

**CHILDHOOD TRAUMATIC EXPERIENCE SELF ESTEEM AND EMOTIONAL
INTELLIGENCE AMONG ADULTS**

BSC HONS



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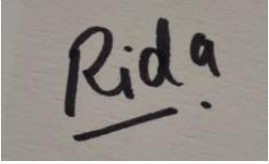
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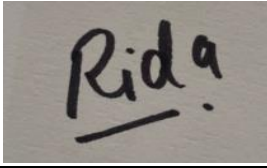
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Declaration

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RESEARCH COMPLETION CERTIFICATE

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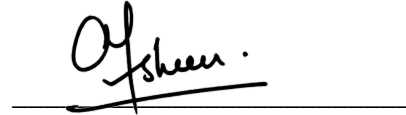
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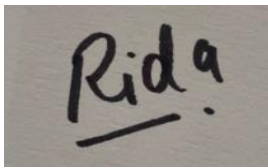
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Acknowledgement

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ABSTRACT:

The purpose of the study is to identify the psychological, behavioral, emotional and physical change that occurs in children with childhood traumatic experiences and how it affects emotional intelligence and self esteem. Violence and abuse victims do not inflict the violence on themselves, they do not necessarily lack confidence, and they are not equally abusive as the abuser. Sexual, physical, or emotional abuse in relationships happens when one person believes they have more authority and power over their partner and decides to use abuse to acquire and keep that control.

Abuse causes disruptions in emotion regulation of adult's emotions. The emotions researcher addresses in this research are Impulsiveness, low self esteem and low assertiveness

This research was conducted with a prominent objective of improving and highlighting the societal and mental problems that are faced by abused victims living in Pakistan. The study uses quantitative research to check the relationship between childhood trauma and emotional affect of the trauma on the abused victim, their mental well-being, self-esteem and moral development. Such individuals turn out to be impulsive, low self esteem which affect their adult relationships. The results of this study revealed that there is negative correlation between childhood experience and self-esteem.

Additionally, this study's findings indicate a favorable relationship between emotional intelligence and self-esteem.. Lastly, the findings suggest that childhood trauma positively predicts affect on emotion intelligence.

CHAPTER I

INTRODUCTION

In the Era of 'modern world' researcher is determined to study the emotional changes in the adults and who have been prey of the child abuse in their childhood.

Now when researcher use the term child abuse researcher is not particularly only referring to sexual abuse researcher is referring to children who have witnessed Domestic Abuse first hand, who are maltreated by their parents and others in their environment, who have been neglected as a child and now at last who have been a victim of sexual and other physical abuse.

Baron (2006) defined emotional intelligence as social and emotional abilities that affect one's comprehension as well as expression of his own self for others for the collaboration with others and the capability to handle day to day demands.

A person's ability to manage life's challenges is aided by having a variety of interrelated psychological, personal, and social skills that make up emotional intelligence. The ability to comprehend others on a deeper level shows that people who are skilled at recognizing and expressing their emotions display less psychopathologies that could lead to emotional disturbances. This is because they are able to control their emotions. Therefore hence, this study endeavors to look at the emotional change and disregard, and its relationship to the capacity to understand anyone on a profound level explicitly in the juvenile age bunch.

Emotional maltreatment that has occurred with the household climate to a great extent affects kids close to home prosperity. Profound abuse is otherwise known as acts, other than physical or

sexual maltreatment, which truly do prompt lead, full of feeling and other mental problems. Abuse incorporates obnoxious attack, and outrageous or irrational requests with respect to a youngster's presentation (Underwood and Rosen, 2011). Abused youngsters have different issues in perceiving their own feelings and responding to the feelings displayed to them by others. One of the fundamental justifications for why the acknowledgment of feeling is significant is on the grounds that it helps in earliest utilizations of expressive gestures, which kids then use to decipher feelings and typically respond to them. Abused youngsters are bound to be genuinely tightened in circumstances in which pessimistic close to home articulations are logically suitable. One kind of abuse is disregard, which is characterized as the disappointment of the guardians or the parental figure of the youngster to give required age-fitting consideration in spite of being monetarily ready to do as such. It likewise incorporates the inability to furnish the youngster with enough food, clothing, cover, clinical consideration in the event of disorder, and oversight, being sincerely and actually accessible for them in the hour of need, as well as the inability to teach the kid (Underwood and Rosen, 2011). The definition of child disrespect should come as no surprise given that lack of parental care and support is one of the biggest threats to children's healthy growth and success. (Rutter and Sroufe, 2000; Sameroff, 2000). Abuse which shows up right off the bat in the improvement of the youngster is especially harming to their ensuing turn of events. Abuse is additionally connected with impacts which vary from the aftereffects of actual maltreatment, particularly in youth and in immaturity (Hildyard and Wolfe, 2002). While kids, who are presented to viciousness or abuse, as disregarded youngsters, are clearly at more gamble for creating mental issues, that leads from these issues to more serious unfortunate behavior. At the point when disregarded kids grow up, they experience different issues in their grown-up lives which incorporate impulsiveness, low assertiveness and low self esteem.

Baumrind's model supporting manners at first recognized three essential kid raising styles: legal, tyrant and forbearing, a fourth class was distinguished a lot later; disregarding guardians. This category was characterised by low levels of warmth, little thought put into raising their child, and few or low expectations. The careless approach was linked to a variety of problems that youngsters had, including hostility, desolation, and low levels of social competence. It is similar to the dictator and lenient nurturing methods. (Steinberg and Silk, 2002). Dismissed youngsters face various gamble factors which harm their typical turn of events (Schumacher, Slep, and Heyman, 2001). These risk factors, which include persistent poverty, severe caregiving deficits, and parental psychopathology, are intimately linked to disrespect (Pelton, 1994) and have all been found as the motivation to build the chance of kids creating psychopathologies, particularly when there is an absence of assets to make up for the disregard (Brooks-Gunn and Duncan, 1997; McCall and Groark, 2000). Certain social gamble factors act as inhibitors of social capability, prompting maladjusted ways of behaving (Clemente, Espinosa, and Vidal, 2009; Fariña, Arce, and Novo, 2008). The 'disregard of disregard' has been recognized throughout recent years (Wolock and Horowitz, 1984). In any case, youngster disregard is still significantly less explored than kid abuse. Numerous people find it startling that disregard can have impacts as extreme as different kinds of abuse like profound abuse or physical and sexual maltreatment.

1.1 LITERATURE REVIEW

When it comes to determining the link between emotional affect and maltreatment as a child numerous researches have conducted a lot of studies so far to find out why the child react in a specific way out of which few are mentioned below.

In 1997 in a study Lynskey and Fergusson analyzed the relationship between records of experience growing up sexual maltreatment (up to progress in years 16), and significant discouragement and tension at age 16 - 18. Their individual outcomes showed that inexorably extreme types of sexual maltreatment were related with a more serious gamble of every result. Among those whose misuse included intercourse, 63.9% met models for later significant discouragement and 44.4% met standards for later tension problems.

Adverse Childhood Experiences (ACE) investigation of grown-ups in an enormous wellbeing support association showed a critical connection between's reflectively estimated unfavorable youth occasions (counting different types of kid misuse) and past-year misery. The greater youth afflictions detailed, the more noteworthy the gamble of grown-up sadness. In an investigation of haphazardly examined ladies ages 18 to 64 and tracked down a higher pervasiveness of progressively extreme types of wretchedness among the people who revealed having been genuinely and physically mishandled.

In a review, Thornberry and partners (2010) found that formally recorded youth restricted abuse anticipated the utilization of medications and issues coming about because of medication use. Abuse during youth anticipated these and other adverse results, for example, criminal culpable and capture, in early adulthood. In the ACE review, those who had varied childhood hardships

were generally more likely to smoke, abuse drugs, and abuse alcohol than adults who had fewer hardships. According to a longitudinal study by White and Widom published in 2018, women with a history of confirmed abuse are more likely to develop substance use disorders and use illicit drugs when they are 40. The National Comorbidity Survey used a variety of research studies to examine the connection between medical issues in adults aged 15 to 54 and evaluated childhood physical and sexual abuse (NCS). A higher past-year incidence of significant health issues, such as hypertension and diabetes, was found to be independently related with both physical and sexual abuse before the age of 15, according to analysts.

A review led in 2000 by Pollak, Cicchetti, Hornung, and Reed with signal discovery examination showed that truly maltreated kids chosen furious faces plentifully, while disregarded youngsters showed predisposition in choosing miserable countenances. No determination predisposition was seen in non-abused youngsters. In this manner, genuinely and sincerely disregarded preschoolers frequently show difficult issues in adapting, character improvement, and close to home guideline. Ignored youngsters will generally be confounded by the profound showcases of others and are more terrible in identifying feelings accurately when contrasted with non-abused kids.

A new report found comparable outcomes in regards to the feelings to which mishandled youngsters had expanded consideration reactions, as they showed expanded sufficiency in the Event-related Potential part connected with furious feelings. Accordingly, the discoveries recommended that consideration frameworks in the cerebrum are changed by bad friendly encounters (Shackman, Shackman, and Pollak, 2007). Studies have likewise shown that when overseers don't focus on a newborn child's prompts, the child doesn't foster the capacity to direct feelings appropriately. Furthermore, sometime down the road this could incorporate moms who don't converse with their infants because of despondency or fathers who play excessively hard

with their children because of tension. These not just goals an issue in creating profound guideline exercises however could likewise lead kids to become latent or socially withdrew since they would neglect to discover that jabbering definitely stands out 3

Another study that examined the interaction between children and parents focused on the ability to deeply comprehend people and its connection to the amount of time mothers and children spend engaging in constructive activities. The findings showed that children's capacity to appreciate someone on a profound level was strongly influenced by the length and type of time mothers and their daughters spent together (Alegre, 2012). Finally (Kim and Cicchetti ,2009) led a study in which they examined the link between maltreatment and emotion deregulation. Deregulation close to home increased externalizing behavior and, as a result, peer dismissal. The findings demonstrated that peer rejection and mental/profound abuse were directly related, but that disregard was not (Kim and Cicchetti, 2009).

In spite of the fact that reviews point towards colossal formative impacts of youngster abuse, analysts have relied too heavily on cross-sectional analyses and review reports, which have significant limitations (Herrenkohl et al., 2008; Widom et al., 2004; Widom and Shepard, 1996).

The objective of the ongoing review is to look at the relationship between estimated kid misuse and disregard comparable to recently researched proportions of grown-up psychological wellness, substance use, and actual wellbeing. The assessed examinations referenced above take a gander at these connections exclusively in more youthful youngsters, while no examinations appear to look at the optional school stage. To that end this study is pivotal as an expansion to the current writing on the point.

1.2 RATIONALE:

The abused adults are part of the society that faces majority of the hardships in their life and they are viewed in only form that is suppressed, depressed and unable to build healthy relationships in their adulthood so despite of which ever gender they belong to they are the ones who receive very less support comparatively to the other people who are leading an emotionally stable life. In fact they are not properly getting their basic rights as human beings as no one ever raise a voice for them many women end up being divorced; many children are left emotionally unstable in their later life due to their childhood traumas. To form a healthy community, it is vital to discuss the problems of the individuals facing abuse as a child or even as an adult. They also have rights to protect their rights; their issue like sexual harassment needs to be discussed so that they get a sense of belongingness and security. Since people are less aware of the underlying issues of the sexually, emotionally and physically abused people. It is important to highlight and educate the people to form peaceful society and to give the victim support as any other male or female is getting. Moreover, people usually blame the victim for all sexual and physical abuse our culture do not realize that the victim lack proper opportunities as other genders are getting similarly there is lack of significant knowledge and opportunities for the victims in all spheres of life which is effecting their mental wellbeing, self esteem and their emotional intelligence to perform as normally as others. The victim of abuse experiencing a hard situation can lead negative effects in their perception of one self and also for developing morality. Hence, it is important to discuss challenges and related effects in the abused being to recognize them as equal part of the society. Furthermore, abused individuals are the most neglected beings so they never speak up for their rights neither do they ever learn to raise their voice not for them nor for anyone else facing same abuse around them. In order to make evident place for the abused in the society, it is vital to

discuss their challenges and the social norm they face every day to not raise their voice because that might end up breaking their families, fear of being judged or they might lose their loved ones. Also, since described earlier that they are neglected in the society and less accentuate is made on their emotions, feelings and mental hardships. Due to this, they suffer at every region of life whether it is confined to employment, family or society. Furthermore, sexual harassment is a critical situation in one's life that can lead to physical as well as mental harm. Sexual Harassment is usually associated with females but men also fall prey to it.

This study not only addresses the hardships of the abused being but also related mental and emotional fluctuations that occur. Also, the study proves to be better opportunity to the abused in order to make other people understand the childhood traumas and the effect it can have in the longer run and the difficulties the abused individual faces. It will also help to understand the psychological related issues of abused for not being able to maintain a healthy relationship and to provide them with better services to them in more effective way. Moreover, the findings will also have its implications towards the societal and perceptual change. The existing studies do not examine the components of emotional intelligence when it is linked with self-esteem and childhood traumas that effect later in life. To highlight their ghastly experience and related state of emotional well-being, and self-esteem, the study proves to be a good source.

1.3 OBJECTIVE

1. To find out the relationship between childhood traumatic experiences and emotional Intelligence
2. To find out the effect Childhood traumatic experiences on emotional intelligence.
3. To find out the relationship between childhood trauma and level of self esteem
4. To find out the relationship between emotional intelligence and self esteem
5. To find out the gender difference emotional intelligence in adult with childhood trauma.

HYPOTHESIS

1. There will be a significant relationship between childhood traumatic experiences and emotional Intelligence
2. Childhood traumatic experiences are likely to predict great imbalance in emotional intelligence.
3. There will be a relationship between childhood trauma and level of self esteem
4. There will be a relationship between emotional intelligence and self esteem
5. There is a gender difference in emotional intelligence in adult with childhood trauma.

CHAPTER II

METHOD

Research Design:

The study employed a correlation research methodology to examine the connection between emotional intelligence and adult and child maltreatment.

2.2 Participant

A total of N= 120 participants, n=60 males and n= 60 females specifically university students were selected as sample. The age range of the participants was aged between 20 to 30. The participants were selected from different universities of Lahore via purposive sampling.

2.2.1 Inclusion criteria

- Only participants of age 20-30 university students were a part of the sampling.
- The criteria for childhood traumatic experience includes physical abuse such as beating with belt or and wooden/hard object as punishment, common domestic abuse in family/or to oneself, emotional abuse like bullying, victim blaming, abusive language, name calling, labeling and sexual abuse includes simply someone involving favors in exchange for sexual activity, forcing for sexual activity, threatening, no respect for consent.
- The criteria for Emotional intelligence includes after facing traumatic childhood as adults the instability to build a healthy relationship with their peers, co workers or spouse.

- Both genders (only students) were catered from general population of public and private sector universities.
- Participants only included students, not any employed adults.

2.2.2 Exclusion criteria

- Participants who did not fall under this criteria for emotional intelligence and childhood traumatic experience.
- Participants who did not have any history of disturbed family or childhood
- People who did not know how write or read English language.

2.3 MEASURES

Tools for Data Collection:

Questionnaires

It will be constructed by the researcher for the subjects to fill before research to ask about their gender, marital status, childhood experience, their current relationship and the problems they face, and the emotional state they are currently facing.

Scales

- **Rosenberg scale:**

A 10-item scale that assesses both positive and unfavorable feelings about oneself to determine one's overall sense of self-worth. The scale is thought to be one dimension only. Each question has a 4-point Likert scale response option, ranging from strongly agree to strongly disagree.

- **Childhood trauma scale**

To identify experiences of childhood trauma in the family, adults are typically given retrospective recall-based assessments like the Childhood Trauma Questionnaire (CTQ). The CTQ, whether at home or in the community, hasn't been compared to prospective measures of exposure to child violence, though. We looked at the correlations between young adults' CTQ answers and potential self-reports of their exposure to violence during childhood and adolescence. The five subscales of the CTQ used to measure childhood trauma are emotional abuse, physical abuse, sexual abuse, emotional neglect, and physical neglect. Internal consistency coefficients for the CTQ subscale scores across the initial validation samples range from .66 to .92, while test-retest reliability coefficients for the subscale range from .79 to .86 (Bernstein et al., 2003). Responses are scored using a 5-point Likert scale (1 being never, 2 seldom, 3 occasionally, 4 frequently, and 5 being very frequently true). Five questions make up each subscale, and each question's score falls into one of four groups depending on how much trauma it has experienced: none to low trauma exposure, low to moderate trauma exposure, moderate to severe trauma exposure, and severe to extreme trauma exposure. For instance, responses to the lines "People in my family look out for each other," "I thought that my parents wished I had never been born," and "I believe I was sexually molested" were requested from young adults. Certain things have reversed coding. The CTQ also includes a minimization/denial scale, which consists of three questions and tests for the propensity to underreport traumatic events.

- **Emotional intelligence**

Dr. K.V. Petrides created the trait emotional intelligence theory in 2001. A constellation of emotional self-perceptions situated at the lower levels of personality hierarchies is how Petrides (2010) defines trait EI (p. 137). Trait EI is operationally made up of the 15-facet sample domain, four factors, and global trait EI. The traits of adaptability, assertiveness, emotion expression, emotion perception, emotion regulation, low impulsivity, relationships, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, and trait optimism make up the 15 components of the trait EI theory. The following 41 four factors—Emotionality, Self-control, Sociability, and Well-being—are used to categorise the 15 facets. The four variables do not include the traits of adaptability and self-motivation. These auxiliary factors are crucial in determining global trait EI ratings even if they are not included (Petrides, 2009). The global characteristic EI is made up of the 15 facets and the four components.

2.4 Procedure

The first step taken in the study will be to ask for permission from the authors of the tests to use their tests. Then permission from Kinnaird College for women will be taken to conduct this research. After that permission will be taken from selected universities for the collection of data. The data will be collected in the university hours and in the students' free slots. After getting the permission, participant will be selected using purposive sampling. Participants will be properly briefed about the objective of the study and would be allowed to withdraw at any point in the research. They will be assured about their information being kept confidential. Then the written consent form will be provided to the participants that fall into the inclusion criteria. After that they would be given questionnaires consisting of questions. Then the participants would be given warm regards and would be thanked at the end of the research.

2.5 Ethical consideration

- Permission from the educational institute and from the author of the test would be taken before conducting the study.
- Participants will not be forced to participate in the study and the test will only administer on those who will be willing to participate in the study.
- All the questions, queries and confusions of the participants will be catered.
- The researcher will make sure that the personal data of the participant will be kept confidential.

2.6. Demographic analysis

Table 1

Demographic characteristics of the sample (N=120)

Note: M = Mean, SD = Standard Deviation, F= frequency

Variables	M (SD)	F (%)
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Age	29.3 (5.95)	
Gender		
Male		60.0(60)
Female		60.0(60)

The above table shows the demographic characteristics of the entire sample (N=120). The mean or the arithmetical mean is the average of all the values put up for the calculation. The mean

Value for the demographic element 'age' mentioned in the table is 29.37, with S.D= 5.955, within total 120 respondents that responded to the questionnaire that was floated. The minimum age was 20 while the maximum was 30. Small value of std. deviation reflects normally distributed sample age. The demographic table above shows the frequencies and percentages of demographic variable gender among entire sample (N=120). For gender, two groups were there, female and male. The amount of data was collected from female and male is equal; whose frequency was 60 for both.

CHAPTER III

RESULTS

This is to check effect of childhood traumatic experience on self-esteem, and emotional intelligence Along with it relationship between all three.

Hypothesis 1 There will be a significant relationship between childhood traumatic experiences and emotional Intelligence.

Table 1

Pearson Correlations run too see relationship between childhood traumatic experiences and emotional intelligence.

Variables	1	2
Childhood trauma	1	0.379
Emotional Intelligence	0.379	1

Note: N = 12; p < .001

Interpretation:

Pearson product correlation of Childhood Trauma and Emotional Intelligence was found to be markedly low and positive and significant ($r = .379$, $p < .001$). it show it has significant weak effect on emotional intelligence of adults with childhood trauma.

Hypothesis 2 Childhood traumatic experiences are likely to predict great imbalance in emotional intelligence.

Table 2

Results of linear regression run to check how childhood traumatic experiences cause imbalance in emotional intelligence.

Variable	B	95% CL		SE	R2
		LL	UL		
Constant	4.47	3.88	5.06	.298	.007

Note. Cl= confidence interval; LL = lower limit; UL = upper limit

*** $p < .001$

Interpretation:

These results show the impact of childhood traumatic experiences on emotional intelligence. The R square value of .007 indicates that the predictor variable explained 7% of variance in the outcome variable of $F(1, 196) = 2.38, p < .001$. The findings reveal that childhood trauma positively predicts affect on emotion intelligence.

Hypothesis 3 There is a relationship between childhood trauma and levels self esteem of the individual.

Table 3

Pearson product correlation runs to find correlation between childhood trauma and self esteem level

Variables	1	2
Childhood trauma	1	0.096
Rosenberg Questionnaire	0.096	1

Note N = 120; p < .001

Interpretation:

Pearson product correlation of childhood trauma and self esteem was found to be very low on positive correlation so it is not significant ($r = .096$, $p < .001$). Hence proved that H3 was not supported. This shows that self esteem is not dependent on childhood trauma.

Hypothesis 4 There is a relationship between emotional intelligence and self esteem of the individual.

Table 4

Pearson product correlation run to see correlation between emotional intelligence and self esteem

Variable	1	2
Self esteem	1	.000
Emotional intelligence	.000	1

*Note. N= 120; **. Correlation is significant at the 0.01 level (2-tailed).*

Interpretation:

Pearson product correlation of emotional intelligence and self esteem was found to be perfect positive and significant ($r = .418^{**}$, whereas $p = .000$). Hence it is proved that H4 is supported. This shows that emotional intelligence do have an effect on self esteem.

Hypothesis 5 There is a gender difference in emotional intelligence in adults with childhood trauma.

Table 5

Simple T test run to compare different genders and their emotional intelligence due to childhood traumatic experience in adults

Gender	M	SD	SE	Cohen's d
Male	22.33	3.27	0.423	
Female	23.03	3.51	0.454	

d = 0.208

Note. N= 120; M = 60; F= 60

Interpretation:

An independent t test was conducted to compare different genders at different age that might be due to their childhood experience may face difficulty in their adulthood relationships. There was no significant difference between the both genders at adult age. Which means it is not gender biased it affects both genders the same.

CHAPTER IV

DISCUSSION

Sexually, physically and emotionally abused individuals in Pakistan faces several of challenges they are often judged and sidelined by the society. There is a guru-chela relationship which is similar to that of master-disciple relationship where the abused being finds their shelter and support when they are disowned by their family. Also, Pakistan is shows a male dominated society and in this situation the abused beings consider themselves as bad people. Looking at the cultural perspective, the abused beings draw their cultural background from the perspective that one should never speak against the taboo in front of another being sex is always considered a taboo so is talking about sexual harassment they end up thinking this might affect their image in society. Or they end up putting the blame on the victim that they must have done something to provoke such reaction out of the abuser.

Looking to the religious perspective, Pakistan is an Islamic state. In Islam women are given their rights but in Pakistan women are mostly misguided and mislead to the concept of never saying NO to their husbands.

Like other part of the world, the attitude towards the victim is quite discriminatory and biased in general. They are deprived of their rights to speak up due to the attitude of people towards them. Also, they are denied of any medical or psychological assistance and have very less support for them. They tend to face several behaviors such as vulgar jokes, inappropriate language and vulgar gestures resulting in negative attitude towards them. Moreover, they tend to receive very little support from family, such that people detest the idea of having a rape victim in family.

Furthermore, the attitude of male towards the other males who face abuse be it emotional or sexual is unjustified. They are harassed and used as a joke most of the time.

According to the results this study shows H1 result gives us insignificant negative correlation between childhood trauma and emotional intelligence Also the findings of H2 reveal that childhood trauma positively predicts affect on emotion intelligence. Whereas we also saw that H3 results show that self esteem is not dependent on childhood trauma and H4 results highlights that the relationship of emotional intelligence and self esteem was positive, and significant. Which indicates that emotional intelligence do have a effect on self esteem. H5 results prove that there is no significant relationship between different genders at different age.

The finding of the study showed negative correlation between self-esteem and childhood experience. This study shows that when there is traumatic experience it causes emotional intelligence to decrease. Since, individuals in Pakistan tend to face sexual harassment more often so this causes decline in self-esteem. This was also supported by the previous studies that the more they are exposed to sexual harassment experience the more will be decline in the self-esteem. A study was conducted in Pakistan which explores the Women's mental health in Pakistan and the casual factors that are related to it as well. Violence against women has become one of the acceptable means whereby men exercise their culturally constructed right to control women. Still, compared to other South Asian countries, Pakistani women are relatively better off than their counterparts. The findings of the study suggested that there were many factors that played part in developing the problems such as rejection from society, disrespect and depression, lack of social support and anxiety, family negligence, social withdrawal, and distress, lack of confidence, suicidal ideation, and low self-esteem. (UNAIZA NIAZ, 2017).

The findings of the present study also showed that there is positive correlation between emotional intelligence and self esteem. This explains that childhood traumas are not affecting the self esteem directly. Pakistan is an Islamic country and practice Islam. Islam teaches high moral values. For this reason, they tend to have high moral values and beliefs. Also, this enhances the empathy towards people. Moreover, when people go through hardships in their life, they tend to become more empathetic towards other.

In the present study regression analysis was also run to check the effect of childhood experience on emotional intelligence. The model concludes that the childhood experience positively predicts affect on emotion intelligence.

CONCLUSION:

The current study aimed at finding the relationship between childhood traumatic experience in adults, emotional intelligence, and self-esteem. Present study revealed that there is negative correlation between childhood experience and self-esteem. Also, this study shows that there is positive correlation between emotional intelligence and self esteem. Lastly, the findings suggest that childhood trauma positively predicts affect on emotion intelligence.

Limitations of present study:

There are certain limitations to the study that must be looked upon when considering the results.

1. The sample of the present study is quite limiting. All the participants of the study are from Lahore. Findings of the study should be generalized with the caution as the population from one city is not reflecting the complete Pakistan.

2. The study is conducted on Muslim population so the findings of the present study are also restrictive in terms of the religion.

Suggestions for future research:

Analyzing the limitations of the study following suggestions are recommended for future researches.

1. In future researches, the participants should be larger in order to increase the external validity of the research.
2. Religion other than Islam should be part of the study to have better and broad view of the study variables.

Implications:

1. The study helps to understand the mental and physical challenges face by the abused individuals.
2. The study reveals the prominent cause of low self-esteem in abused individuals.
3. The study can help the counselor to have better understanding of abused individual and to solve mental problems including the problems of life.
4. The findings of the study can contribute to societal change towards abused people.
5. This study will help to make policies for the rights to speak up for the victim and create awareness for societal change.

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APPENDICE- A



CONSENT FORM

I have clearly understood all the terms and conditions of the research I have been given the right to satisfy all my queries with respect to the research. I voluntarily agree to participate in the project. I have been assured that my confidentiality shall not be breached. I am aware of my right to withdraw at any point during the research without the fear of being penalized. The use of the data in research, publications, sharing and archiving has been explained to me. I, along with the Researcher, agree to sign and date this informed consent form..

Signature of Participant: _____

Signature of Researcher: _____

Date: _____

APPENDICE-B

Table 1

Correlations

		MEAN_CHT	MEAN_EIQ
MEAN_CHT	Pearson Correlation	1	.081
	Sig. (2-tailed)		.379
	N	120	120
MEAN_EIQ	Pearson Correlation	.081	1
	Sig. (2-tailed)	.379	
	N	120	120

Table 2

Linear regression

Descriptive Statistics

	Mean	Std. Deviation	N
MEAN_EIQ	4.7361	.65215	120
MEAN_CHT	2.3917	.48953	120

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	MEAN_CHT ^b	.	Enter

a. Dependent Variable: MEAN_EIQ

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.081 ^a	.007	-.002	.65275

a. Predictors: (Constant), MEAN_CHT

b. Dependent Variable: MEAN_EIQ

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.333	1	.333	.781	.379 ^b
	Residual	50.278	118	.426		
	Total	50.611	119			

a. Dependent Variable: MEAN_EIQ

b. Predictors: (Constant), MEAN_CHT

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
	B	Std. Error	Beta			Lower Bound	Upper Bound	
1	(Constant)	4.478	.298		15.008	.000	3.887	5.069
	MEAN_CHT	.108	.122	.081	.884	.379	-.134	.350

a. Dependent Variable: MEAN_EIQ

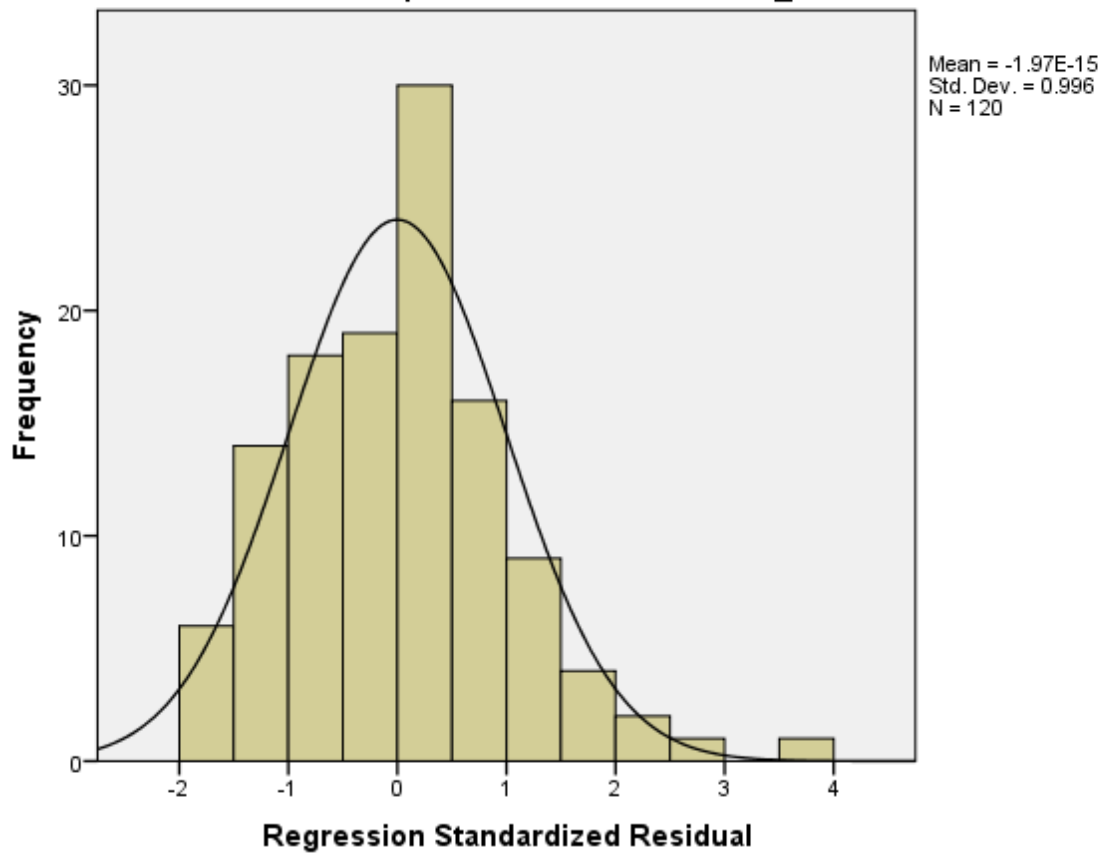
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	4.5858	4.8678	4.7361	.05287	120
Residual	-1.24233	2.41418	.00000	.65000	120
Std. Predicted Value	-2.843	2.491	.000	1.000	120
Std. Residual	-1.903	3.698	.000	.996	120

a. Dependent Variable: MEAN_EIQ

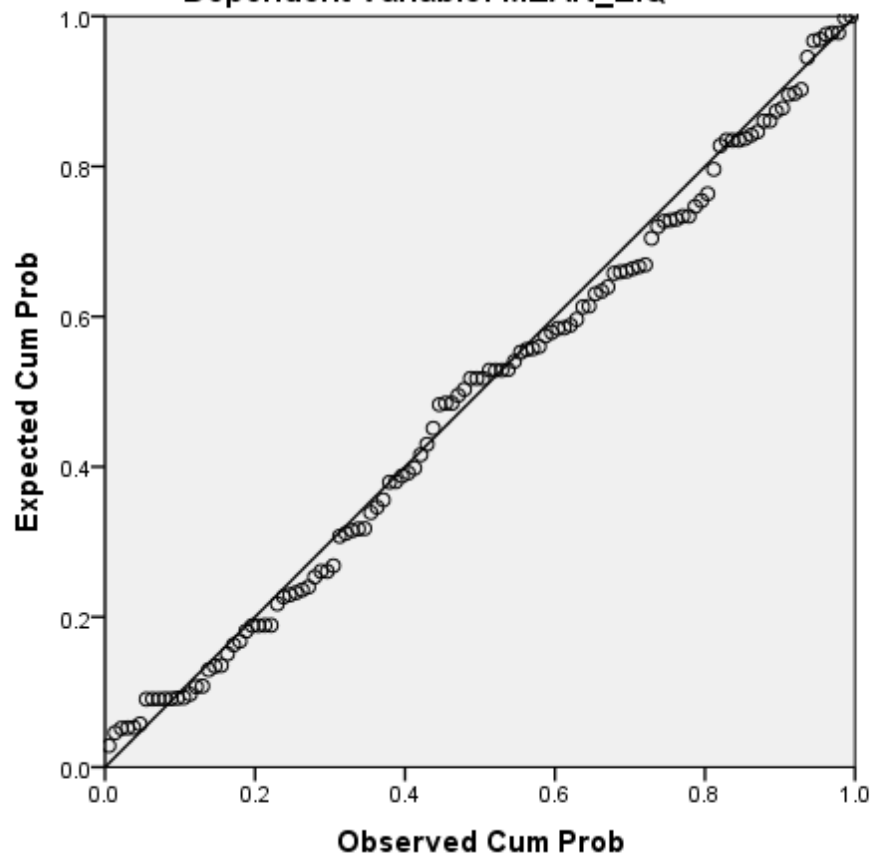
Histogram

Dependent Variable: MEAN_EIQ



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: MEAN_EIQ



Scatterplot

Dependent Variable: MEAN_EIQ

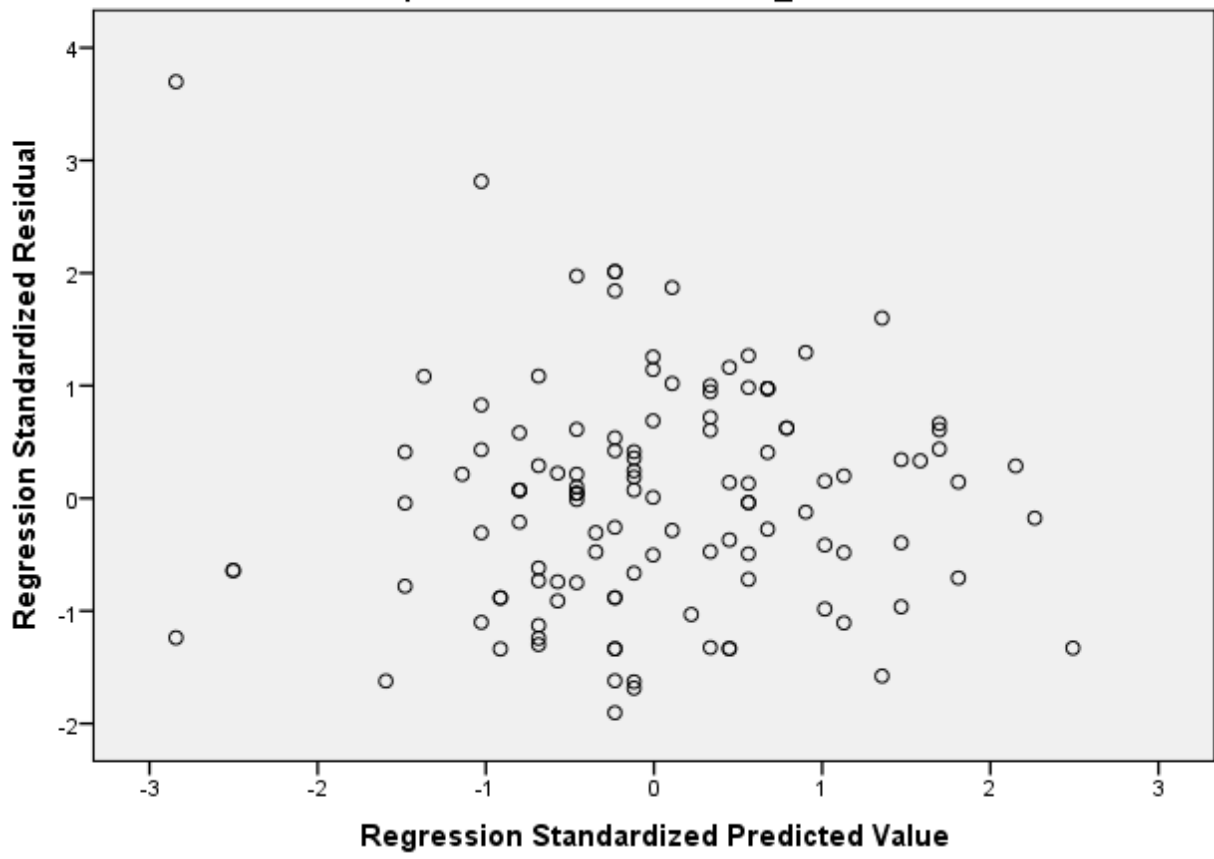


Table 3

Correlations			
		MEAN_CHT	MEAN_RBQ
MEAN_CHT	Pearson Correlation	1	.153
	Sig. (2-tailed)		.096
	N	120	120
MEAN_RBQ	Pearson Correlation	.153	1
	Sig. (2-tailed)	.096	
	N	120	120

Table 4

Correlations			
		MEAN_EIQ	MEAN_RBQ
MEAN_EIQ	Pearson Correlation	1	.418**
	Sig. (2-tailed)		.000
	N	120	120
MEAN_RBQ	Pearson Correlation	.418**	1
	Sig. (2-tailed)	.000	
	N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

T Test

Table 5

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Age	male	60	22.33	3.276	.423
	female	60	23.03	3.517	.454

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
									Lower	Upper	
Age	Equal variances assumed	.069	.793	-1.128	118	.262	-.700	.621	-1.929	.529	
	Equal variances not assumed			-1.128	117.410	.262	-.700	.621	-1.929	.529	

<i>Group 1</i>		<i>Group 2</i>	
Mean (M):	<input type="text" value="22.3"/>	Mean (M):	<input type="text" value="23.0"/>
Standard deviation (s):	<input type="text" value="3.2"/>	Standard deviation (s):	<input type="text" value="3.5"/>
Sample size (n):	<input type="text" value="60"/>	Sample size (n):	<input type="text" value="60"/>

Success!

Cohen's $d = (23 - 22.3) / 3.353357 = 0.208746$.

Glass's $\delta = (23 - 22.3) / 3.2 = 0.21875$.

Hedges' $g = (23 - 22.3) / 3.353357 = 0.208746$.

APPENDICE-C

TRAIT EMOTIONAL INTELLIGENCE QUESTIONAIRE

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 2 3 4 5 6 7
Completely Disagree **Completely Agree**

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agree to strongly disagree. The original sample for which the scale was developed consisted of 5,024 High School Juniors and Seniors from 10 randomly selected schools in New York State.

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.*	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.*	I feel I do not have much to be proud of.	SA	A	D	SD
6.*	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.*	I wish I could have more respect for myself.	SA	A	D	SD
9.*	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self esteem.

The scale may be used without explicit permission. The author's family, however, would like to be kept informed of its use:

The Morris Rosenberg Foundation
c/o Department of Sociology
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2112 Art/Soc Building
College Park, MD 20742-1315

CHILD TRAUMA QUESTIONNAIRE (CTQ) – SHORT FORM

These questions ask about some of your experiences growing up as a child and a teenager. For each question, circle (or select in any other way if completing online) the number that best describes how you feel. Although some of these questions are of a personal nature, please try to answer as honestly as you can. Your answers will be kept confidential.

Q	QUESTION	NEVER TRUE	RARELY TRUE	SOMETIMES TRUE	OFTEN TRUE	VERY OFTEN TRUE
When I was growing up						
1	I didn't have enough to eat.	1	2	3	4	5
2	I knew that there was someone to take care of me and protect me.	1	2	3	4	5
3	People in my family called me things like "stupid", "lazy", or "ugly".	1	2	3	4	5
4	My parents were too drunk or high to take care of the family.	1	2	3	4	5
5	There was someone in my family who helped me feel important or special	1	2	3	4	5
When I was growing up						
6	I had to wear dirty clothes	1	2	3	4	5
7	I felt loved.	1	2	3	4	5
8	I thought that my parents wished I had never been born	1	2	3	4	5
9	I got hit so hard by someone in my family that I had to see a doctor or go to the hospital.	1	2	3	4	5
10	There was nothing I wanted to change about my family.	1	2	3	4	5
When I was growing up						
11	People in my family hit me so hard that it left me with bruises or marks.	1	2	3	4	5
12	I was punished with a belt, a board, a cord (or some other hard object).	1	2	3	4	5
13	People in my family looked out for each other.	1	2	3	4	5
14	People in my family said hurtful or insulting things to me.	1	2	3	4	5
15	I believe that I was physically abused.	1	2	3	4	5
When I was growing up						
16	I had the perfect childhood.	1	2	3	4	5
17	I got hit or beaten so badly that it was noticed by someone like a teacher, neighbour, or doctor.	1	2	3	4	5
18	Someone in my family hated me.	1	2	3	4	5
19	People in my family felt close to each other.	1	2	3	4	5
20	Someone tried to touch me in a sexual way or tried to make me touch them.	1	2	3	4	5
When I was growing up						
21	Someone threatened to hurt me or tell lies about me unless I did something sexual with them.	1	2	3	4	5
22	I had the best family in the world.	1	2	3	4	5
23	Someone tried to make me do sexual things or watch sexual things.	1	2	3	4	5
24	Someone molested me (took advantage of me sexually).	1	2	3	4	5
25	I believe that I was emotionally abused.	1	2	3	4	5
When I was growing up						
26	There was someone to take me to the doctor if I	1	2	3	4	5

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