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**Title: Impact of Childhood Psychological problems on Academic Performance, Emotional Intelligence and Adjustment among early Adolescents**

**Abstract**

**Background:** Child abuse is a violation of the basic human rights of a child and is an outcome of a set of Inter-related familial, social, psychological and economic factors. Millions of children experience abuse and neglect every year.

**Aim:** The aim of the present research was to study the impact of child psychological problems i.e. abuse, neglect and conduct disorder on academic performance, emotional intelligence and adjustment among early adolescents.

**Method:** Sample of an experimental and a control group comprising of 120 subjects (N=120) each having equal number of male and female subjects, i.e., fifteen males and fifteen females, within the age range of 10 years to 16 years, matched on socio-demographic variables, were taken for the purpose of the present study. The experimental group comprised of 30 subjects each drawn from four different categories namely Child abuse, Child neglect and Conduct problem and the control group consisted of normal children. The data were collected from various government/Non-government organizations working for children and especially for child abuse and neglect, like shelter for girls, Tihar jail, Juvenile justice court and others also collected from various schools and educational institutes. Procedure involved onetime assessment of the subjects selected for the study. The cases were reviewed with the help of the concerned authorities like treating physicians, the teachers, parents and significant others. To assess the abuse, self-developed inventory was used. The Performance of children was assessed through

their report cards or the performance sheet of the last exam. On all the groups Emotional Quotient scale and adjustment inventory developed for the purpose of this study were administered to assess their emotional quotient and adjustment respectively. Scores were analyzed using Analysis of variance, t-test and Correlation of Coefficient.

**Results:** Significant differences were found on the interaction between these four groups of children namely, abuse, neglect, and conduct disorder and control and the gender, i.e. male and female on scores of emotional intelligence, academic performance and adjustment. Abused children were found to have a low academic performance than their non-abused counter parts. Abused children were found to have a low academic performance than their non-abused counter parts. Abused children when combined with other facts like gender and other maltreatment types, abuse show a significant impact on emotional intelligence and adjustment. Neglected children when combine with other factors like gender and other psychological issues they tend to show effects on emotional intelligence and academic performance. Conduct disorder is also found to have significant impact on academic performance, whereby, the normal children perform better academically as compared to children with conduct disorder. Conduct disorder females were found to have higher emotional intelligence as compared to males. However, females performed significantly well than the males on academic performance.