1990). When data were further analyzed to explore the phenomenon of child abuse on the dimension of family system i.e. nuclear and joint family system, it was noted that children from different family systems did not differ on the measure of child abuse. Children from nuclear and joint family system showed no difference on the measure of child maltreatment implying that family system does not appear to contribute to the child abuse as it was hypothesized. At the same time, children from nuclear and joint families have similar kind of perception of their parents' behavior, both fathers and mothers, and their perception regarding their family environment was also not different from each other. It means that family system does not contribute to parental rejecting attitude. Similarly, children's perception of their family environment as conflicting and disturbing has nothing to do with joint family system. Hence, the hypothesis that children from joint families would be more maltreated physically and emotionally was rejected. It was assumed that due to a lot of responsibilities in a joint family system, parents feel under pressure and stressed all the time that may lead to abusive behavior as children are as easy target for the out let of their anger and rage but the findings of the study did not support the assumption. On the contrary, when these results are conceived in the cultural context peculiar to Pakistani family system, it seems that other elderly members present in the family such as grand parents etc., may fulfill children's emotional needs. In the presence of grand parents and so-called authority figures, young parents perhaps, do not use corporal punishment for the children, hence, family system does not seem to play an important role in child abuse.

The results further imply that when children perceive their family environment as disturbing, there are some important factors other than family system that play an important role. It may be parental conflict and discord or inter-marital conflict or parental disturbing interaction with each other that contribute to family disturbance and

ultimately in child abuse. Both the amount and type of inter-parental conflict to which the child is exposed seems to be important determinants of the effect on the child. Conflict that is openly hostile exposes the child to more, presumably pathogenic, parental interactions. Porter and O'Leary (1980) found that a self-report measure of open marital conflict was a superior predictor of problems in children when compared with a general index of marital satisfaction. Marital problems can be conceptualized simply as a stressor in the home environment to which children are exposed. Marital disruption has been noted to have pathogenic effects on adults and it may similarly pose problems for children as well (Bloom, Asher, & White, 1978). Hence, the phenomenon of child abuse should be investigated from this angle as well.

Many studies have focused on the relationship between child abuse and domestic violence. Tomison (1994, 1999) reported that in child maltreatment cases, almost in one third of the cases, the caregivers/parents were verbally and physically violent towards each other. The domestic violence was identified significantly in the 37 percent cases of physical abuse, 69 percent emotional abuse and 38 percent of neglect. Similarly Goddard and Hiller (1993) reported that 40 percent of identified child sexual abuse cases and 55 percent of identified physical abuse cases were occurring in families where domestic violence was also evident. It may be argued, then, that the abuse of the children occurred within a coercive environment. It further suggests that child abuse occurs as a function of misuse of personal power and is an example of attempts to control others through the use of violence. These evidences suggest some other important and interesting dimensions for the future research in the area of child abuse.

It was also another important assumption of the present study that some demographic variables would also contribute to the problem of child abuse and neglect. In Pakistani social set up one finds a sharp contrast in families on the one hand belonging to very high and, on the other hand, belonging to very low socioeconomic

status, where as middle classes are comparatively similar to each other. The data were also analyzed to explore the role of socio-economic status, the findings suggested that the role of socio-economic status was not significant for children facing varying degrees of abuse i.e. mild, moderate and severe. It means that child abuse is prevalent in all social classes suggesting that socioeconomic factors are not associated with child abuse and neglect in Pakistani society as it has already been found in some researches that physical abuse does occur at all socioeconomic levels (Steele & Pollock, 1968). These results of the study were inconsistent with the findings of Hanif (1994) who argued that children belonging to low socio-economic status were more abused as compared to the children from middle and upper socio-economic status. Similarly, Straus (1994) concluded that after controlling for age and ethnicity of parents, there was no significant relationship between socioeconomic class and use of physical punishment against children. Likewise, Hashima and Amato (1994) concluded that while low income parents were more likely to behave in punitive fashion towards their children, including slapping or spanking their child, after controlling for other variables, there was no significant association between income and parental abusive behavior towards their child. Although the effect of socio-economic status for the child abuse scores was not significant, yet, mean scores of children from lower, middle and upper social class pointed toward some important dimension of the study. It showed the highest mean score on Child Abuse Scale for the children belonging to middle class, followed by the score of children from lower class and score for the children from upper socio-economic class. It suggests that there might be high level of abuse and neglect in the middle class families in Pakistan as compared to lower and upper class families. The reason might be that in middle class more emphasis is laid on child discipline and harsh parenting techniques are employed to discipline the child. Moreover, middle class families face more stress within the society, hence, parents use physical and psychological force

against children as a common response to this frustration and stress. This finding of the present study further receives a supporting evidence from certain studies that point out that the use of psychological punishment has more often been found in the middle class families (Feshbach, 1970; Goode, 1974). It had already been suggested by the findings of the present study that emotional psychological abuse was more prevalent in our society.

The effect of belonging to a large family on child abuse has never been investigated as thoroughly by the researchers, although it was considered that large families are far more common among the poor, socially and culturally deprived families. When data were analyzed to investigate the effect of family size on the phenomenon of child abuse, it proved to exert moderately significant effect. It means that the number of children in the family is an important contributing factor in child abuse in Pakistani families. Children from families with greater number of children faced more child abuse as compared to children from the families with lesser number of children. This finding of the present study is consistent with a research evidence in which abuse was found to be related to the number of children in a family (Hanif, 1994). The greater the number of children in a family, the more likely the parents, especially, mothers feel frustrated and overwhelmed that may lead to child abuse (Steinmetz & Straus, 1974). This is interesting to note that children from the families with one to three children have obtained the second highest mean score after large family group. It means that children from larger families face physical abuse and neglect as well as psychological abuse and neglect due to a large number of family members to be taken care of by the parents. On the contrary children from smaller families with a lesser number of family members also feel abused or neglected. Hence, the reason may be different; it may be argued that only educated parents have a lesser number of children and these families may have both parents working, sparing less

time for the children, hence, children face higher level of parental neglect. When both the parents are working, they face more stress due to their professional responsibilities.. The results of the study could be further explored from this interesting dimension. However, these results have also supporting evidence by Gil (1968) who reported 40 percent of the abusing families having one or two children only.

It was also hypothesized that parental educational level would be an important contributing factor in child abuse. The findings suggested that mothers' educational level significantly contributed in child abuse and neglect. Children from families with highly educated mothers showed least child abuse scores and children with illiterate or less educated mothers showed highest child abuse scores suggesting that maternal education plays an important role in determining their behaviors towards their children. The limited parental education has already found to be associated with physical abuse and neglect of children (Egeland & Brunquell, 1979; Zuravin & Grief, 1989). Similarly, Najman and colleagues (1994) argue that there is a tendency for working class parents to use corporal punishment to discipline their children and for less educated mothers to rely more heavily upon corporal punishment. The results have further suggested that father education does not play important role in child abuse implying that fathers in Pakistani cultural context are thought to be authority figures and usually have commanding position. They believe that physical punishment is necessary for disciplining the child whether illiterate or educated, they show similar attitude towards their children and family. It had been noted by Briggs and Hawkins (1996) that by the very nature of adult-child relationship and cultural influences, most adults inflicted emotional abuse on children without realizing it. Although the effect of the difference of means of fathers' scores on Paternal Authoritarian Scale for three educational levels was non-significant, the mean scores of the children on child abuse scale from three levels of father education depicted least child abuse score for the

children with highly educated fathers and highest child abuse score for less educated fathers.

The data of the present study were further analyzed from another dimension that is children were grouped into three categories on the basis of their scores on the measure of the perception of family environment as problematic or intrafamilial interaction i.e. the Index of Family Relations. Interaction within the family implies interactional style of parents; supervision and control, method of disciplining children, interaction among the parents and family stability etc. Children were categorized as low, medium and high scorers on the Index of Family Relations depicting their perceptions of less, moderate and highly problematic family environment and interfamily interaction and its relation with children's scores on Child Abuse Scales and Parental Acceptance-Rejection for mother and father was explored.

The results showed that high perceivers of family disturbance also perceived their fathers as more rejecting than the low perceivers of disturbed family interaction. Similarly high perceivers of disturbed family interaction have perceived their mothers as more rejecting as compared to low perceivers of family disturbance. It means that when children perceive their family interaction as disturbed it has strong association with parental attitude towards them. They perceive parents as neglectful, rejecting and less warm and unaffectionate. Home is perhaps the most important place where a child first experiences a feeling of warmth and acceptance. Warm family relationships, an atmosphere of understanding and compassion all foster positive feelings in children which serve as the basis for the social relationships formed by the children in later age. The researchers believe that early experiences of children in family living provide a scaffolding for positive mental health or vulnerability to mental disturbances (Khatri, 1970). Clark-Stewart (1973) has noted that parent-child relations are undeniably important, but the setting in which they occur may be the crucial factor determining

their effect. The consequences of any single kind of action depends on what else is happening between parents and children and what they bring to their interaction.

Hence, the results have suggested that child abuse, parental attitude and family environment are in closer association with each other. It may be concluded that abused children come from the families with disturbed, non-harmonic and conflicting family environment and with more rejecting parents as it has been found by Garbarino, Sebes and Schellenbach (1984) that families at high risk for child abuse have low parental supportive behavior and high punitiveness.

It is important to note that main study of the research was carried out with two independent samples. Sample I comprised of children and Sample II of fathers of the same children. This sample of two-hundred fathers was administered Paternal Authoritarian Scale (PAS) developed in the pilot study. This scale consisting of forty-two items was meant to measure authoritarian attitude of fathers.

It was another important hypothesis of the present research that fathers of the children showing higher degree of abuse and neglect would show more authoritarian attitude as compared to the fathers of children showing lesser degree of abuse and neglect. The results of the study did not confirm this assumption as the overall mean score of the fathers depicted that almost all fathers included in the sample II showed highly authoritarian attitude towards their children. The results of t-test for fathers' scores on Paternal Authoritarian Scale for mildly and severely abused children indicated no difference in paternal attitude for both groups of children. The mean scores of the respondents for both groups indicated that fathers of mildly abused and severely abused children show moderately high authoritarian behavior as depicted by their mean scores on Paternal Authoritarian Scale.

The mean score of the total sample of fathers fall in the category of moderately high authoritarian attitude scores on Paternal Authoritarian Scale as per scores

determined in the pilot study. It seems to be important to give attention to enduring and significant aspects of our society and social set up in which the maltreatment of children may flourish with reference to these results. Most evident in this regard are society's attitude toward discipline and use of corporal punishment in disciplining techniques by the parents. It should be noted that child abuse occurs in different forms and at different rates in different cultures. Every culture defines some form of behavior as abusive and has instances where people deviate from acceptable standards (Korbin, 1991). There is no universally accepted standard for optimal child rearing or for abusive or neglectful behavior. Child maltreatment, like other categories of behavior, is usually defined by a community or cultural group to be meaningful. It is important to note that no culture sanctions the extreme harm that befalls children, while defining child abuse and neglect, hence, each cultural group maintains concepts and definitions of behavior that are beyond the standards of acceptable conduct. Societal conditions such as poverty and food scarcity, detrimental to both child and adult welfare must be distinguished from harm inflicted, or neglect perpetrated by parents. Protecting children in individual societies requires a recognition of what is and what is not acceptable. Compared with other societies, the level of violence in Pakistani families can only be characterized as extreme. There seems a general acceptance of physical punishment a means of controlling children's behavior. Parents and even schools seem to have rights to corporally punish children. As argued by Wright (1982) that child-rearing practices that were instituted to teach responsibility and a means of survival in a hostile environment, are now considered unduly harsh and abusive. Similarly, Simons et al. (1991) found in their study of harsh parenting of early adolescents that a belief in the legitimacy of strict physical discipline mediated the linkage between the experience of harsh discipline in childhood and its perpetration when an adult.

The mean scores on the seven sub scales of Paternal Authoritarian Scale showed a highest mean score obtained by fathers' sample on the sub scale of "submission to authority" including the items such as " children do not have right to decide for themselves" and "children can't argue parental decisions". It means that fathers give importance to submissive behavior of the children because they take children as their slaves or property. They have obtained second highest score on the sub scale of "conventional discipline" depicting that fathers in our household still believe in conventional disciplining techniques e.g., children should not speak loudly in the presence of elders. There is no change in their parenting style although they are fathers of 21st century but still they believe and usually follow the parenting style of their elder generation. They treat their children the way they were treated in their childhood. This may be the reason behind abusing their children because they themselves were abused as it has been investigated in different researches e.g., Fontana (1973) found that abusing parents themselves were nearly always abused, battered or neglected as children.

The respondents of sample II obtained third highest score on the sub scale of "restriction" and on "children's rights" as the fourth highest score pointing towards the same fact that fathers usually restrict and control their children's activities and do not give them freedom of action. The mean score on the sub scale of "disobedience" was the fifth highest score of fathers' sample. The mean scores on the sub scales of "personal freedom", were sixth highest and the respondents scored the least on the subscale of "children's desires". The lowest scores obtained by the respondents on the two sub scales measuring "personal freedom" and "regard for children's desires" point towards very important fact again that fathers do not give importance to children's desires. Similarly they do not believe in their personal freedom and do not allow them to decide for themselves. They want to rear them up according to their own values, principles,

wishes and thinking pattern. They do not even regard for the children's wishes and desires as they think these are ingenuine.

The results have further suggested that almost all the seven scales have highly significant positive correlations with total paternal authoritarian scores of fathers. It also indicated that almost all the sub scales have significant positive correlation with each other except the four sub scales of conventional discipline, children's rights, personal freedom and restriction. The sub scales of children's rights had shown a non-significant negative relationship with the sub scale of children desires and personal freedom.

As far as authoritarian attitude of fathers belonging to nuclear and joint family systems is concerned, the results indicated no significant difference in their authoritarian attitude. It means that family type does not contribute to their fathers' authoritarian attitude, hence, other factors including their socialization patterns, their upbringing styles and social approval for such type of behaviors seem to be important contributing factors towards authoritarian behavior of fathers in Pakistani context. The men are usually the procuring hands and are generally the decision makers for the family who do not really need to consult others for their actions. They are given privilege in every sphere of life which may breed authoritarian attitude in their personality. The mean scores of mild, moderate and highly authoritarian fathers on Paternal Authoritarian Scale indicated that the scale clearly differentiates among these three groups of authoritarian fathers.

The data were further analyzed to explore that fathers of mildly, moderately and severely abused children do differ in their authoritarian attitude. The findings suggested that fathers of three groups of abused children do not differ at all in their authoritarian attitude towards their children as mean Parental Authoritarian Scale scores of fathers for mild, moderate and severely abused children were almost similar falling in the category of moderately high authoritarian attitude.

When data were analyzed to investigate the effects of paternal authoritarianism on the perception of children regarding paternal attitude as rejecting or accepting, it was found that fathers authoritarian attitude does not contribute significantly towards children's perception as the effect was non significant. But mean scores of Parental Acceptance Rejection Questionnaire for Fathers scores of children with mild, moderate and highly authoritarian fathers indicated that Parental Acceptance Rejection Questionnaire for Fathers scores for moderate and highly authoritarian fathers' children were almost the same and high as compared to children of low authoritarian fathers. It means that fathers may be perceived as rejecting due to their authoritarian attitudes and it in turn contributes to child maltreatment as well as it has been discussed earlier.

Similarly, the results of One Way Analysis of Variance for children's scores on the Index of Family Relations for low, moderate and highly authoritarian fathers groups showed non significant effect as mean scores for three groups were not very much different from each other.

The findings of the present study have further suggested that fathers belonging to different educational levels slightly differ in their authoritarian attitude towards their children indicating that fathers education may be considered an important contributing factor to their authoritarian attitude. It implies that fathers with less educational level might show higher authoritarian attitude and fathers with higher educational level less authoritarian attitude towards their children, and indirectly to lesser child maltreatment. It may be due to the reason that they are more aware of children's desires, wishes and to some extent give them freedom to decide for them. They may have good communication with children and may understand their point of view due to their own broader perspective. These results also suggest that lesser authoritarian fathers may show lesser rejecting attitude towards their children and also child maltreatment on their part may be lesser as compared to less educated fathers.

The results have further indicated that socio-economic status of fathers is not a significant factor to contribute to the paternal authoritarian attitude. Fathers usually show authoritarian attitude whether they belong to lower, middle or upper socio-economic class. These findings depict overall trend of paternal attitude in Pakistani society that fathers belonging to all fields of life assume their children as their slaves or subordinates. They believe in strict discipline, use of corporal punishment and the use of force to control child's behaviors. As it has been concluded that there was no significant relationship between socioeconomic class and the use of corporal punishment for disciplining the child (Straus, 1994; Hashima & Amato, 1994). On the contrary, Dietz (2000) concluded that parents with fewer resources (lower income, lower educational attainment) were more likely to use severe corporal punishment against children. In addition, those who had been more likely to be socialized into the use of violence were also more likely to use severe corporal punishment. Conceiving these results in the peculiar Pakistani social context suggests that children perceived their fathers as more rejecting due to physical maltreatment as well as psychological maltreatment of the children on the part of fathers. On the contrary, children who perceive their mothers as rejecting feel psychologically or emotionally maltreated by their mothers. Fathers in Pakistani households appear to use more physical or corporal punishment against children as compared to mothers, therefore, they have been perceived as more rejecting and inflicting psychological or emotional abuse as compared to mothers. In Pakistani households, father is usually perceived as authority figure, final decision-maker who does not need any consultation for his decisions. He usually behaves like a person at distance, does not show a frank attitude towards children. Children are usually afraid of him, so he is perceived as a person who shows more rejecting attitude as compared to mother's attitude. These results do not imply that mothers do not physically abuse their children rather it simply means that they may use less physical force against children as compared to fathers. If mothers physically abuse their children, it may be compensated

by their affectionate and caring attitude, as she is the person who takes care of physical or bodily needs of the child. On the other hand, in a Pakistani household, father is, mostly, the sole earner to meet the economical needs of the family and mostly fathers think that they have fulfilled their duty by providing monetary or economical help to their families including wives and children. Therefore, they are careless towards emotional or psychological needs of their children. At the same time, they appear to follow general concept prevailing in the society that is to use physical force to discipline their children. The effect of parental values on parenting behavior was mediated by parenting beliefs about discipline (Luster et al., 1989). This result of the present study finds a supportive evidence from the findings of Wasserman (1967) that parents not only considered punishment a proper disciplinary measure but also strongly defended their right to use physical force against children. This process of using harsh disciplining practices is intensified when important socialization goals are involved (Dix, 1991; 1993). For example, a parent who values obedience is more likely to become upset over him/her child's defiance than is a parent who places less value on obedience, and hence, may use physical force against his/her. These parenting beliefs vary from culture to culture e.g., African American mothers reported greater use of physical discipline than do European American mothers (Deater-Deckard et al., 1996). African American parents also displayed more punitive attitudes towards their children (e.g., Reis, Barbera-Stein, & Bennett, 1986).

Although the results of mean scores indicated slight difference of authoritarian scores of fathers belonging to lower, middle and upper socio-economic classes but the difference was not that significant to effect the results of ANOVA. Mean score of fathers from lower class was the highest and from upper class was the lowest. It is further important to note that mean authoritarian scores of fathers from all socio-economic groups covered the range of the cut off point of moderately high authoritarian attitude category of Paternal Authoritarian Scale implying that fathers belonging to all

spheres of life may show authoritarian attitude towards children due to the dominating role of the head of the family in our social context. Hence, these results appear to be contrary to the findings of Steele and Pollock (1968) that socio-economic stress to the lives of parents in middle class and upper class families is important intensifier of personality rooted etiological factors in child abuse.

The results of the main study have also indicated that family size or number of children in the family does not contribute in paternal authoritarianism and indirectly to child abuse. It means that paternal authoritarian attitude is not a result of family size or in other words family size does not contribute to paternal authoritarian attitude rather it may be the result of the cultural set up of our society. Although results have indicated a slightly high authoritarian score for fathers belonging to families with greater number of children, but this difference could not contribute significantly to the results of ANOVA.

The findings of the present research have finally suggested a non-significant relationship between father's age and their authoritarianism. It means that fathers whether they are young or elderly, show equally authoritarian attitude toward their children. Although mean scores depicted the highest authoritarian score for elderly fathers and least for younger fathers but the difference among three groups were not significant to contribute to the results of one way analysis of variance. This finding is again peculiar to Pakistani cultural context where role of father is always authoritarian. They are distant figures for the children. They are the persons with all the authority of decision making for the entire family.

Concluding the discussion, it may be said that child abuse prevails in Pakistani culture more than the level as it was assumed or hypothesized. Children faced greater emotional or psychological abuse as compared to the physical abuse. Psychological maltreatment was more prevalent in the children as compared to physical abuse, although apparently it seems that physical abuse is more prevalent in the domestic environment peculiar to our social context. Male and female children are not different in

the degree and the type of abuse and neglect inflicted to them by their parents rather they are equally abused but more emotionally. Severely abused children perceived their parents, both fathers and mothers, as more rejecting, unaffectionate and showing less warm attitude as compared to the mildly abused children. Severely abused children perceived their family environment as more conflicting and inharmonic while interacting with their parents as well as with siblings. Child abuse and neglect was not found to be restricted to any particular socio-economic class rather it was prevalent in all levels of socio-economic status. The relationship between the family type and child abuse and neglect was not significant i.e., nuclear and joint families. However, child abuse was found to be more prevalent in larger families i.e. with greater number of children. As far as parental educational level was concerned mothers' education was proved to be an important contributing factor to child abuse but this is not true for fathers' educational level. Children with highly educated mothers reported less child abuse as compared to the children with less educated mothers.

The role of paternal authoritarian attitude was not proved to be an important factor to differentiate between different levels of abuse and neglect as fathers for all categories of abused children i.e. mild, moderate and severe were found to be equally and highly authoritarian depicting very important fact particular to Pakistani social and cultural set up. Fathers belonging to all socio-economic classes, family types and family size were found to be equally authoritarian. Fathers' education might be considered as an important contributing factor to their authoritarianism as less educated fathers were found to be more authoritarian as compared to highly educated fathers. Fathers' age was not a significant contributing factor in paternal authoritarianism and ultimately to child abuse. Children did not perceive their fathers as rejecting just because of their authoritarian attitude toward them suggesting some other factors to be explored and investigated further.

**CONCLUSION AND
SUGGESTIONS**

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The present study may be considered a pioneering research in the area of child abuse and neglect with specific reference to Pakistani cultural context. The study focused the phenomenon of child abuse and neglect from some prominent assumptions prevailing in the society and targeted the population that was mostly neglected and least heard.

As it has been reasoned earlier that the non-availability of assessment instrument for the identification of child abuse and paternal authoritarianism made the task of the present research quite hectic and lengthy. It was realized while conceiving the design of the research that an exploration into the phenomenon of child abuse would not be completed unless some basic tool for the identification and classification of different types of child abuse and neglect was developed because there was no other reliable source available for the identification of abused children. Although, Child Abuse Scale developed by the researcher needs more validation studies to prove its strength, however, it stands relevant and reliable to the cultural peculiarities of Pakistani society with reference to this sensitive issue of child abuse and neglect. The present study, therefore, tried to take into consideration the crucial issue of child abuse and neglected in ordinary households, the most neglected area in psychological research carried out in Pakistan with respect to child abuse.

Nevertheless, the present research may be considered a pioneering in the area of child abuse and neglect. The study has made major contribution in the area of child abuse and neglect as well as paternal personality attributes as it has provided two

indigenously developed scales i.e. Child Abuse Scale (CAS) and Paternal Authoritarian Scale (PAS). Child Abuse Scale may be used as reliable measure for identification of child abuse and neglect in different setting e.g., home, clinical and school etc. There was a need for such scale as in Pakistan no governmental agency is available where such cases can be reported and that can provide any statistics of abused children. The development of a reliable measurement instrument based on well researched and validated constructs will enable researchers to more effectively deal with this sensitive issue. Child abuse and neglect is most prevalent phenomenon and story of every individual household in our society. Children are silently suffering at the hand of their elders who take them an easy target to express their aggression, worries and personal discords or conflicts. They do not understand that by so doing they are, in fact, damaging their personalities forever.

The results of the present study may provide a unique issue for further research in this area and a lot of research is to be carried out to strengthen the findings of the study. This relationship of family environmental factors, parental personality factors and their parenting style with child abuse and neglect has to be further strengthened by employing larger samples from various regions of Pakistani population. An exploration into other family factors important with reference to child abuse e.g., marital quality of the parents may further help to understand the phenomenon of child abuse from other perspectives and may suggest some different kinds of contributory factors.

The present study is first of its kind and the findings of the pilot study and main study would help the public to understand about underlying factors of the child abuse, different types of abuse, parental attitudes towards children, domestic environment and its association with the maltreatment of children. It may help in raising awareness of parents regarding physical abuse or corporal punishment as well a psychological abuse and harms it is causing to a child's tender mind and self-esteem. Parents may not be

aware of the harm they can cause to the personalities of children in the name of discipline. They are simply unaware of the psychological, emotional needs of their children. The reason is their poor understanding of the needs of their children and the psychological or mental problems.

The second scale developed in the study i.e., Paternal Authoritarian may be used as a reliable and useful measure for investigation in the area of parental authoritarianism, but the scale needs further validation studies to strengthen its psychometric properties.

Nevertheless, the present study has significantly contributed in assessing the phenomenon of child abuse and neglect in ordinary households with peculiar reference to Pakistani cultural context. The findings of the study has explored the issue of child abuse from different dimension and it has also been fruitful in indicating further areas of empirical interest from cultural and methodological point of view. The present research has opened new venues for research in the area of child abuse and neglect while taking into account certain other factors such as marital discords between parents and causal factors of their rejecting attitude etc.

While the overall findings of this study were encouraging, it is important to acknowledge its limitations as well. Most importantly, depending on the heterogeneity and complexity of child maltreatment no one research questionnaire or approach to study child maltreatment could possibly provide the full scope of knowledge that is needed to understand fully its dynamics. The main weakness of the present study was that qualitative research was shifted to quantitative one to conform or reject the findings of the study statistically. However, the phenomenon of child maltreatment should be explored from qualitative point of view to present a different and cultural specific picture of child maltreatment with peculiar reference to Pakistan social set up.

While taking into consideration the findings of the present study, following measures should be taken to increase awareness of parents about the problem of child abuse and neglect in general.

- Firstly, parental education regarding child rearing practices and children's rights is highly important as an approach to enhance the quality of family life and to prevent incidence of child abuse and neglect. Parents should be taught about the rights of the children and the harm their inconsistent discipline and abusive behaviors can cause to the personalities of their children ultimately.
- Parents, teachers and health professionals should be provided information and awareness about the prevalence of domestic violence and its effect on children's personalities.
- Public awareness concerning child abuse and neglect should be raised by the means of mass media, especially TV and radio can play important role in this regard.
- All people working with children and families, including parents, teachers, and health care professionals should be educated about the link between domestic environment and child abuse.
- Any child found to be abused by doctors and teachers should be followed in depth for evaluation of his parents' behaviors. Parents could then be diagnosed if they are 'abusers' and their problems dealt with. Thus awareness of doctors and teachers by raising their index of suspicion towards child abuse should be a part of their professional training.
- Family life education should be incorporated in the school and college curriculum to foster responsible and caring attitudes and behaviors towards their children on the part of parents.

- Marital and family counseling should be available more extensively to the parents and abused children found out by doctors and teachers.
- Children in school can be taught about protecting themselves from abuse, especially sexual abuse and referral centers should be maintained for the help of abused children.
- Community based agencies, institutions and centers should be established where cases of abuse could be reported and legal and psychological help should be available.
- The government should implement laws disallowing severe kind of physical torture in the name of punishment at homes and schools.
- Training is required for professionals, i.e. social workers, medical personnel, community leaders, police, judiciary etc. with emphasis on identification, treatment and follow-up support of abusive families and abused children.
- There are a number of non-governmental organizations working in the area of child abuse but their focus is restricted to the issues of child labour or child sexual abuse. NGOs should understand the gravity of the issue as all types of abuse has its origin in the home environment. So they must focus this issue from this angle and help government in raising public awareness about this critical and serious issues. NGOs can help government while spreading their services to the people residing in the underdeveloped areas of Pakistan instead of restricting their activities to larger cities.
- Lastly, psychological help should be available such as self-help groups and other supportive services for all perpetrators, victims, and survivors of severe child abuse.

SUMMARY

The present study was carried out to assess the nature of child abuse and neglect as prevailing in Pakistani society. The study also aimed at investigating the level and type of abuse inflicted by the parents to their children. The study further focused on the relationship of child abuse and neglect with parental attitude patterns as accepting or rejecting while interacting with their children. Furthermore, to explore the role of intra-familial environment as associated with child abuse was another important aim of the study. The assessment of relationship between different demographic variables such as sex, socio-economic status, parental education, family size and family type with child abuse and neglect was also another important objective of study.

The researcher intended to utilize indigenously developed instruments in the study, therefore, the present research was carried out into two parts i.e., pilot study and main study. In the pilot study a Likert type scale comprising of 34 items was developed to assess the level of abuse and the type of abuse and neglect. This scale was termed as Child Abuse Scale. In the next step, Urdu version of the Index of Family Relations (Shah & Aziz, 1993) was adapted to measure intra-familial interaction within the family. Another scale consisting of 42 items was constructed to assess the personality characteristic of fathers i.e., authoritarianism and it was named as Paternal Authoritarianism Scale (PAS). 50% items for PAS were derived from the California F scale (Adorno et al. 1950) while 50% items were generated with peculiar reference to Pakistani cultural and social context. Moreover, Parental Acceptance-Rejection Questionnaire for father and mother were selected to explore parental attitudinal patterns towards their children.

The main purpose of the pilot study was to finalize instruments to be used in the main study and to test their psychometric properties. Coefficient alpha for the Child

Abuse Scale was computed to determine its reliability and it was .92. Principal component analysis was used to determine the factor structure and construct validity of the indigenously developed Child Abuse Scale and it was found to be a highly reliable and valid measure to identify child abuse. It was further divided into four sub scales with considerably high reliability i.e., Physical abuse (PA), Emotional Abuse (EA), Physically neglect (PN) and Emotional neglect (EN).

The reliability coefficient for the adapted version of the Index of Family Relations (IFR) was found to be .95 depicting it as a highly internally consistent measure of intrafamilial environment. The Paternal Authoritarian Scale (PAS) for fathers was also finalized on the basis of the results of factor analysis. Split half reliability for PAS was .76 and Coefficient Alpha reliability was .86, indicating it to be a highly internally consistent and reliable measure of authoritarianism.

In the main study, scales finalized in the pilot study were used to accomplish the objectives of the present research. A randomly selected sample of 200 children (100 males and 100 females) was taken from the six cities of Punjab including Multan, Lahore, Gujrat, Sahiwal, Main Channu and Rawalpindi-Islamabad. The age range of the children was 8 to 12 years. They were administered four scales indigenously developed Child Abuse Scale (CAS), adapted version of the Index of Family Relations (IFR), Parental Acceptance-Rejection Questionnaire for Father and Parental Acceptance-Rejection Questionnaire for Mother separately. Moreover, a personal information questionnaire was also used to seek demographic information from the subjects such as age, sex, family type (nuclear vs joint), family size, education and profession of the parents, monthly income of the family etc. The scales were presented in the form of a booklet.

The fathers of the 200 children comprised the second sample of the main study. They were administered Paternal Authoritarian Scale (PAS) consisting of 42 items

belonging to seven sub-scales. The data in the main study was collected on individual basis and children and their fathers were approached in their homes.

For the statistical analysis, means for the total child abuse scale of the total sample and male and female separately were computed. The mean scores for four child abuse sub scales, separately, were also computed which, indicated that children's score on child abuse scale fall into the category of moderate abuse. Mean scores of the subjects were higher on the sub scales of emotional abuse and emotional neglect as compared to the sub scales of physical abuse and physical neglect.

The results of analysis of variance of mild, moderate and severely abused children for different variables under study indicated that children belonging to three groups were significantly different from each other on the level of abuse. Their perception regarding their parental attitudes as rejecting was also significantly different. Moreover, they also perceived their intra-familial environment differently.

Furthermore, the results of t-tests of mild and severely abused children for different variables under study revealed that severely abused children perceived their parents (both mother and father) as more rejecting as compared to mildly abused children. Similarly, they have perceived their family environment as more problematic and disturbing than mildly abused group.

The results of t-tests indicated a non-significant difference for male and female children for their scores on child abuse scale as well as their scores on its four sub scales. There was no difference of perception for parental attitudes for male and female children as indicated by their results regarding PARQ-M and PARQ-F. There was no difference in their perception of intra-familial environment as well.

The results have further suggested that the problem of child abuse and neglect was equally prevalent in all socio-economic classes, but it was more prevalent in larger families as compared to smaller families. The family type was not found to be an

important contributor to child abuse as it was equally prevalent in joint and nuclear family systems. Moreover, the results indicated that parental educational level has strong association with the problem of child abuse as it was found to be high in the families with less educated parents, especially mothers.

When data were analyzed regarding paternal personality characteristic of authoritarianism, the fathers' mean score on Paternal Authoritarian Scale suggested authoritarian attitude for the total sample depicting very important finding peculiar to Pakistani cultural context. The results had further suggested that fathers' educational levels might lead to a difference in their authoritarian attitude towards their children. Highly educated fathers showed less authoritarian attitude as compared to less educated fathers. Moreover fathers belonging to all socio-economic status, family types, family size and age groups showed equally authoritarian attitude towards their children.

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ANNEXURE PILOT STUDY

بچوں کے لئے ہدایات:

ہم یہ جاننا چاہتے ہیں کہ بچوں کے ساتھ ان کے والدین (امی اور ابو) کا برتاؤ یا سلوک کس قسم کا ہوتا ہے کیا وہ بہت زیادہ مار پیٹ یا ڈانٹ ڈپٹ کرتے ہیں یا پیار و محبت سے کام لیتے ہیں۔ اس میں آپ کے امی ابو آپ کے دوستوں کے امی ابو اور آپ کے رشتہ دار بچوں کے امی ابو کا سلوک یا برتاؤ شامل ہے۔

آپ کی آسانی کے لئے ہم نے امی اور ابو کے برتاؤ کو مختلف اقسام میں تقسیم کر دیا ہے۔ آپ ہر قسم کو غور سے پڑھیں اور اپنے امی ابو، دوستوں کے امی ابو اور رشتہ دار بچوں کے امی ابو کے وہ برتاؤ یا سلوک بیان کریں جو وہ اپنے بچوں کے ساتھ روا رکھتے ہیں اور جو اس خاص قسم میں شامل کیے جاسکتے ہیں۔

شکریہ

امی اور ابو کا بچوں کو ان کی غلطی پر مار پیٹ کرنا۔

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امی اور ابو کا بچوں کے کھانے پینے، صفائی اور صحت کا خیال نہ رکھنا۔

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امی اور ابو کا بچوں کو پیار نہ کرنا یا بچہ اپنا کوئی مسئلہ بیان کرے تو اس پر توجہ نہ دینا۔

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اس کے علاوہ اور کون سی ایسی باتیں آپ کو معلوم ہیں جن کی طرف آپ کے امی ابو، آپ کے دوستوں کے امی ابو یا آپ کے رشتے دار بچوں کے امی ابو، بچوں کے ساتھ بُرا برتاؤ کرتے ہیں یا لا پرواہی برتتے ہیں۔ ان کو مندرجہ ذیل میں لکھ دیں۔

ہدایات:

ہم قومی ادارہ نفسیات، قائد اعظم یونیورسٹی کی جانب سے بچوں کی تربیت اور دیکھ بھال کے دوران والدین کے بچوں سے برتاؤ یا سلوک پر ایک تحقیق کر رہے ہیں۔ بعض والدین اپنے بچوں کی تربیت کی ذمہ داری احسن طریقے سے پوری کرتے ہیں مگر بعض والدین ایسا نہیں کرتے۔ خصوصاً ہمارے معاشرے میں بچوں کی مار پیٹ اور ان کو بُرا بھلا کہنے کا طریقہ کار عام ہے۔ اس تحقیق کے توسط سے ہم یہ جاننے کے خواہش مند ہیں کہ ہمارے معاشرے میں والدین اپنے بچوں کے ساتھ کس قسم کے بُرے برتاؤ اور لاپرواہی (Child Abuse & Neglect) کے مرتکب ہوئے ہیں۔

آپ سے ہم یہ جاننا چاہتے ہیں کہ والدین کا کس قسم کا رویہ اور برتاؤ بچوں کے ساتھ بُرے سلوک اور لاپرواہی کے زمرے میں آتے ہیں۔ آپ کی سمولت کے لئے ہم نے والدین کے بُرے سلوک اور لاپرواہی کو مختلف اقسام میں تقسیم کر دیا ہے۔ برائے مہربانی ہر قسم اور اس کے ساتھ دی گئی مثال کو غور سے پڑھیں اور آٹھ سے بارہ سال کے بچوں کو ذہن میں رکھتے ہوئے والدین کے اپنے بچوں کے ساتھ روادار کھنے والے بُرے برتاؤ اور سلوک کی نشاندہی کریں جو اس قسم میں شامل کئے جاسکتے ہیں۔

ہم آپ کے تعاون کے شکر گزار ہیں۔

جسمانی تشدد / جسمانی طور پر ناروا سلوک کرنا (Physical Abuse)

(مثال: بچے کو کسی غلطی پر جسمانی سزا دینا یا مار پیٹ کرنا وغیرہ)

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جذباتی طور پر ناروا سلوک کرنا (Emotional Abuse)

(مثال: بچے کو مہمانوں کے سامنے ڈانٹ ڈپٹ کرنا / دوستوں کے ساتھ کھیل کود پر پابندی لگانا وغیرہ)

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بنیادی یا جسمانی ضروریات کو نظر انداز کرنا / کی طرف سے لاپرواہی برتنا (Physical Neglect)
 (مثال: بچے کے کھانے پینے کا خیال نہ رکھنا / بچے کی صحت کی طرف سے لاپرواہی برتنا وغیرہ)

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جذباتی ضروریات کو نظر انداز کرنا / کی طرف سے لاپرواہی برتنا (Emotional Neglect)
 (مثال: بچے سے پیار محبت کا اظہار نہ کرنا / بچہ اپنا کوئی مسئلہ بیان کرے تو توجہ نہ دینا وغیرہ)

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جنسی تشدد کرنا (Sexual Abuse)

(مثال: بچوں کے ساتھ جنسی تعلقات قائم کرنا وغیرہ)

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اس کے علاوہ اگر آپ کے علم میں والدین کی کسی قسم کی لاپرواہیاں یا ناروا سلوک ہوں جن سے ان کے بچے دوچار ہوتے ہوں۔ تو برائے مہربانی مندرجہ ذیل میں تحریر کریں۔

ہم نے اس سوالنامہ میں بچوں کی تربیت کے دوران والدین کے سلوک اور برتاؤ کے حوالے سے مختلف اقسام بیان کی ہیں لیکن اگر اسکے علاوہ اور کوئی بات یا قسم آپ کے علم میں ہو اور یہاں بیان نہ کی گئی ہو تو برائے مہربانی یہاں تحریر کر دیں۔

Annexure 3

ڈنیر کو لیگز!

میں اپنی پی۔ ایچ۔ ڈی کی تحقیق کے حوالے سے Child Abuse Scale مرتب کر رہی ہوں۔ اس سلسلے میں والدین اور بچوں سے لئے گئے انٹرویوز کی مدد سے کچھ بیانات ترتیب دیئے گئے ہیں جن کی تعداد 95 ہے۔ سکیل کو چھ Categories میں تقسیم کیا گیا ہے جن کی تفصیل یہ ہے۔

(EA) Emotional Abuse	-2	(PA) Physical Abuse	-1
(EN) Emotional Neglect	-4	(PN) Physical Neglect	-3
(G) General Category	-6	(SA) Sexual Abuse	-5

اس سوالنامہ میں موجود 95 بیانات میں سے ہر بیان اوپر دی گئی Categories میں سے کسی ایک Category سے تعلق رکھتا ہے۔ ان بیانات کو مناسب Categories میں تقسیم کرنے کے لئے مجھے آپ کی مدد درکار ہے۔ آپ سے گزارش ہے کہ آپ ہر بیان کو غور سے پڑھیے اور آپ کی رائے کے مطابق اوپر دی گئی پہلی پانچ Categories میں سے جس Category سے تعلق رکھتا ہو۔ اس کے نیچے () کا نشان لگادیں۔

اگر آپ کو محسوس ہو کہ ان بیانات میں کچھ ایسے ہیں جو پہلی پانچ Categories میں سے کسی سے تعلق نہیں رکھتے تو پھر اسے آخری یعنی General Category میں لکھ دیں۔
آپ کے تعاون کے لئے شکریہ۔

G	SA	EN	PN	EA	PA	نمبر شمار
-----	-----	-----	-----	-----	-----	1 میرے والدین مجھے تھپڑ مارتے ہیں۔
-----	-----	-----	-----	-----	-----	2 میرے والدین مجھے چوٹ لگنے پر توجہ دیتے ہیں۔
-----	-----	-----	-----	-----	-----	3 میرے والدین مجھے کمرے میں بند کر دیتے ہیں۔
-----	-----	-----	-----	-----	-----	4 میرے والدین میرے گھر سے نکلنے پر پابندی لگادیتے ہیں۔
-----	-----	-----	-----	-----	-----	5 میرے والدین مجھ پر بلاوجہ پابندیاں عائد کرتے ہیں۔
-----	-----	-----	-----	-----	-----	6 میرے والدین بھائیوں کی نسبت مجھ پر زیادہ توجہ دیتے ہیں۔
-----	-----	-----	-----	-----	-----	7 میرے والدین مجھ سے گھر کا بہت زیادہ کام کرواتے ہیں۔

G	SA	EN	PN	EA	PA	نمبر شمار
-----	-----	-----	-----	-----	-----	8 میرے غلطی کرنے پر والدین مجھے پیار سے سمجھا دیتے ہیں۔
-----	-----	-----	-----	-----	-----	9 میرے والدین مجھے دوستوں کے ساتھ کھیلنے کی اجازت دیتے ہیں۔
-----	-----	-----	-----	-----	-----	10 میرے والدین مجھ سے بات چیت بند کر دیتے ہیں۔
-----	-----	-----	-----	-----	-----	11 میرے والدین مجھ پر طنز کرتے ہیں۔
-----	-----	-----	-----	-----	-----	12 میرے والدین میرے دوستوں کے سامنے مجھے مارتے ہیں۔
-----	-----	-----	-----	-----	-----	13 میرے والدین مجھ پر شک کرتے ہیں۔
-----	-----	-----	-----	-----	-----	14 میرے والدین مجھے بھوکا رکھتے ہیں۔
-----	-----	-----	-----	-----	-----	15 میرے والدین میری صحت کا خیال رکھتے ہیں۔
-----	-----	-----	-----	-----	-----	16 میرے والدین مجھے مرنا بنا دیتے ہیں۔
-----	-----	-----	-----	-----	-----	17 میرے والدین میرے بھائی کو مجھ سے بہتر کھانا دیتے ہیں۔
-----	-----	-----	-----	-----	-----	18 میرے والدین میری بیماری کو بہانہ بازی سمجھتے ہیں۔
-----	-----	-----	-----	-----	-----	19 میرے ناپسندیدہ کام کرنے پر والدین آرام سے منع کر دیتے ہیں۔
-----	-----	-----	-----	-----	-----	20 میرے والدین مجھے ٹی وی پر اپنا پسندیدہ پروگرام دیکھنے دیتے ہیں۔
-----	-----	-----	-----	-----	-----	21 میرے والدین مجھے گالیاں دیتے ہیں۔
-----	-----	-----	-----	-----	-----	22 میرے والدین میرے احساسات / جذبات کا خیال نہیں رکھتے۔
-----	-----	-----	-----	-----	-----	23 میرے والدین مجھے ڈراتے ہیں۔
-----	-----	-----	-----	-----	-----	24 میرے والدین میرا جیب خرچ بند کر دیتے ہیں۔
-----	-----	-----	-----	-----	-----	25 میرے والدین میری شکل و صورت کا مذاق اڑاتے ہیں۔
-----	-----	-----	-----	-----	-----	25 میرے والدین دوسرے لوگوں / مہمانوں کے سامنے مجھے ڈانٹتے ہیں۔
-----	-----	-----	-----	-----	-----	27 میرے والدین میرے کاموں پر نکتہ چینی کرتے رہتے ہیں۔

G	SA	EN	PN	EA	PA	نمبر شمار
-----	-----	-----	-----	-----	-----	28 میرے والدین پڑھائی میں میری کارکردگی ان کی توقع کے مطابق نہ ہونے پر ڈانٹتے ہیں۔
-----	-----	-----	-----	-----	-----	29 میرے والدین مجھے اہمیت دیتے ہیں۔
-----	-----	-----	-----	-----	-----	30 میرے والدین مجھ سے چھوٹے بہن بھائیوں کی دیکھ بھال کرواتے ہیں۔
-----	-----	-----	-----	-----	-----	31 میرے والدین مجھے وقت پر کھانا دیتے ہیں۔
-----	-----	-----	-----	-----	-----	32 میرے والدین مجھ پر اعتماد کرتے ہیں۔
-----	-----	-----	-----	-----	-----	33 میرے والدین میری خوشی مناتے ہیں۔
-----	-----	-----	-----	-----	-----	34 میرے والدین میرے ذاتی مسائل کے حل میں میری مدد کرتے ہیں۔
-----	-----	-----	-----	-----	-----	35 میرے والدین ہر کام میں مجھ پر اپنی مرضی ٹھونسنے کو کوشش کرتے ہیں۔
-----	-----	-----	-----	-----	-----	36 میرے والدین مجھ سے جسمانی مشقت / مزدوری کرواتے ہیں۔
-----	-----	-----	-----	-----	-----	37 میرے والدین ہر معاملے میں میری رائے کو اہمیت دیتے ہیں۔
-----	-----	-----	-----	-----	-----	38 میرے والدین بہن کو مجھ سے بہتر کھانا دیتے ہیں۔
-----	-----	-----	-----	-----	-----	39 میرے والدین کارویہ میرے ساتھ دوستانہ ہے۔
-----	-----	-----	-----	-----	-----	40 میرے والدین مجھے کافی وقت دیتے ہیں۔
-----	-----	-----	-----	-----	-----	41 میرے والدین مجھے سونے سے پہلے پیا کرتے ہیں۔
-----	-----	-----	-----	-----	-----	42 میرے والدین میرے بیمار ہو جانے پر لاپرواہی دکھاتے ہیں۔
-----	-----	-----	-----	-----	-----	43 میرے والدین میری اچھی عادتوں پر مجھے شاباش دیتے ہیں۔
-----	-----	-----	-----	-----	-----	44 میرے والدین سکول کا کام کرنے میں میری مدد کرتے ہیں۔
-----	-----	-----	-----	-----	-----	45 میرے والدین میری پسند / ناپسند کا خیال رکھتے ہیں۔
-----	-----	-----	-----	-----	-----	46 میرے والدین مجھے توجہ دیتے ہیں۔
-----	-----	-----	-----	-----	-----	47 میرے والدین میرے تعلیمی مسائل کے حل میں میری مدد کرتے ہیں۔

48 میرے والدین مجھے سکول کے ساتھیوں کے ساتھ
پکنک پر جانے کی اجازت دیتے ہیں۔

49 میرے والدین میرے مشاغل اور دلچسپیوں پر پابندی لگا
دیتے ہیں۔

50 میرے والدین مجھے گھر سے نکال دیتے ہیں۔

51 میرے والدین اپنا غصہ مجھ پر نکالتے ہیں۔

52 میرے والدین دوسرے لوگوں کے سامنے میری
برائیاں کرتے ہیں۔

53 میرے والدین میرے مقابلے میں چھوٹے بہن
بھائیوں کو زیادہ اہمیت دیتے ہیں۔

54 میرے والدین میرے لباس کا خیال رکھتے ہیں۔

55 میرے والدین مجھے گھر میں اکیلا چھوڑ کر باہر چلے
جاتے ہیں۔

56 میرے والدین میری بے عزتی کرتے ہیں۔

57 میرے والدین مجھے رشتے داروں اور دوسرے لوگوں
کے سامنے مارتے ہیں۔

58 میرے والدین مجھے صفائی کا موقع دینے بغیر قصور وار
ٹھہراتے ہیں۔

59 میرے والدین میرے سوالات کا جواب دینے کی بجائے
مجھے ڈانٹ پلا دیتے ہیں۔

60 میرے والدین بہنوں کی نسبت مجھ پر زیادہ توجہ دیتے
ہیں۔

61 میرے والدین مجھ سے نفرت کا اظہار کرتے ہیں۔

62 میرے والدین مجھے برے ناموں سے بلاتے ہیں۔

63 میرے والدین سکول کی تقریبات میں شریک ہوتے
ہیں۔

64 میرے والدین مجھے سکول جانے کے لیے وقت پر تیار
کرتے ہیں۔

65 میرے والدین میرے تعلیمی مسائل توجہ سے سنتے
ہیں۔

66 میرے والدین میرے جسم کو گرم اشیاء سے جلادیتے ہیں۔

67 میرے والدین میری بات سننے کے بجائے مجھے جھڑک دیتے ہیں۔

68 میرے والدین مجھ پر اپنے کئے کا احسان جتاتے ہیں۔

69 میرے والدین میری غلطیاں لوگوں کو بتاتے ہیں اور ان کے ساتھ مل کر میرا مذاق اڑاتے ہیں۔

70 میرے والدین مجھے ایک دوسرے کے خاندان والوں جیسا ہونے کا طعنہ دیتے ہیں۔

71 میرے والدین میری کسی بھی کامیابی پر حوصلہ افزائی کرنے کی بجائے التا نقد کرتے ہیں۔

72 میرے والدین مجھے تعلیم حاصل کرنے کی اجازت نہیں دیتے۔

73 میرے والدین میرا کسی بھی چیز سے وابستہ خوف دور کرنے کی کوشش نہیں کرتے۔

74 میرے والدین گھر کی چیزوں کا نقصان ہونے پر مجھے مارتے ہیں۔

75 میرے والدین میرے ساتھ شرمناک حرکتیں کرتے ہیں۔

76 میرے والدین میری جسمانی صفائی کا خیال رکھتے ہیں۔

77 میرے والدین میرے کھانے پینے کا مناسب خیال رکھتے ہیں۔

78 میرے والدین میرے آرام کے اوقات کا خیال رکھتے ہیں۔

79 میرے والدین میری ناکامی کی وجوہات تلاش کرنے کی بجائے مجھے ہی قصور وار ٹھہراتے ہیں۔

80 میرے والدین مجھے سیر و تفریح کے لیے اپنے ساتھ لے کر جاتے ہیں۔

81 میرے والدین ٹیچرز سے میری شکایتیں کرتے ہیں۔

82 میرے والدین چھوٹے بہن بھائیوں کے سامنے میری بے عزتی کرتے ہیں۔

-----	-----	-----	-----	-----	-----	83	میرے والدین میری نصابی اور غیر نصابی سرگرمیوں میں دلچسپی لیتے ہیں۔
-----	-----	-----	-----	-----	-----	84	میرے والدین مجھ سے محبت سے پیش نہیں آتے اور اگر میں ایسا چاہوں تو میرا ہاتھ جھٹک دیتے ہیں۔
-----	-----	-----	-----	-----	-----	85	میرے والدین مجھے مار کر زخمی کر دیتے ہیں۔
-----	-----	-----	-----	-----	-----	86	میرے والدین میری خواہشات کا احترام کرتے ہیں۔
-----	-----	-----	-----	-----	-----	87	جب میں پریشان ہوتا ہوں تو میرے والدین میری پریشانی کی وجہ پوچھتے ہیں۔
-----	-----	-----	-----	-----	-----	88	میرے والدین رشتہ داروں سے موازنہ کر کے مجھے کمتر ہونے کا احساس دلاتے ہیں۔
-----	-----	-----	-----	-----	-----	89	میرے والد / والدہ کے میرے ساتھ جنسی تعلقات ہیں۔
-----	-----	-----	-----	-----	-----	90	میرے والدین مجھے اپنے ساتھ تقریبات میں لے کر جاتے ہیں۔
-----	-----	-----	-----	-----	-----	91	میرے والدین میرے معمولات میں دلچسپی لیتے ہیں۔
-----	-----	-----	-----	-----	-----	92	میرے والدین میرا موازنہ دوسرے بہن بھائیوں سے کر کے مجھے کمتر ہونے کا احساس دلاتے رہتے ہیں۔
-----	-----	-----	-----	-----	-----	93	میرے والدین مجھے میری کمزوریوں / خامیوں کا احساس دلاتے رہتے ہیں۔
-----	-----	-----	-----	-----	-----	94	میرے سکول کے کام کرنے کے دوران میرے والدین مجھے کام کے لیے اٹھاتے رہتے ہیں۔
-----	-----	-----	-----	-----	-----	95	میرے والدین مجھے پیار کرتے ہیں۔

ہدایات:

ہم قومی ادارہ نفسیات، قائد اعظم یونیورسٹی اسلام آباد کی طرف سے ایک تحقیق کر رہے ہیں جس کے ذریعے ہم یہ جاننا چاہتے ہیں کہ والدین بچوں کی تربیت اور دیکھ بھال کے دوران ان سے کیسا رویہ رکھتے ہیں اور کیسا ردِ تاؤ کرتے ہیں۔ اس سلسلے میں ہم نے مختلف بیانات ترتیب دیئے ہیں جو والدین کے بچوں کے ساتھ سلوک کو ظاہر کرتے ہیں۔ ہر بیان کے سامنے چار جوابات موجود ہیں۔

آپ سے گزارش ہے ہر بیان کو غور سے پڑھیں اور اس کے سامنے دیئے گئے جوابات میں سے جو آپ کے لیے سب سے زیادہ موزوں اور صحیح ہو اس پر () کا نشان لگادیں۔ نیچے دی گئی مثال کو غور سے پڑھیے تاکہ آپ کو اچھی طرح سے سمجھ آجائے کہ آپ نے کیا کرنا ہے۔

مثال

کبھی نہیں کبھی کبھی اکثر ہمیشہ

میرے والدین مجھے برا بھلا کہتے ہیں۔

اگر آپ کے والدین آپ کو ہمیشہ برا بھلا کہتے ہیں تو ”ہمیشہ“ کے نیچے دی گئی جگہ پر () کا نشان لگادیں۔ اگر اکثر ایسا ہوتا ہے تو ”اکثر“ کے نیچے () کا نشان لگادیں۔ اگر کبھی کبھی ایسا ہوتا ہے تو ”کبھی کبھی“ کے نیچے اور اگر کبھی بھی ایسا نہیں ہوتا تو ”کبھی نہیں“ کے نیچے دی گئی جگہ پر () کا نشان لگادیں۔

یاد رہے کہ ایک بیان کے لئے صرف ایک جواب پر نشان لگانا ہے۔ جواب دینے سے پہلے ہر بیان کو غور سے پڑھ لیں۔ سوالنامہ کے آخر میں کچھ ذاتی معلومات آپ سے پوچھی گئی ہیں ان کا بھی مکمل جواب دیں۔ ہم آپ کو یقین دلاتے ہیں کہ آپ جو معلومات ہمیں دے رہے ہیں اسے صرف تحقیق کے مقاصد کے لئے استعمال کیا جائے گا اور کسی کو بھی اس کے بارے میں نہیں بتایا جائے گا حتیٰ کہ آپ کے والدین کو بھی اس کے متعلق کچھ نہیں بتایا جائے گا اس لئے آپ بغیر کسی خوف کے جوابات دیں۔ آپ کے تعاون کے لئے شکریہ۔

نمبر شمار	کبھی نہیں	کبھی کبھی	اکثر	ہمیشہ	
1	-----	-----	-----	-----	میرے والدین مجھے تھپڑ مارتے ہیں۔
2	-----	-----	-----	-----	میرے والدین مجھے چوٹ لگنے پر توجہ دیتے ہیں۔
3	-----	-----	-----	-----	میرے والدین مجھے کمرے میں بند کر دیتے ہیں۔
4	-----	-----	-----	-----	میرے والدین میرے گھر سے نکلنے پر پابندی لگادیتے ہیں۔
5	-----	-----	-----	-----	میرے والدین مجھ پر بلاوجہ پابندیاں عائد کرتے ہیں۔
6	-----	-----	-----	-----	میرے والدین بھائیوں کی نسبت مجھ پر زیادہ توجہ دیتے ہیں۔
7	-----	-----	-----	-----	میرے والدین مجھ سے گھر کا بہت زیادہ کام کرواتے ہیں۔

نمبر شمار	کبھی نہیں	کبھی کبھی	اکثر	ہمیشہ
8	میرے غلطی کرنے پر والدین مجھے پیار سے سمجھا دیتے ہیں۔			
9	میرے والدین مجھے دوستوں کے ساتھ کھیلنے کی اجازت دیتے ہیں۔			
10	میرے والدین مجھ سے بات چیت بند کر دیتے ہیں۔			
11	میرے والدین مجھ پر طنز کرتے ہیں۔			
12	میرے والدین میرے دوستوں کے سامنے مجھے مارتے ہیں۔			
13	میرے والدین مجھ پر شک کرتے ہیں۔			
14	میرے والدین مجھے بھوکا رکھتے ہیں۔			
15	میرے والدین میری صحت کا خیال رکھتے ہیں۔			
16	میرے والدین مجھے مرغا بنا دیتے ہیں۔			
17	میرے والدین میرے بھائی کو مجھ سے بہتر کھانا دیتے ہیں۔			
18	میرے والدین میری بیماری کو بہانہ بازی سمجھتے ہیں۔			
19	میرے ناپسندیدہ کام کرنے پر والدین آرام سے منع کر دیتے ہیں۔			
20	میرے والدین مجھے ٹی وی پر اپنا پسندیدہ پروگرام دیکھنے دیتے ہیں۔			
21	میرے والدین مجھے گالیاں دیتے ہیں۔			
22	میرے والدین میرے احساسات / جذبات کا خیال نہیں رکھتے۔			
23	میرے والدین مجھے ڈراتے ہیں۔			
24	میرے والدین میرا جیب خرچ بند کر دیتے ہیں۔			
25	میرے والدین میری شکل و صورت کا مذاق اڑاتے ہیں۔			
25	میرے والدین دوسرے لوگوں / مہمانوں کے سامنے مجھے ڈانٹتے ہیں۔			
27	میرے والدین میرے کاموں پر نکتہ چینی کرتے رہتے ہیں۔			

نمبر شمار	کبھی نہیں	کبھی کبھی	اکثر	ہمیشہ
28	میرے والدین پڑھائی میں میری کارکردگی ان کی توقع کے مطابق نہ ہونے پر ڈانٹتے ہیں۔	-----	-----	-----
29	میرے والدین مجھے اہمیت دیتے ہیں۔	-----	-----	-----
30	میرے والدین مجھ سے چھوٹے بہن بھائیوں کی دیکھ بھال کرواتے ہیں۔	-----	-----	-----
31	میرے والدین مجھے وقت پر کھانا دیتے ہیں۔	-----	-----	-----
32	میرے والدین مجھ پر اعتماد کرتے ہیں۔	-----	-----	-----
33	میرے والدین میری خوشی مناتے ہیں۔	-----	-----	-----
34	میرے والدین میرے ذاتی مسائل کے حل میں میری مدد کرتے ہیں۔	-----	-----	-----
35	میرے والدین ہر کام میں مجھ پر اپنی مرضی ٹھونسنے کو کوشش کرتے ہیں۔	-----	-----	-----
36	میرے والدین مجھ سے جسمانی مشقت / مزدوری کرواتے ہیں۔	-----	-----	-----
37	میرے والدین ہر معاملے میں میری رائے کو اہمیت دیتے ہیں۔	-----	-----	-----
38	میرے والدین بہن کو مجھ سے بہتر کھانا دیتے ہیں۔	-----	-----	-----
39	میرے والدین کارویہ میرے ساتھ دوستانہ ہے۔	-----	-----	-----
40	میرے والدین مجھے کافی وقت دیتے ہیں۔	-----	-----	-----
41	میرے والدین مجھے سونے سے پہلے پیار کرتے ہیں۔	-----	-----	-----
42	میرے والدین میرے بیمار ہو جانے پر لاپرواہی دکھاتے ہیں۔	-----	-----	-----
43	میرے والدین میری اچھی عادتوں پر مجھے شاباش دیتے ہیں۔	-----	-----	-----
44	میرے والدین سکول کا کام کرنے میں میری مدد کرتے ہیں۔	-----	-----	-----
45	میرے والدین میری پسند / ناپسند کا خیال رکھتے ہیں۔	-----	-----	-----
46	میرے والدین مجھے توجہ دیتے ہیں۔	-----	-----	-----
47	میرے والدین میرے تعلیمی مسائل کے حل میں میری مدد کرتے ہیں۔	-----	-----	-----

نمبر شمار	کبھی نہیں	کبھی کبھی	اکثر	ہمیشہ
48	میرے والدین مجھے سکول کے ساتھیوں کے ساتھ پکنک پر جانے کی اجازت دیتے ہیں۔			
49	میرے والدین میرے مشاغل اور دلچسپیوں پر پابندی لگا دیتے ہیں۔			
50	میرے والدین مجھے گھر سے نکال دیتے ہیں۔			
51	میرے والدین اپنا غصہ مجھ پر نکالتے ہیں۔			
52	میرے والدین دوسرے لوگوں کے سامنے میری برائیاں کرتے ہیں۔			
53	میرے والدین میرے مقابلے میں چھوٹے بہن بھائیوں کو زیادہ اہمیت دیتے ہیں۔			
54	میرے والدین میرے لباس کا خیال رکھتے ہیں۔			
55	میرے والدین مجھے گھر میں اکیلا چھوڑ کر باہر چلے جاتے ہیں۔			
56	میرے والدین میری بے عزتی کرتے ہیں۔			
57	میرے والدین مجھے رشتے داروں اور دوسرے لوگوں کے سامنے مارتے ہیں۔			
58	میرے والدین مجھے صفائی کا موقع دیئے بغیر قصور وار ٹھہراتے ہیں۔			
59	میرے والدین میرے سوالات کا جواب دینے کی بجائے مجھے ڈانٹ پلا دیتے ہیں۔			
60	میرے والدین بہنوں کی نسبت مجھ پر زیادہ توجہ دیتے ہیں۔			
61	میرے والدین مجھ سے نفرت کا اظہار کرتے ہیں۔			
62	میرے والدین مجھے برے ناموں سے بلاتے ہیں۔			
63	میرے والدین سکول کی تقریبات میں شریک ہوتے ہیں۔			
64	میرے والدین مجھے سکول جانے کے لیے وقت پر تیار کرتے ہیں۔			
65	میرے والدین میرے تعلیمی مسائل توجہ سے سنتے ہیں۔			

نمبر شمار	کبھی نہیں	کبھی کبھی	اکثر	ہمیشہ
66	میرے والدین میرے جسم کو گرم اشیاء سے جلادیتے ہیں۔	-----	-----	-----
67	میرے والدین میری بات سننے کے بجائے مجھے جھڑک دیتے ہیں۔	-----	-----	-----
68	میرے والدین مجھ پر اپنے کئے کا احسان جتاتے ہیں۔	-----	-----	-----
69	میرے والدین میری غلطیاں لوگوں کو بتاتے ہیں اور ان کے ساتھ مل کر میرا مذاق اڑاتے ہیں۔	-----	-----	-----
70	میرے والدین مجھے ایک دوسرے کے خاندان والوں جیسا ہونے کا طعنہ دیتے ہیں۔	-----	-----	-----
71	میرے والدین میری کسی بھی کامیابی پر حوصلہ افزائی کرنے کی بجائے الٹا تنقید کرتے ہیں۔	-----	-----	-----
72	میرے والدین مجھے تعلیم حاصل کرنے کی اجازت نہیں دیتے۔	-----	-----	-----
73	میرے والدین میرا کسی بھی چیز سے وابستہ خوف دور کرنے کی کوشش نہیں کرتے۔	-----	-----	-----
74	میرے والدین گھر کی چیزوں کا نقصان ہونے پر مجھے مارتے ہیں۔	-----	-----	-----
75	میرے والدین میرے ساتھ شرمناک حرکتیں کرتے ہیں۔	-----	-----	-----
76	میرے والدین میری جسمانی صفائی کا خیال رکھتے ہیں۔	-----	-----	-----
77	میرے والدین میرے کھانے پینے کا مناسب خیال رکھتے ہیں۔	-----	-----	-----
78	میرے والدین میرے آرام کے اوقات کا خیال رکھتے ہیں۔	-----	-----	-----
79	میرے والدین میری ناکامی کی وجوہات تلاش کرنے کی بجائے مجھے ہی قصور وار ٹھہراتے ہیں۔	-----	-----	-----
80	میرے والدین مجھے سیر و تفریح کے لیے اپنے ساتھ لے کر جاتے ہیں۔	-----	-----	-----
81	میرے والدین ٹیچرز سے میری شکایتیں کرتے ہیں۔	-----	-----	-----
82	میرے والدین چھوٹے بہن بھائیوں کے سامنے میری بے عزتی کرتے ہیں۔	-----	-----	-----

نمبر شمار	کبھی نہیں	کبھی کبھی	اکثر	ہمیشہ
83	میرے والدین میری نصابی اور غیر نصابی سرگرمیوں میں دلچسپی لیتے ہیں۔			
84	میرے والدین مجھ سے محبت سے پیش نہیں آتے اور اگر میں ایسا چاہوں تو میرا ہاتھ جھٹک دیتے ہیں۔			
85	میرے والدین مجھے مار کر زخمی کر دیتے ہیں۔			
86	میرے والدین میری خواہشات کا احترام کرتے ہیں۔			
87	جب میں پریشان ہوتا ہوں تو میرے والدین میری پریشانی کی وجہ پوچھتے ہیں۔			
88	میرے والدین رشتہ دار بچوں سے موازنہ کر کے مجھے کمتر ہونے کا احساس دلاتے ہیں۔			
89	میرے والد / والدہ کے میرے ساتھ جنسی تعلقات ہیں۔			
90	میرے والدین مجھے اپنے ساتھ تقریبات میں لے کر جاتے ہیں۔			
91	میرے والدین میرے معمولات میں دلچسپی لیتے ہیں۔			
92	میرے والدین میرا موازنہ دوسرے بہن بھائیوں سے کر کے مجھے کمتر ہونے کا احساس دلاتے رہتے ہیں۔			
93	میرے والدین مجھے میری کمزوریوں / خامیوں کا احساس دلاتے رہتے ہیں۔			
94	میرے سکول کے کام کرنے کے دوران میرے والدین مجھے کام کے لیے اٹھاتے رہتے ہیں۔			
95	میرے والدین مجھے پیار کرتے ہیں۔			

ذاتی کوائف :

جنس _____ عمر _____
 جماعت / تعلیم _____ بہن بھائیوں کی تعداد _____
 بہن بھائیوں میں آپ کا نمبر _____ والدہ کی تعلیم _____ والدہ کا پیشہ _____
 والد کی تعلیم _____ والد کا پیشہ _____
 گھر میں رہنے والے کل افراد کی تعداد _____

ہم قومی ادارہ نفسیات، قائد اعظم یونیورسٹی کی جانب سے بچوں کی تعلیم و تربیت اور پرورش کے دوران والدین کے بچوں سے برتاؤ / سلوک پر ایک تحقیق کر رہے ہیں۔ آپ کے تعاون سے ہم یہ جاننے کے خواہش مند ہیں کہ آپ اپنے بچوں کی تربیت کرتے ہوئے کن باتوں کا خیال رکھتے ہیں اور سمجھتے ہیں کہ آپ کے بچوں کے لئے یہ باتیں سیکھنا ضروری ہیں اور یہ کہ آپ اپنے بچوں سے گھر میں والدین اور بڑوں کے ساتھ اور گھر سے باہر معاشرے میں کیسے اطوار (Behaviours) کی توقع رکھتے ہیں۔

آپ کے تعاون کے لئے ہم اذ حد شکر گزار ہیں۔

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ہدایت:

ہم قومی ادارہ نفسیات، قائد اعظم یونیورسٹی اسلام آباد کی جانب سے والدین کے بچوں کی پرورش اور تعلیم و تربیت کے دوران ان سے روار کھے جانے والے سلوک / برتاؤ پر ایک تحقیق کر رہے ہیں۔ اس سلسلے میں ہم آپ سے والدین کے ان رویوں کے بارے میں جاننا چاہتے ہیں جو وہ بچوں کی تربیت و پرورش اور ان کے ساتھ میل جول کے سلسلے میں ضروری سمجھتے ہیں۔ ان میں مختلف قسم کے رویے شامل ہیں مثلاً بعض والدین بچے کی تربیت کے سلسلے میں حاکمانہ انداز فکر (Authoritarian Attitude) رکھتے ہیں اور بعض آزادانہ انداز فکر (Libral Attitude)۔

آپ کی آسانی کے لئے ہم نے اس سوالنامہ کو دو حصوں میں تقسیم کر دیا ہے اور مثالوں سے وضاحت بھی کر دی ہے۔ برائے مہربانی ان مثالوں کو بغور پڑھیں اور ان سے ملتے جلتے والدین کے وہ رویے تحریر کریں جو حاکمانہ انداز فکر کے زمرے میں آتے ہیں اور جو آزادانہ انداز فکر کی عکاسی کرتے ہیں۔ آپ کے تعاون کے لئے ہم بے حد شکر گزار ہیں۔

۱۔ حاکمانہ رویے (Authoritarian Attitude)

(مثال: بچوں کو والدین کی مکمل تابعداری کرنی چاہیے)

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۲۔ آزادانہ رویے (Libral Attitude)

(مثال: بچے کو ہر کام اس کی خواہش کے مطابق کرنے دینا چاہیے / بچے کو اپنی رائے کا اظہار کرنے کی آزادی ہونی چاہیے)

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Items from Authoritarian Scale by Adorno et al

1. He is indeed contemptible who does not feel an undying love, gratitude and respect for his parents.
2. There is too much emphasis in college on intellectual and theoretical topics, not enough emphasis on practical matters and on homely virtues of living.
3. Every person should have a deep faith in some supernatural power whose decisions he obeys without question.
4. No insult to our honor should ever go unpunished.
5. Obedience and respect for authority are the most important virtues children should learn.
6. There are some things too intimate or personal to talk about even with one's closest friends.
7. What this country needs is fewer laws and agencies, and more courageous, tireless, devoted leaders whom the people can put their faith in.
8. No normal, sane, decent person could ever, think of hurting a close friend or relative.
9. No weakness or difficulty can hold us back if we have enough will power.
10. Now a days more and more people prying into matters that should remain personal and private.
11. Young people sometimes get rebellions ideas. As they grow up they ought to get over them.
12. One of the most important things children should learn is when to disobey authorities.

13. Most honest people admit to themselves that they have sometimes hated their parents.
14. It is only natural and right for each person to think that his family is better than any other.
15. It is the duty of a citizen to criticize or censure his country whenever he considers it to be wrong.
16. Honesty, hard work and trust in God do not guarantee material rewards.
17. It usually helps the child in later years if he is forced to conform to his parent's ideas.
18. What we need least is an authority to tell us what to do or how to do it.
19. No principle is more noble or holy than that of true obedience.
20. Children don't owe their parents a thing.
21. Obedience is the mother of success.
22. Strong discipline builds moral character.
23. True morality only develops in a fully permissive environment.
24. The minds of today's youth are being hopelessly corrupted by the wrong kind of literature.
25. Sex crimes such as rape and attacks on children deserve more than mere imprisonment, such criminals ought to be publicly whipped.

Translation of Items from Authoritarian Scale by Adorno et al.

Instructions for Judges

ہدایات:

قومی ادارہ نفسیات، قائد اعظم یونیورسٹی اسلام آباد ایک ایسا ادارہ ہے جو تدریس کے ساتھ ساتھ انسانی اور معاشرتی نفسیات سے متعلق مختلف موضوعات اور مسائل پر تحقیق بھی کرتا ہے۔ موجودہ تحقیق اسی سلسلے کی ایک کڑی ہے جس کے لئے ہمیں آپ کا تعاون درکار ہے۔

ہم لوگوں کے حاکمانہ رویوں کی پیمائش کرنے والے ایک سکیل کو اردو قالب میں ڈھالنا چاہتے ہیں۔ ہم آپ کو مذکورہ سکیل، اس کے اردو ترجمہ جو اس کے مقصد اور موضوع کو سامنے رکھ کر کیا گیا ہے فراہم کر رہے ہیں۔ آپ سے درخواست ہے کہ سکیل کے انگریزی آئٹم کے اردو ترجمہ کو غور سے پڑھیں اور یہ بتائیں کہ کیا انگریزی زبان میں بیان جس مفہوم اور مقصد کو ادا کرتا ہے اردو بیان بھی اسی مفہوم اور مقصد کو ادا کرتا ہے یا نہیں؟ نیز یہ کہ دونوں میں کس حد تک مطابقت موجود ہے؟ آپ کی رائے کے اظہار کے لئے ہر بیان کے سامنے 5 درجوں پر مشتمل جو انی سکیل موجود ہے۔

مطابقت بالکل	مطابقت	مطابقت درمیانہ	مطابقت	مطابقت مکمل
نہیں ہے	کم ہے	درجہ کی ہے	زیادہ ہے	طور پر موجود ہے

اگر آپ سمجھتے ہوں کہ انگریزی اور اردو بیان میں بالکل کوئی مطابقت نہیں ہے تو پہلے کالم میں نشان () لگا دیں اور اگر سمجھتے ہوں کہ مکمل مطابقت موجود ہے تو آخری کالم میں نشان لگا دیں۔ اسی طرح آپ جس حد تک دونوں میں مطابقت سمجھتے ہوں اس کو ظاہر کرنے والے متعلقہ کالم میں نشان لگا دیں۔ ہر بیان کے لئے صرف ایک کالم میں نشان لگائیں اور برائے مہربانی کوئی بیان نشان لگائے بغیر نہ چھوڑیں۔

ہم ایک بار پھر واضح کر دیں کہ آپ کو لفظی ترجمہ پیش نظر نہیں رکھنا بلکہ یہ تجزیہ کرنا ہے کہ اردو اور انگریزی بیان ایک ہی مفہوم ادا کر رہے ہوں۔ نیز اردو ترجمہ عام فہم اور اردو گراؤ کے لحاظ سے درست ہو۔ اس سکیل کو مرتب کرنے میں آپ کی رائے ہمارے لئے بے حد اہم ہے۔

آپ کی توجہ اور بھرپور تعاون کے لئے ہم آپ کے بے حد ممنون ہیں۔

مطابقت کم مطابقت زیادہ مطابقت مکمل
 بالکل نہیں ہے درمیانہ درجہ ہے طور پر موجود
 ہے کی ہے ہے

1 وہ شخص یقیناً قابل مذمت ہے جو اپنے والدین کے لئے
 لازوال محبت، تشکر اور احترام کا جذبہ نہیں رکھتا۔

He is indeed contemptible who does
 not feel an undying love, gratitude and
 respect for his parents.

2 اعلیٰ تعلیمی اداروں میں عمل زندگی کے امور اور رہن سہن
 کے اطوار کی نسبت ذہنی اور نظریاتی موضوعات پر کچھ
 زیادہ ہی زور دیا جاتا ہے۔

There is too much emphasis in college
 on intellectual and theoretical topics, not
 enough emphasis on practical matters
 and on homely virtues of living.

3 ہر شخص کا کسی ایسی غیبی طاقت پر یقین ہونا ضروری ہے
 جس کے فیصلے وہ بلاچون و چرا مان سکے۔

Every person should have a deep faith
 in some supernatural power whose
 decisions he obeys without question.

4 ہماری عزت کی توہین کرنے والے کو ہر صورت سزا ملنی
 چاہیے۔

No insult to our honour should ever go
 unpunished.

5 بڑوں کی فرمانبرداری اور احترام جیسی اہم اخلاقی قدریں
 بچوں کو ضرور سیکھنی چاہیں۔

Obedience and respect for authority are
 the most important virtues children
 should learn.

مطابقت کم مطابقت زیادہ مطابقت مکمل
 باکل نہیں ہے درمیانہ درجہ ہے طور پر موجود
 ہے کی ہے ہے

6 کچھ معاملات اتنے ذاتی نوعیت کے ہوتے ہیں کہ ان کا ذکر قریب ترین دوستوں سے بھی نہیں کیا جاسکتا۔

There are some things too intimate or personal to talk about even with one's closest friends.

7 اس ملک کو قوانین اور محکموں سے زیادہ جرأت مندانہ، انتھک اور پر خلوص قیادت کی ضرورت ہے جس پر عوام بھروسہ کر سکیں۔

What this country needs is fewer laws and agencies, and more courageous, tireless, devoted leaders whom the people can put their faith in.

8 کوئی صحیح الدماغ، ہوش مند اور مہذب انسان اپنے کسی قریبی دوست یا رشتہ دار کو تکلیف دینے کے بارے میں سوچ بھی نہیں سکتا۔

No normal, sane, decent person could ever think of hurting a close friend or relative.

9 اگر ہم مناسب قوتِ ارادی کے مالک ہیں تو کوئی بھی مشکل ہمارا راستہ نہیں روک سکتی۔

No weakness difficulty can hold us back if we have enough will power.

10 آجکل زیادہ تر لوگ ان امور میں مداخلت کرنے لگے ہیں جو کہ ذاتی اور نجی رہنے چاہئیں۔

Now-a-days more and more people prying into matters that should remain personal and private.

مطابقت کم مطابقت زیادہ مطابقت مکمل
 بالکل نہیں ہے درمیانہ درجہ ہے طور پر موجود
 ہے کی ہے ہے

11 نوجوانوں کے ذہن میں کبھی کبھار باغیانہ خیالات جنم لینے لگتے ہیں لیکن انہیں چاہیے کہ جیسے جیسے وہ بڑے ہوتے جائیں ان پر قابو پانے کی کوشش کریں۔

Young people sometimes get rebellious ideas. As they grow up they ought to get over them.

12 جو اہم ترین باتیں جو بچوں کو سیکھنی چاہئیں ان میں سے ایک یہ ہے کہ بڑوں کی نافرمانی کب کی جائے۔

One of the most important thing children should learn is when to disobey authorities.

13 کچھ دیانتدار لوگ اس بات کا اعتراف کرتے ہیں کہ وہ کبھی کبھی اپنے والدین سے نفرت محسوس کرتے ہیں۔

Most honest people admit to themselves that they have sometimes hated their parents.

14 ہر شخص کے لئے یہ سمجھنا قدرتی امر ہے کہ اس کا خاندان بہترین ہے۔

It is only natural and right for each person to think that his family is better than any other.

15 ہر شہری کا فرض ہے کہ جب وہ دیکھے کہ اس کا ملک غلط راہ پر چل رہا ہے تو اس پر تنقید کرے اور اس کی مذمت کرے۔

It is the duty of a citizen to criticize or censure his country whenever he considers it to be wrong.

مطابقت کم مطابقت زیادہ مطابقت مکمل
بالکل نہیں ہے درمیانہ درجہ ہے طور پر موجود ہے
ہے کی ہے ہے

16 ایمانداری، انتھک محنت اور خدا پر یقین مادی فوائد کے
ضامن نہیں ہیں۔

Honesty, hardwork and trust in God do
not guarantee material rewards.

17 اگر بچے کو والدین کے نظریات اپنانے پر مجبور کیا جائے تو
یہ بچے کی آئندہ زندگی کے لئے عموماً مفید ثابت ہوتا ہے۔

It usually helps the child in later years if
he is forced to conform to his parent's
ideas.

18 ہمیں کم از کم کسی ایسے بڑے کی ضرورت ہے جو ہمیں یہ
بتائے کہ کیا کرنا ہے اور کیسے کرنا ہے۔

What we need least is an authority to tell
us what to do or how to do it.

19 حقیقی فرمانبرداری سے بڑھ کر اعلیٰ اور مقدس کوئی اصول
نہیں ہے۔

No principle is more noble or holy than
that of true obedience.

20 بچوں کو والدین کا کوئی احسان محسوس نہیں ہونا چاہیے۔

Children don't owe their parents a thing.

21 فرمانبرداری کامیابی کی کنجی ہے۔

Obedience is mother of success.

22 سخت نظم و ضبط اخلاقی کردار کی تعمیر کرتا ہے۔

Strong discipline builds moral character.

23 حقیقی اخلاقیات کی پرورش صرف آزادانہ ماحول ہی میں
ممکن ہے۔

True morality only develops in a fully
permissive environment.

مطابقت کم مطابقت زیادہ مطابقت مکمل
 بالکل نہیں ہے درمیانہ درجہ ہے طور پر موجود
 ہے کی ہے ہے

24 آج کی نوجوان نسل کا ذہن غلط قسم کے ادب سے اس حد تک بگاڑا جا رہا ہے کہ اس کی اصلاح ممکن نہیں ہے۔

The minds of today's youth are being hopeless corrupted by the wrong kind of literature.

25 جنسی جرائم مثلاً زنا بالجبر اور بچوں پر بھرتانہ حملے کے مجرم کے لئے صرف جیل بھیج دیا جانا ہی کافی نہیں بلکہ ایسے مجرموں کو سرعام کوڑے لگائے جانے چاہیں۔

Sex crimes such as rape and attack on children deserve more than mere imprisonment, such criminals ought to be publicly whipped.

نمبر شمار	بالکل اتفاق نہیں کرتا	کسی حد تک اتفاق نہیں کرتا	فیصلہ نہیں کر سکتا	کسی حد تک اتفاق کرتا ہوں	مکمل اتفاق کرتا ہوں
5	-----	-----	-----	-----	-----
6	-----	-----	-----	-----	-----
7	-----	-----	-----	-----	-----
8	-----	-----	-----	-----	-----
9	-----	-----	-----	-----	-----
10	-----	-----	-----	-----	-----
11	-----	-----	-----	-----	-----
12	-----	-----	-----	-----	-----
13	-----	-----	-----	-----	-----
14	-----	-----	-----	-----	-----
15	-----	-----	-----	-----	-----
16	-----	-----	-----	-----	-----
17	-----	-----	-----	-----	-----

وہ شخص یقیناً قابل مذمت ہے جو اپنے والدین کے لئے لازوال محبت، تشکر اور احترام کا جذبہ نہیں رکھتا۔

بچوں کے لئے والدین کی توقعات پر پورا اترنا ضروری ہے۔

بچوں کو اس بات کا خیال رکھنا چاہیے کہ وہ بڑوں کی موجودگی میں اونچا نہ بولیں۔

اعلیٰ تعلیمی اداروں میں عملی زندگی کے امور اور رہن سہن کے اطوار کی نسبت ذہنی اور نظریاتی موضوعات پر کچھ زیادہ ہی زور دیا جاتا ہے۔

بچوں کو چاہیے کہ وہ گفتگو کرتے ہوئے انتہائی مہذب طریقہ اختیار کریں۔

ہر شخص کا کسی ایسی نیچی طاقت پر یقین ہونا ضروری ہے جس کے فیصلے وہ بلا چون و چرا مان سکے۔

والدین کا بچوں پر اتنا رعب ہو کہ وہ ان سے خوف محسوس کریں۔

بچوں کو اپنے لئے کوئی فیصلہ کرنے کا اختیار نہیں ہے۔

والدین بچوں کو نافرمانی کی سزا دے سکتے ہیں۔

ہماری عزت کی توہین کرنے والے کو ہر صورت سزا ملنی چاہیے۔

بچوں کو چاہیے کہ دوست بنانے سے پہلے والدین کی رضامندی حاصل کریں۔

بڑوں کی فرمانبرداری اور احترام جیسی اہم اخلاقی قدریں بچوں کو ضرور سیکھنی چاہئیں۔

بچوں کی تعلیم و تربیت کے لئے ان کو جسمانی سزا دینا ضروری ہے۔

بالکل اتفاق کسی حد تک فیصلہ نہیں کسی حد تک مکمل اتفاق
نہیں کرتا اتفاق نہیں کرتا کر سکتا اتفاق کرتا ہوں کرتا ہوں

18 کچھ معاملات اتنے ذاتی نوعیت کے ہوتے ہیں کہ ان کا ذکر قریب ترین دوستوں سے بھی نہیں کیا جاسکتا۔

19 بچوں کی پسند اور ناپسند کا خیال رکھنا والدین کا فرض ہے۔

20 بچوں کو مناسب اطوار سکھانے کے لئے والدین کو ہر ممکن سختی کرنے کا اختیار ہے۔

21 اس ملک کو قوانین اور محکموں سے زیادہ جرأت مندانه، ان تھک اور پر خلوص قیادت کی ضرورت ہے جس پر عوام بھروسہ کر سکیں۔

22 بچوں کے لئے والدین کی پسند کے مضامین پڑھنا مفید ہے۔

23 ہمارے معاشرے کے بہت سے مسائل حل ہو سکتے ہیں اگر والدین اپنے بچوں پر اس وقت سختی کریں جب وہ ان کی توقعات کے خلاف کوئی کام کریں۔

24 بچے آزادانہ طور پر اپنی رائے کا اظہار کرنے کا حق رکھتے ہیں۔

25 جنسی جرائم مثلاً زنا بالجبر اور بچوں پر مجرمانہ حملے کے مجرم کے لئے صرف جیل بھیج دیا جانا ہی کافی نہیں بلکہ ایسے مجرموں کو سرعام کوڑے لگائے جانے چاہئیں۔

26 کوئی صحیح الدماغ، ہوش مند اور مہذب انسان اپنے کسی قریبی دوست یا رشتہ دار کو تکلیف دینے کے بارے میں سوچ بھی نہیں سکتا۔

27 والدین بچوں کو گھر سے باہر آنے پر روک ٹوک سکتے ہیں۔

28 اگر ہم مناسب قوت ارادی کے مالک ہیں تو کوئی بھی مشکل ہمارا راستہ نہیں روک سکتی۔

بالکل اتفاق
نہیں کرتا

کسی حد تک
اتفاق نہیں کرتا

فیصلہ نہیں
کر سکتا

کسی حد تک
اتفاق کرتا ہوں

مکمل اتفاق
کرتا ہوں

29 آج کل زیادہ تر لوگ ان امور میں مداخلت کرنے لگے ہیں جو کہ ذاتی اور نجی رہنے چاہئیں۔

30 بچہ اپنی مرضی سے انداز زندگی اپنانے میں آزاد ہیں۔

31 نوجوانوں کے ذہن میں کبھی کبھار باغیانہ خیالات جنم لینے لگتے ہیں لیکن انہیں چاہیے کہ جیسے جیسے وہ بڑے ہوتے جائیں ان پر قابو پانے کی کوشش کریں۔

32 بچوں کے متعلق فیصلے کرتے ہوئے ان کی رائے کو مد نظر رکھنا ضروری ہے۔

33 جو اہم ترین باتیں بچوں کو سیکھنی چاہیں ان میں سے ایک یہ ہے کہ بڑوں کی نافرمانی کب کی جائے۔

34 کچھ دیانتدار لوگ اس بات کا اعتراف کرتے ہیں کہ وہ کبھی کبھی اپنے والدین کے لئے نفرت محسوس کرتے ہیں۔

35 بچوں کو حق پہنچتا ہے کہ وہ اپنا پسندیدہ پروگرام ٹی وی پر دیکھیں۔

36 آج کی نوجوان نسل کا ذہن غلط قسم کے ادب سے اس حد تک جڑتا جا رہا ہے کہ اس کی اصلاح ممکن نہیں ہے۔

37 ہر شخص کے لئے یہ سمجھنا قدرتی امر ہے کہ اس کا خاندان بہتر ہے۔

38 بچوں کو اپنی پسند کا شعبہ / پیشہ اختیار کرنے کا حق حاصل ہے۔

39 ہر شہری کا فرض ہے کہ جب وہ دیکھے کہ اس کا ملک غلط راہ پر چل رہا ہے تو اس پر تنقید کرے اور اس کی مذمت کرے۔

40 دیانتداری، انتھک محنت اور خدا پر یقین مادی فوائد کے ضامن نہیں ہیں۔

نمبر شمار	بالکل اتفاق نہیں کرتا	کسی حد تک اتفاق نہیں کرتا	فیصلہ نہیں کر سکتا	کسی حد تک اتفاق کرتا ہوں	مکمل اتفاق کرتا ہوں
41	والدین کے لئے بچوں پر مکمل اعتماد کرنا ضروری ہے۔	-----	-----	-----	-----
42	اگر بچے کو والدین کے نظریات اپنانے پر مجبور کیا جائے تو یہ بچے کی آئندہ زندگی کے لئے عموماً مفید ثابت ہوتا ہے۔	-----	-----	-----	-----
43	والدین کو چاہیے کہ بچوں کے ساتھ دوستانہ رویہ اختیار کریں۔	-----	-----	-----	-----
44	ہمیں کم از کم کسی ایسے بڑے کی ضرورت ہے جو ہمیں یہ بتائے کہ کیا کرنا ہے اور کیسے کرنا ہے۔	-----	-----	-----	-----
45	حقیقی فرمانبرداری سے بڑھ کر اعلیٰ اور مقدس کوئی اصول نہیں ہے۔	-----	-----	-----	-----
46	بچوں کو والدین کا کوئی احسان محسوس نہیں ہونا چاہیے۔	-----	-----	-----	-----
47	فرمانبرداری کا میاں کی کنجی ہے۔	-----	-----	-----	-----
48	سخت نظم و ضبط اخلاقی کردار کی تعمیر کرتا ہے۔	-----	-----	-----	-----
49	حقیقی اخلاقیات کی پرورش صرف آزادانہ ماحول ہی میں ممکن ہے۔	-----	-----	-----	-----

ذاتی کوائف:

عمر: _____ تعلیم: _____ پیشہ: _____

ماہانہ آمدنی: _____ بچوں کی تعداد: _____

Urdu Version of Index of Family Relations

ہدایات:

سندھ میں چند باقیات کے لیے ہیں۔ (1) ایک ایسی ہیئت ہے جس میں ایک یا دو افراد شامل ہیں۔ (2) ایک ایسی ہیئت ہے جس میں دو یا دو سے زائد افراد شامل ہیں۔ (3) ایک ایسی ہیئت ہے جس میں دو یا دو سے زائد افراد شامل ہیں۔ (4) ایک ایسی ہیئت ہے جس میں دو یا دو سے زائد افراد شامل ہیں۔ (5) ایک ایسی ہیئت ہے جس میں دو یا دو سے زائد افراد شامل ہیں۔ (6) ایک ایسی ہیئت ہے جس میں دو یا دو سے زائد افراد شامل ہیں۔ (7) ایک ایسی ہیئت ہے جس میں دو یا دو سے زائد افراد شامل ہیں۔ (8) ایک ایسی ہیئت ہے جس میں دو یا دو سے زائد افراد شامل ہیں۔ (9) ایک ایسی ہیئت ہے جس میں دو یا دو سے زائد افراد شامل ہیں۔ (10) ایک ایسی ہیئت ہے جس میں دو یا دو سے زائد افراد شامل ہیں۔

مثال:

پیشہ استاد انگریزی لکھی گئی لکھی گئی لکھی گئی

پیشہ استاد انگریزی لکھی گئی لکھی گئی لکھی گئی

پیشہ استاد انگریزی لکھی گئی لکھی گئی لکھی گئی

پیشہ استاد انگریزی لکھی گئی لکھی گئی لکھی گئی

1	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
2	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
3	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
4	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
5	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
6	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
7	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
8	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
9	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
10	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی
11	پیشہ	استاد	انگریزی	لکھی گئی	لکھی گئی	لکھی گئی

نمبر شمار	کمبھی نہیں	بہت کم	کبھی کبھار	اکثر اوقات	ہمیشہ
12	میرے خاندان والے مجھے نہیں سمجھتے ہیں۔	-----	-----	-----	-----
13	میرے خاندان کے افراد میں باہمی نفرت پائی جاتی ہے۔	-----	-----	-----	-----
14	میرے خاندان کے افراد ایک دوسرے کے ساتھ بہت اچھے ہیں۔	-----	-----	-----	-----
15	میرے خاندان کی سب جاننے والوں میں عزت ہے۔	-----	-----	-----	-----
16	میرے خاندان میں بہت زیادہ باہمی اختلافات ہیں۔	-----	-----	-----	-----
17	میرے خاندان کے افراد میں باہمی پیار پایا جاتا ہے۔	-----	-----	-----	-----
18	میرے خاندان کے افراد کے باہمی تعلقات اچھے ہیں۔	-----	-----	-----	-----

نمبر شمار	کبھی نہیں	بہت کم	کبھی کبھار	اکثر اوقات	ہمیشہ
8	میرے گھر کے افراد آپس میں بہت بحث مباحثہ کرتے ہیں۔	-----	-----	-----	-----
9	میرے گھر کے افراد کو ایک دوسرے کا کوئی خیال نہیں ہے۔	-----	-----	-----	-----
10	میں اپنے گھر کے افراد میں اپنے آپ کو غیر سمجھتا / سمجھتی ہوں۔	-----	-----	-----	-----
11	میرے گھر کے افراد ایک دوسرے سے نفرت کرتے ہیں۔	-----	-----	-----	-----
12	میرے گھر کے افراد ایک دوسرے کے ساتھ بہت اچھا سلوک کرتے ہیں۔	-----	-----	-----	-----
13	میرے گھر والوں کی سب جاننے والے / ملنے والے عزت کرتے ہیں۔	-----	-----	-----	-----
14	میرے گھر والے ایک دوسرے سے محبت / پیار کرتے ہیں۔	-----	-----	-----	-----
15	میں اپنے گھر کے افراد کے ساتھ خوش رہتا / رہتی ہوں۔	-----	-----	-----	-----
16	میں اپنے گھر کے افراد پر فخر کرتا / کرتی ہوں۔	-----	-----	-----	-----
17	میں اپنے گھر میں بہت آرام اور سکون محسوس کرتا / کرتی ہوں۔	-----	-----	-----	-----
18	میرے گھر کے افراد خوش نہیں رہتے۔	-----	-----	-----	-----

ANNEXURE MAIN STUDY

بیاد اہلیہ:

جن کو قیامی اور بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

اس کے علاوہ بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

ہیں۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

(بیاد اہلیہ کے طور پر)

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

بیاد اہلیہ کے طور پر تسلیم کیا گیا ہے۔

نمبر شمار	کبھی نہیں	کبھی کبھی	اکثر	ہمیشہ
8	میرے والدین میری شکل و صورت کا مذاق اڑاتے ہیں۔	-----	-----	-----
9	میرے والدین دوسرے لوگوں / مہمانوں کے سامنے مجھے ڈانٹتے ہیں۔	-----	-----	-----
10	میرے والدین میرے کاموں پر نکتہ چینی کرتے رہتے ہیں۔	-----	-----	-----
11	میرے والدین مجھ سے چھوٹے بہن بھائیوں کی دیکھ بھال کرواتے ہیں۔	-----	-----	-----
12	میرے والدین مجھے وقت پر کھانا دیتے ہیں۔	-----	-----	-----
13	میرے والدین مجھ سے جسمانی مشقت / مزدوری کرواتے ہیں۔	-----	-----	-----
14	میرے والدین ہر معاملے میں میرے رائے کو اہمیت دیتے ہیں۔	-----	-----	-----
15	میرے والدین کاروبار میرے ساتھ دوستانہ ہے۔	-----	-----	-----
16	میرے والدین مجھے کافی وقت دیتے ہیں۔	-----	-----	-----
17	میرے والدین میری پسند / ناپسند کا خیال رکھتے ہیں۔	-----	-----	-----
18	میرے والدین میرے تعلیمی مسائل کے حل میں میری مدد کرتے ہیں۔	-----	-----	-----
19	میرے والدین اپنا غصہ مجھ پر نکالتے ہیں۔	-----	-----	-----
20	میرے والدین دوسرے لوگوں کے سامنے میری برائیاں کرتے ہیں۔	-----	-----	-----
21	میرے والدین میری بے عزتی کرتے ہیں۔	-----	-----	-----
22	میرے والدین مجھ سے نفرت کا اظہار کرتے ہیں۔	-----	-----	-----
23	میرے والدین سکول کی تقریبات میں شریک ہوتے ہیں۔	-----	-----	-----
24	میرے والدین مجھے سکول جانے کے لئے وقت پر تیار کرتے ہیں۔	-----	-----	-----
25	میرے والدین میرے تعلیمی مسائل توجہ سے سنتے ہیں۔	-----	-----	-----
26	میرے والدین میرے جسم کو گرم اشیاء سے جلادیتے ہیں۔	-----	-----	-----

نمبر شمار	کبھی نہیں	کبھی کبھی	اکثر	ہمیشہ
27	-----	-----	-----	-----
28	-----	-----	-----	-----
29	-----	-----	-----	-----
30	-----	-----	-----	-----
31	-----	-----	-----	-----
32	-----	-----	-----	-----
33	-----	-----	-----	-----
34	-----	-----	-----	-----

ذاتی کوائف :-

جنس _____ عمر _____

جماعت / تعلیم _____ بہن بھائیوں کی تعداد _____

بہن بھائیوں میں آپ نمبر _____ والدہ کی تعلیم _____ والدہ کا پیشہ _____

والد کی تعلیم _____ والد کا پیشہ _____

گھر میں رہنے والے کل افراد کی تعداد _____

گھر میں رہنے والے دوسرے افراد کا آپ سے کیا رشتہ ہے _____

Items of subscales of Child Abuse Scale

Physical Abuse

- 12 میرے والدین مجھے وقت پر کھانا دیتے ہیں۔
 -13 میرے والدین مجھ سے جسمانی مشقت / مزدوری کرواتے ہیں۔
 -26 میرے والدین میرے جسم کو گرم اشیاء سے جلادیتے ہیں۔
 -32 میرے والدین مجھے مار کر زخمی کر دیتے ہیں۔

Emotional Abuse

- 1 میرے والدین مجھے تھپڑ مارتے ہیں۔
 -4 میرے والدین میرے دوستوں کے سامنے مجھے مارتے ہیں۔
 -5 میرے والدین مجھ پر شک کرتے ہیں۔
 -7 میرے والدین مجھے گالیاں دیتے ہیں۔
 -8 میرے والدین میری شکل و صورت کا مذاق اڑاتے ہیں۔
 -9 میرے والدین دوسرے لوگوں / مہمانوں کے سامنے مجھے ڈانٹتے ہیں۔
 -10 میرے والدین میرے کاموں پر نکتہ چینی کرتے رہتے ہیں۔
 -19 میرے والدین اپنا غصہ مجھ پر نکالتے ہیں۔
 -20 میرے والدین دوسرے لوگوں کے سامنے میری برائیاں کرتے ہیں۔
 -21 میرے والدین میری بے عزتی کرتے ہیں۔
 -22 میرے والدین مجھ سے نفرت کا اظہار کرتے ہیں۔
 -27 میرے والدین مجھ پر اپنے کئے کا احسان جتاتے ہیں۔
 -28 میرے والدین میری غلطیاں لوگوں کو بتاتے ہیں اور انکے ساتھ مل کر میرا مذاق اڑاتے ہیں۔
 -29 میرے والدین گھر کی چیزوں کا نقصان ہونے پر مجھے مارتے ہیں۔

Physical Neglect

- 2 میرے والدین مجھے چوٹ لگنے پر توجہ دیتے ہیں۔
 -3 میرے والدین مجھ سے گھر کا بہت زیادہ کام کرواتے ہیں۔
 -6 میرے والدین میری بیماری کو بہانہ بازی سمجھتے ہیں۔
 -11 میرے والدین مجھ سے چھوٹے بہن بھائیوں کی دیکھ بھال کرواتے ہیں۔

Emotional Neglect

- 14- میرے والدین ہر معاملے میں میرے رائے کو اہمیت دیتے ہیں۔
- 15- میرے والدین کا رویہ میرے ساتھ دوستانہ ہے۔
- 16- میرے والدین مجھے کافی وقت دیتے ہیں۔
- 17- میرے والدین میری پسند / ناپسند کا خیال رکھتے ہیں۔
- 18- میرے والدین میرے تعلیمی مسائل کے حل میں میری مدد کرتے ہیں۔
- 23- میرے والدین سکول کی تقریبات میں شریک ہوتے ہیں۔
- 24- میرے والدین مجھے سکول جانے کے لئے وقت پر تیار کرتے ہیں۔
- 25- میرے والدین میرے تعلیمی مسائل توجہ سے سنتے ہیں۔
- 30- میرے والدین مجھے سیر و تفریح کیلئے اپنے ساتھ لے کر جاتے ہیں۔
- 31- میرے والدین میری نصابی اور غیر نصابی سرگرمیوں میں دلچسپی لیتے ہیں۔
- 33- میرے والدین مجھے اپنے ساتھ تقریبات میں لے کر جاتے ہیں۔
- 34- میرے والدین میرے معمولات میں دلچسپی لیتے ہیں۔

نمبر شمار	اکثر و بیشتر	کبھی کبھی	بہت کم	کبھی نہیں
9	باپ میرا مذاق اڑاتا ہے اور مجھ پر ہنستا ہے۔	-----	-----	-----
10	باپ مجھ پر اس وقت تک توجہ نہیں دیتا ہے جب تک کہ میں ان کے لئے پریشانی کا باعث نہ ہوں۔	-----	-----	-----
11	باپ جب ناراض ہوتا ہے تو مجھ پر چیختا چلاتا ہے۔	-----	-----	-----
12	میں باپ پر آسانی سے بھروسہ کر کے اپنی اہم باتیں بتا سکتا / سکتی ہوں۔	-----	-----	-----
13	باپ مجھ سے سختی سے پیش آتا ہے۔	-----	-----	-----
14	باپ مجھے اپنے پاس رکھنا پسند کرتا ہے۔	-----	-----	-----
15	جب میں اچھا کام کرتا / کرتی ہوں تو باپ میری ہمت افزائی کرتا ہے۔	-----	-----	-----
16	باپ مجھے بلاوجہ مارتا ہے۔	-----	-----	-----
17	باپ وہ کام بھول جاتا ہے جو اسے میرے لئے کرنا ہوتا ہے۔	-----	-----	-----
18	باپ مجھے ایک بڑا بوجھ خیال کرتا ہے۔	-----	-----	-----
19	باپ دوسروں کے سامنے میری تعریف کرتا ہے۔	-----	-----	-----
20	جب باپ غصہ میں ہوتا ہے تو مجھے سخت سزا دیتا ہے۔	-----	-----	-----
21	باپ اس بات کا اطمینان کر لیتا ہے کہ مجھے مناسب کھانا کھانے کو ملتا ہے۔	-----	-----	-----
22	باپ مجھ سے گرجو شی اور محبت بھرے انداز میں بات کرتا ہے۔	-----	-----	-----
23	باپ مجھ پر جلد غصہ کرنے لگتا ہے۔	-----	-----	-----
24	میرے سوالوں کے جوابات دینے کے لئے باپ کے پاس وقت نہیں ہوتا۔	-----	-----	-----
25	میں ایسا محسوس کرتا / کرتی ہوں کہ باپ مجھے پسند نہیں کرتا ہے۔	-----	-----	-----
26	باپ میری تعریف کرتا ہے جب میں اس کا مستحق ہوتا / ہوتی ہوں۔	-----	-----	-----
27	باپ مجھ پر غصہ کرنے کے بعد مخالفانہ رویہ اختیار کرتا ہے۔	-----	-----	-----
28	باپ کو اس بات کی فکر رہتی ہے کہ میرا دوست کون ہے۔	-----	-----	-----
29	باپ حقیقی معنوں میں میرے کاموں میں دلچسپی لیتا ہے۔	-----	-----	-----
30	باپ مجھے سخت باتیں کہتا ہے۔	-----	-----	-----

نمبر شمار	اکثر و بیشتر	کبھی کبھی	بہت کم	کبھی نہیں
31	جب میں باپ سے مدد طلب کرتا / کرتی ہوں تو وہ مجھے نظر انداز کر دیتا ہے۔	-----	-----	-----
32	باپ سمجھتا ہے کہ میری مصیبت کا ذمہ دار میں خود ہوں۔	-----	-----	-----
33	باپ مجھے اس بات کا احساس دلاتا ہے کہ وہ مجھے چاہتا ہے اور میری اس کو ضرورت ہے۔	-----	-----	-----
34	باپ مجھے کہتا ہے کہ میں ان کے اعصاب پر سوار رہتا / رہتی ہوں۔	-----	-----	-----
35	باپ مجھ پر خاص توجہ دیتا ہے۔	-----	-----	-----
36	باپ مجھے کہتا ہے کہ جب میں اچھا کام کرتا / کرتی ہوں تو وہ فخر محسوس کرتا ہے۔	-----	-----	-----
37	باپ میرے جذبات کو بار بار ٹھیس پہنچاتا ہے۔	-----	-----	-----
38	باپ ان اہم واقعات کو بھول جاتا ہے جس کو میں چاہتا / چاہتی ہوں کہ وہ یاد رکھے۔	-----	-----	-----
39	باپ مجھے اس بات کا احساس دلاتا ہے کہ اگر میں نے شرارت کی تو مجھے پیار نہیں کیا جائے گا۔	-----	-----	-----
40	باپ مجھے اس بات کا احساس دلاتا ہے کہ میں نے جو کچھ کیا ہے وہ اہم ہے۔	-----	-----	-----
41	جب میں کوئی غلط کام کرتا / کرتی ہوں تو باپ مجھے ڈراتا اور دھمکی دیتا ہے۔	-----	-----	-----
42	باپ میرے ساتھ وقت گزارنا پسند کرتا ہے۔	-----	-----	-----
43	جب میں خوف یا پریشانی میں مبتلا ہوتا / ہوتی ہوں تو باپ میری مدد کرتا ہے۔	-----	-----	-----
44	جب میں ناشائستہ حرکتیں کرتا / کرتی ہوں تو باپ میرے دوستوں کے سامنے مجھے شرمندہ کرتا ہے۔	-----	-----	-----
45	باپ مجھ سے دور رہنا چاہتا ہے۔	-----	-----	-----
46	باپ میری شکایت کرتا ہے۔	-----	-----	-----
47	باپ میری رائے کا احترام کرتا ہے اور اس کے اظہار میں میری ہمت افزائی کرتا ہے۔	-----	-----	-----
48	باپ دوسروں بچوں کے مقابلے میں مجھے کم تر سمجھتا ہے خواہ میں نے کتنا ہی اچھا کام کیوں نہ کیا ہو۔	-----	-----	-----
49	باپ گھریلو معاملات میں میری پسند کا خیال رکھتا ہے۔	-----	-----	-----

نمبر شمار	اکثر و بیشتر	کبھی کبھی	بہت کم	کبھی نہیں
50	باپ وہ کام مجھے کرنے دیتا ہے جس کو میں اہم سمجھتا / سمجھتی ہوں چاہے وہ ان کے لئے کتنا ہی پریشانی کا سبب کیوں نہ بنے۔	-----	-----	-----
51	باپ میرے مقابلے میں دوسروں چوں کی کارکردگی کو بہتر سمجھتا ہے۔	-----	-----	-----
52	باپ مجھے رشتہ دار یا پڑوسی کے سپرد کر دیتا ہے۔	-----	-----	-----
53	باپ مجھے اس بات کا احساس دلاتا ہے کہ وہ مجھے پسند کرتا ہے۔	-----	-----	-----
54	میں جو کچھ کرتا / کرتی ہوں باپ اس میں دلچسپی لیتا ہے۔	-----	-----	-----
55	جب میں تکلیف یا بیماری میں مبتلا ہوتا / ہوتی ہوں تو باپ مجھے دلاسا دیتا ہے اور کہتا ہے کہ تم ٹھیک ہو جاؤ گے / گی۔	-----	-----	-----
56	باپ مجھے کہتا ہے کہ جب تم غلط کام کرتے / کرتی ہو تو مجھے بہت شرمندگی ہوتی ہے۔	-----	-----	-----
57	باپ مجھ پر جلتا ہے کہ وہ مجھ سے بہت پیار کرتا ہے۔	-----	-----	-----
58	باپ مجھ سے نرمی اور رحمدلی کا برتاؤ کرتا ہے۔	-----	-----	-----
59	جب میں غلط کام کرتا / کرتی ہوں تو باپ مجھے شرمندہ کرتا ہے یا جرم کا احساس دلاتا ہے۔	-----	-----	-----
60	باپ مجھے خوش رکھنے کی کوشش کرتا ہے۔	-----	-----	-----

Adapted Version of Index of Family Relations

ہدایات:

اس سوالنامہ میں کچھ بیانات دیئے گئے ہیں جن میں آپ کو اپنے گھر والوں کے بارے میں رائے کا اظہار کرنا ہے۔ ہر بیان کے سامنے پانچ جوابات موجود ہیں۔ ان میں سے آپ اس جواب پر نشان () لگا دیں جو آپ کے خیال میں اس بیان کے لئے سب سے زیادہ موزوں ہے۔ (آپ کے گھر والوں سے ہماری مراد آپ کے والدین اور بہن بھائی ہیں)۔

مثال:

کبھی نہیں بہت کم کبھی کبھار اکثر اوقات ہمیشہ

مجھے اپنے گھر والے اچھے لگتے ہیں۔

اگر آپ کے خیال میں آپ کو اپنے گھر والے کبھی کبھار اچھے لگتے ہیں تو ”کبھی کبھار“ کے نیچے () کا نشان لگا دیں۔ اگر بہت کم اچھے لگتے ہیں تو پھر ”بہت کم“ کے نیچے () نشان لگائیں۔ اگر ہمیشہ اچھے لگتے ہیں تو ہمیشہ کے نیچے نشان () لگا دیں اور اگر کبھی بھی اچھے نہیں لگتے تو ”کبھی نہیں“ اور اگر اکثر اچھے لگتے ہیں تو ”اکثر اوقات“ کے نیچے نشان لگائیں۔

یاد رکھیں کہ ہر بیان کے لئے صرف ایک ہی نشان () لگائیں اور کوئی بیان خالی نہ چھوڑیں۔

شکریہ

نمبر شمار	کبھی نہیں	بہت کم	کبھی کبھار	اکثر اوقات	ہمیشہ
1	میرے گھر کے افراد ایک دوسرے کا خیال رکھتے ہیں۔				
2	میرے گھر کے افراد مجھے پریشان کرتے ہیں۔				
3	میرے خیال میں میرے گھر کے افراد اتنے اچھے ہیں کہ جس کی مثال ماننا مشکل ہے۔				
4	مجھے اپنے گھر کے افراد کے ساتھ بڑا مزہ آتا ہے۔				
5	مجھے اس بات کی پروا نہیں ہے کہ میں اپنے گھر کے افراد کے پاس رہوں۔				
6	کاش میں اس خاندان کا فرد نہ ہوتا۔				
7	میرے اپنے گھر کے افراد کے ساتھ اچھے تعلقات ہیں۔				

8 میرے گھر کے افراد آپس میں بہت بحث مباحثہ کرتے ہیں۔

9 میرے گھر کے افراد کو ایک دوسرے کا کوئی خیال نہیں ہے۔

10 میں اپنے گھر کے افراد میں اپنے آپ کو غیر سمجھتا/سمجھتی ہوں۔

11 میرے گھر کے افراد ایک دوسرے سے نفرت کرتے ہیں۔

12 میرے گھر کے افراد ایک دوسرے کے ساتھ بہت اچھا سلوک کرتے ہیں۔

13 میرے گھر والوں کی سب جاننے والے/ملنے والے عزت کرتے ہیں۔

14 میرے گھر والے ایک دوسرے سے محبت/پیار کرتے ہیں۔

15 میں اپنے گھر کے افراد کے ساتھ خوش رہتا/رہتی ہوں۔

16 میں اپنے گھر کے افراد پر فخر کرتا/کرتی ہوں۔

17 میں اپنے گھر میں بہت آرام اور سکون محسوس کرتا/کرتی ہوں۔

18 میرے گھر کے افراد خوش نہیں رہتے۔

نمبر شمار	اکثر و بیشتر	کبھی کبھی	بہت کم	کبھی نہیں
9	ماں میرا مذاق اڑاتی ہے اور مجھ پر ہنستی ہے۔	-----	-----	-----
10	ماں مجھ پر اس وقت تک توجہ نہیں دیتی ہے جب تک کہ میں ان کے لئے پریشانی کا باعث نہ ہوں۔	-----	-----	-----
11	ماں جب ناراض ہوتی ہے تو مجھ پر چیختی چلاتی ہے۔	-----	-----	-----
12	میں ماں پر آسانی سے بھروسہ کر کے اپنی اہم باتیں بتا سکتا / سکتی ہوں۔	-----	-----	-----
13	ماں مجھ سے سختی سے پیش آتی ہے۔	-----	-----	-----
14	ماں مجھے اپنے پاس رکھنا پسند کرتی ہے۔	-----	-----	-----
15	جب میں اچھا کام کرتا / کرتی ہوں تو ماں میری ہمت افزائی کرتی ہے۔	-----	-----	-----
16	ماں مجھے بلاوجہ مارتی ہے۔	-----	-----	-----
17	ماں وہ کام بھول جاتی ہے جو اسے میرے لئے کرنا ہوتا ہے۔	-----	-----	-----
18	ماں مجھے ایک بڑا بوجھ خیال کرتی ہے۔	-----	-----	-----
19	ماں دوسروں کے سامنے میری تعریف کرتی ہے۔	-----	-----	-----
20	جب ماں غصہ میں ہوتی ہے تو مجھے سخت سزا دیتی ہے۔	-----	-----	-----
21	ماں اس بات کا اطمینان کر لیتی ہے کہ مجھے مناسب کھانا کھانے کو ملتا ہے۔	-----	-----	-----
22	ماں مجھ سے گرجو شی اور محبت بھرے انداز میں بات کرتی ہے۔	-----	-----	-----
23	ماں مجھ پر جلد غصہ کرنے لگتی ہے۔	-----	-----	-----
24	میرے سوالوں کے جوابات دینے کے لئے ماں کے پاس وقت نہیں ہوتا۔	-----	-----	-----
25	میں ایسا محسوس کرتا / کرتی ہوں کہ ماں مجھے پسند نہیں کرتی ہے۔	-----	-----	-----
26	ماں میری تعریف کرتی ہے جب میں اس کا مستحق ہوتا / ہوتی ہوں۔	-----	-----	-----
27	ماں مجھ پر غصہ کرنے کے بعد مخالفانہ رویہ اختیار کرتی ہے۔	-----	-----	-----
28	ماں کو اس بات کی فکر رہتی ہے کہ میرا دوست کون ہے۔	-----	-----	-----
29	ماں حقیقی معنوں میں میرے کاموں میں دلچسپی لیتی ہے۔	-----	-----	-----
30	ماں مجھے سخت باتیں کہتی ہے۔	-----	-----	-----
31	جب میں ماں سے مدد طلب کرتا / کرتی ہوں تو وہ مجھے نظر انداز کر دیتا ہے۔	-----	-----	-----

50	ہاں وہ علم سمجھ کر ہے یعنی جس کو میں علم سمجھتی / سمجھتی	-----	-----	-----	-----
49	ہاں گھر میں اس وقت تک نہیں رہی کہ وہ جانی ہو۔	-----	-----	-----	-----
48	ہاں وہ سب کو دیکھتا ہے کہ میں نے کیا کیا ہے۔	-----	-----	-----	-----
47	ہاں میں نے اس کو دیکھا ہے کہ وہ اس کے اظہار میں نہیں	-----	-----	-----	-----
46	ہاں میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
45	ہاں: جھگڑا ہوا ہے۔	-----	-----	-----	-----
44	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
43	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
42	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
41	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
40	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
39	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
38	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
37	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
36	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
35	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
34	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
33	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
32	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----
31	ہاں: میں نے اس کو دیکھا ہے۔	-----	-----	-----	-----

نمبر شمار	اکثر و بیشتر	کبھی کبھی	بہت کم	کبھی نہیں
51	ماں میرے مقابلے میں دوسروں ہجوں کی کار کردگی کو بہتر سمجھتا ہے۔	-----	-----	-----
52	ماں مجھے رشتہ دار یا پڑوسی کے سپرد کر دیتی ہے۔	-----	-----	-----
53	ماں مجھے اس بات احساس دلاتی ہے کہ وہ مجھے پسند کرتی ہے۔	-----	-----	-----
54	میں جو کچھ کرتا / کرتی ہوں ماں اس میں دلچسپی لیتی ہے۔	-----	-----	-----
55	جب میں تکلیف یا بیماری میں مبتلا ہوتا / ہوتی ہوں تو ماں مجھے دلاسا دیتی ہے اور کہتی ہے کہ تم ٹھیک ہو جاؤ گے / گی۔	-----	-----	-----
56	ماں مجھے کہتی ہے کہ جب تم غلط کام کرتے / کرتی ہو تو مجھے بہت شرمندگی ہوتی ہے۔	-----	-----	-----
57	ماں مجھ پر جستانی ہے کہ وہ مجھ سے بہت پیار کرتی ہے۔	-----	-----	-----
58	ماں مجھ سے نرمی اور رحمدلی کا برتاؤ کرتی ہے۔	-----	-----	-----
59	جب میں غلط کام کرتا / کرتی ہوں تو ماں مجھے شرمندہ کرتی ہے یا جرم کا احساس دلاتی ہے۔	-----	-----	-----
60	ماں مجھے خوش رکھنے کی کوشش کرتی ہے۔	-----	-----	-----

نمبر شمار	بالکل اتفاق	کسی حد تک	فیصلہ نہیں	کسی حد تک	کامل اتفاق
	نہیں کرتا	اتفاق نہیں کرتا	کر سکتا	اتفاق کرتا ہوں	کرتا ہوں
5	وہ شخص یقیناً قابلِ مذمت ہے جو اپنے والدین کے لئے لازوال محبت، تشکر اور احترام کا جذبہ نہیں رکھتا۔	-----	-----	-----	-----
6	بچوں کے لئے والدین کی توقعات پر پورا اترنا ضروری ہے۔	-----	-----	-----	-----
7	بچوں کو اس بات کا خیال رکھنا چاہیے کہ وہ بڑوں کی موجودگی میں اونچانہ بولیں۔	-----	-----	-----	-----
8	اعلیٰ تعلیمی اداروں میں عملی زندگی کے امور اور رہن سہن کے اطوار کی نسبت ذہنی اور نظریاتی موضوعات پر کچھ زیادہ ہی زور دیا جاتا ہے۔	-----	-----	-----	-----
9	بچوں کو چاہیے کہ وہ گفتگو کرتے ہوئے انتہائی مہذب طریقہ اختیار کریں۔	-----	-----	-----	-----
10	ہر شخص کا کسی ایسی غیبی طاقت پر یقین ہونا ضروری ہے جس کے فیصلے وہ بلا چون و چرا مان سکے۔	-----	-----	-----	-----
11	والدین کا بچوں پر اتنا رعب ہو کہ وہ ان سے خوف محسوس کریں۔	-----	-----	-----	-----
12	بچوں کو اپنے لئے کوئی فیصلہ کرنے کا اختیار نہیں ہے۔	-----	-----	-----	-----
13	والدین بچوں کو نافرمانی کی سزا دے سکتے ہیں۔	-----	-----	-----	-----
14	بچوں کو چاہیے کہ دوست بنانے سے پہلے والدین کی رضامندی حاصل کریں۔	-----	-----	-----	-----
15	بڑوں کی فرمانبرداری اور احترام جیسی اہم اخلاقی قدریں بچوں کو ضرور سیکھنی چاہئیں۔	-----	-----	-----	-----
16	بچوں کی تعلیم و تربیت کے لئے ان کو جسمانی سزا دینا ضروری ہے۔	-----	-----	-----	-----
17	کچھ معاملات اتنے ذاتی نوعیت کے ہوتے ہیں کہ ان کا ذکر قریب ترین دوستوں سے بھی نہیں کیا جاسکتا۔	-----	-----	-----	-----

بائکل اتفاق نہیں کرتا	کسی حد تک اتفاق کرتا ہوں	فیصلہ نہیں کر سکتا	کسی حد تک اتفاق نہیں کرتا	کمی اتفاق کرتا ہوں
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18 بچوں کی پسند اور ناپسند کا خیال رکھنا والدین کا فرض ہے۔

19 بچوں کو مناسب اطوار سکھانے کے لئے والدین کو ہر ممکن سختی کرنے کا اختیار ہے۔

20 اس ملک کو قوانین اور محکموں سے زیادہ جرأت مندانہ، ان تھک اور پر خلوص قیادت کی ضرورت ہے جس پر عوام بھروسہ کر سکیں۔

21 بچوں کے لئے والدین کی پسند کے مضامین پڑھنا مفید ہے۔

22 ہمارے معاشرے کے بہت سے مسائل حل ہو سکتے ہیں اگر والدین اپنے بچوں پر اس وقت سختی کریں جب وہ ان کی توقعات کے خلاف کوئی کام کریں۔

23 بچے آزادانہ طور پر اپنی رائے کا اظہار کرنے کا حق رکھتے ہیں۔

24 والدین بچوں کو گھر سے باہر آنے جانے پر روک ٹوک سکتے ہیں۔

25 بچے اپنی مرضی سے انداز زندگی اپنانے میں آزاد ہیں۔

26 نوجوانوں کے ذہن میں کبھی کبھار باغیانہ خیالات جنم لینے لگتے ہیں لیکن انہیں چاہیے کہ جیسے جیسے وہ بڑے ہوتے جائیں ان پر قابو پانے کی کوشش کریں۔

27 بچوں کے متعلق فیصلے کرتے ہوئے ان کی رائے کو مد نظر رکھنا ضروری ہے۔

28 جو اہم ترین باتیں بچوں کو سیکھنی چاہیں ان میں سے ایک یہ ہے کہ بڑوں کی نافرمانی کب کی جائے۔

بالکل اتفاق کسی حد تک فیصلہ نہیں کسی حد تک مکمل اتفاق
نہیں کرتا اتفاق نہیں کرتا کر سکتا اتفاق کرتا ہوں کرتا ہوں

29 کچھ دینتدار لوگ اس بات کا اعتراف کرتے ہیں کہ وہ کبھی کبھی اپنے والدین کے لئے نفرت محسوس کرتے ہیں۔

30 بچوں کو حق پہنچتا ہے کہ وہ اپنا پسندیدہ پروگرام ٹی وی پر دیکھیں۔

31 آج کی نوجوان نسل کا ذہن غلط قسم کے ادب سے اس حد تک بگڑتا جا رہا ہے کہ اس کی اصلاح ممکن نہیں ہے۔

32 بچوں کو اپنی پسند کا شعبہ / پیشہ اختیار کرنے کا حق حاصل ہے۔

33 ہر شہری کا فرض ہے کہ جب وہ دیکھے کہ اس کا ملک غلط راہ پر چل رہا ہے تو اس پر تنقید کرے اور اس کی مذمت کرے۔

34 دینتداری، انتھک محنت اور خدا پر یقین مادی فوائد کے ضامن نہیں ہیں۔

35 والدین کے لئے بچوں پر مکمل اعتماد کرنا ضروری ہے۔

36 اگر بچے کو والدین کے نظریات اپنانے پر مجبور کیا جائے تو یہ بچے کی آئندہ زندگی کے لئے عموماً مفید ثابت ہوتا ہے۔

37 والدین کو چاہیے کہ بچوں کے ساتھ دوستانہ رویہ اختیار کریں۔

38 حقیقی فرمانبرداری سے بڑھ کر اعلیٰ اور مقدس کوئی اصول نہیں ہے۔

39 بچوں کو والدین کا کوئی احسان محسوس نہیں ہونا چاہیے۔

40 فرمانبرداری کامیابی کی کنجی ہے۔

41 سخت نظم و ضبط اخلاقی کردار کی تعمیر کرتا ہے۔

42 حقیقی اخلاقیات کی پرورش صرف آزادانہ ماحول ہی میں ممکن ہے۔

ذاتی کوائف:

عمر: _____ تعلیم: _____ پیشہ: _____

ماہانہ آمدنی: _____ بچوں کی تعداد: _____

Items of subscales of Paternal Authoritarian Scale

Conventional Discipline

- 9 بچوں کو چاہیے کہ وہ گفتگو کرتے ہوئے انتہائی منذب طریقہ اختیار کریں۔
- 13 والدین بچوں کو نافرمانی کی سزا دے سکتے ہیں۔
- 14 بچوں کو چاہیے کہ دوست بنانے سے پہلے والدین کی رضامندی حاصل کریں۔
- 19 بچوں کو مناسب اطوار سکھانے کے لئے والدین کو ہر ممکن سختی کرنے کا اختیار ہے۔
- 21 بچوں کے لئے والدین کی پسند کے مضامین پڑھنا مفید ہے۔
- 23 بچے آزادانہ طور پر اپنی رائے کا اظہار کرنے کا حق رکھتے ہیں۔
- 36 اگر بچے کو والدین کے نظریات اپنانے پر مجبور کیا جائے تو یہ بچے کی آئندہ زندگی کے لئے عموماً مفید ثابت ہوتا ہے۔
- 40 فرمانبرداری کامیابی کی کنجی ہے۔
- 41 سخت نظم و ضبط اخلاقی کردار کی تعمیر کرتا ہے۔

Submission to Authority

- 2 بچے والدین کے کئے ہوئے فیصلوں پر محبت نہیں کر سکتے۔
- 5 وہ شخص یقیناً قابل مذمت ہے جو اپنے والدین کے لئے لازوال محبت، تشکر اور احترام کا جذبہ نہیں رکھتا۔
- 6 بچوں کے لئے والدین کی توقعات پر پورا اترنا ضروری ہے۔
- 7 بچوں کو اس بات کا خیال رکھنا چاہیے کہ وہ بڑوں کی موجودگی میں اونچا نہ بولیں۔
- 8 اعلیٰ تعلیمی اداروں میں عملی زندگی کے امور اور رہن سہن کے اطوار کی نسبت ذہنی اور نظریاتی موضوعات پر کچھ زیادہ ہی زور دیا جاتا ہے۔
- 17 کچھ معاملات اتنے ذاتی نوعیت کے ہوتے ہیں کہ ان کا ذکر قریب ترین دوستوں سے بھی نہیں کیا جاسکتا۔
- 24 والدین بچوں کو گھر سے باہر آنے جانے پر روک ٹوک سکتے ہیں۔
- 26 نوجوانوں کے ذہن میں کبھی کبھار باغیانہ خیالات جنم لینے لگتے ہیں لیکن انہیں چاہیے کہ جیسے جیسے وہ بڑے ہوتے جائیں ان پر قابو پانے کی کوشش کریں۔
- 38 حقیقی فرمانبرداری سے بڑھ کر اعلیٰ اور مقدس کوئی اصول نہیں ہے۔

Regard for Children's Rights

- 4 گھر کے معاملات میں بچوں کو رائے دینے کا حق ہے۔
- 10 ہر شخص کا کسی ایسی غیبی طاقت پر یقین ہونا ضروری ہے جس کے فیصلے وہ بلا چون و چرا مان سکے۔
- 11 والدین کا بچوں پر اتنا رعب ہو کہ وہ ان سے خوف محسوس کریں۔
- 12 بچوں کو اپنے لئے کوئی فیصلہ کرنے کا اختیار نہیں ہے۔
- 16 بچوں کی تعلیم و تربیت کے لئے ان کو جسمانی سزا دینا ضروری ہے۔
- 31 آج کی نوجوان نسل کا ذہن غلط قسم کے ادب سے اس حد تک بگاڑا جا رہا ہے کہ اس کی اصلاح ممکن نہیں ہے۔
- 34 دیانتداری، انتھک محنت اور خدا پر یقین مادی فوائد کے ضامن نہیں ہیں۔

Restriction

- 1 بچوں کے لئے کہیں جانے سے پہلے والدین سے اجازت لینا ضروری ہے۔
- 3 بچوں کو چاہیے کہ ہر کام کرنے سے پہلے والدین کی رضامندی حاصل کریں۔
- 15 ٹروں کی فرمانبرداری اور احترام جیسی اہم اخلاقی قدریں بچوں کو ضرور سیکھنی چاہیں۔
- 20 اس ملک کو قوانین اور محکموں سے زیادہ جرأت مندانا، ان تھک اور پر خلوص قیادت کی ضرورت ہے جس پر عوام بھروسہ کر سکیں۔
- 22 ہمارے معاشرے کے بہت سے مسائل حل ہو سکتے ہیں اگر والدین اپنے بچوں پر اس وقت سختی کریں جب وہ ان کی توقعات کے خلاف کوئی کام کریں۔

Personal Freedom

- 25 بچے اپنی مرضی سے انداز زندگی اپنانے میں آزاد ہیں۔
- 27 بچوں کے متعلق فیصلے کرتے ہوئے ان کی رائے کو مد نظر رکھنا ضروری ہے۔
- 32 بچوں کو اپنی پسند کا شعبہ / پیشہ اختیار کرنے کا حق حاصل ہے۔
- 35 والدین کے لئے بچوں پر مکمل اعتماد کرنا ضروری ہے۔
- 37 والدین کو چاہیے کہ بچوں کے ساتھ دوستانہ رویہ اختیار کریں۔

Regard for Children's Desires

- 18 بچوں کی پسند اور ناپسند کا خیال رکھنا والدین کا فرض ہے۔
30 بچوں کو حق پہنچانا ہے کہ وہ اپنا پسندیدہ پروگرام ٹی وی پر دیکھیں۔
39 بچوں کو والدین کا کوئی احسان محسوس نہیں ہونا چاہیے۔
42 حقیقی اخلاقیات کی پرورش صرف آزادانہ ماحول ہی میں ممکن ہے۔

Disobedience

- 28 جو اہم ترین باتیں بچوں کو سیکھنی چاہیں ان میں سے ایک یہ ہے کہ بڑوں کی نافرمانی کب کی جائے۔
29 کچھ دیاندار لوگ اس بات کا اعتراف کرتے ہیں کہ وہ کبھی کبھی اپنے والدین کے لئے نفرت محسوس کرتے ہیں۔
33 ہر شرعی کا فرض ہے کہ جب وہ دیکھے کہ اس کا ملک غلط راہ پر چل رہا ہے تو اس پر تنقید کرے اور اس کی مذمت کرے۔