

## A Study of the Relationship Between the Level of Emotional Abuse Perceived by High School Students and their Levels of Psychological Resilience

### Lise Öğrencilerinin Algıladıkları Duygusal İstismar Düzeyi ile Psikolojik Sağlık Düzeyleri Arasındaki İlişkinin İncelenmesi

Mehmet KANAK\*

Ayfer DOĞAN ARSLAN\*\*

**Abstract.** The purpose of this research is to determine the relationship between the level of emotional abuse that the adolescents perceive and the levels of psychological resilience. In the research, a relational model has been used which obtains information through comparison from quantitative models. In the study, criterion sampling method which is a purposive sampling method has been used. The study group consists of a total of 276 high school students. Data were collected using the Perceived Emotional Abuse Scale, the Psychological Resilience Scale, and the Personal Information Form created by the researcher. According to the results of the study, a moderately negative correlation has been found between the level of emotional abuse perceived by high school students and their levels of psychological resilience. As the level of emotional abuse perceived by high school students increases, the level of psychological resilience decreases. The attitudes such as being criticised, refused, humiliated and disdained by the parents and teachers of the adolescent prevent the adolescents from showing a psychologically development.

**Keywords:** Emotional abuse, emotional neglect, psychological resilience.

**Öz.** Bu araştırmanın amacı, ergenlerin algıladıkları duygusal istismar düzeyleri ile psikolojik sağlık düzeyleri arasındaki ilişkiyi belirlemektir. Araştırmada nicel modellerden, karşılaştırma yoluyla bilgi edinmeyi sağlayan ilişkisel tarama modeli kullanılmıştır. Çalışmada amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Çalışma grubu toplam 276 lise öğrencisinden oluşmaktadır. Veriler, Algılanan Duygusal İstismar Ölçeği, Psikolojik Sağlık Ölçeği ve araştırmacı tarafından geliştirilen Kişisel Bilgi Formu kullanılarak toplanmıştır. Araştırmanın sonuçlarına göre, lise öğrencilerinin algıladıkları duygusal istismar düzeyleri ile psikolojik sağlık düzeyleri arasında negatif bir korelasyon bulunmuştur. Lise öğrencilerinin algıladıkları duygusal istismar düzeyi arttıkça; psikolojik sağlık düzeyi azalmaktadır. Ebeveynleri ve öğretmenleri tarafından eleştirilme, reddedilme, küçük düşürülme ve küçümsenme gibi tutumlar, ergenlerin psikolojik olarak gelişmesini engellemektedir.

**Anahtar Kelimeler:** Duygusal istismar, duygusal ihmal, psikolojik sağlık.

#### Public Interest Statement.

This study research is to determine the relationship between the level of emotional abuse that the adolescents perceive and the levels of psychological resilience. According to the results of the study, a moderately negative correlation has been found between the level of emotional abuse perceived by high school students and their levels of psychological resilience.

#### Toplumsal Mesaj.

Bu araştırmanın amacı, ergenlerin algıladıkları duygusal istismar düzeyleri ile psikolojik sağlık düzeyleri arasındaki ilişkiyi belirlemektir. Lise öğrencilerinin algıladıkları duygusal istismar düzeyi arttıkça; psikolojik sağlık düzeyi azalmaktadır.

\* Dr. Öğr. Üyesi, Cumhuriyet Üniversitesi Eğitim Fakültesi, Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı, [mkanak@cumhuriyet.edu.tr](mailto:mkanak@cumhuriyet.edu.tr)

\*\* MEB., [ayfer.471@hotmail.com](mailto:ayfer.471@hotmail.com)

## 1. INTRODUCTION

As the definition of child abuse and neglect is examined, there are many various perspectives in the literature. Child neglect and abuse are defined as all of the behaviors of the parent or child caregiver towards the child which are unacceptable to society, inappropriate, harmful to the child, restricting or inhibiting the child's development. As a consequence of these behaviors, the child may get physically, psychologically, sexually, or socially harmed, and his or her health and safety be in jeopardy (Irmak, 2008; Özyurt, 2016). According to another point of view, child abuse and neglect are defined as behaviours that the persons responsible for the care of the child do or do not do, despite they have to, and are examined in four chapters (Taner ve Gökler, 2004). Many of the experts have stated that there is also emotional abuse under all types of abuse (Arslan & Kabasakal, 2004; Özyurt, 2016).

Emotional abuse includes attitudes causing deprivation of the necessary love, care and well-being for children and adolescents, including verbal abuse or orders that cause the damage of psychological health of children and adolescents (Kantürk, 2014; Kanak 2015; Özyurt, 2016). These behaviors include non-physical hostile actions such as mocking, kidding, humiliation, intimidation and threatening, refusal (Cirit, 2015; Arslan & Balkis, 2016). However, there are also forms of physical behaviour that can be described as emotional abuse. These behaviors are called symbolic violence. These behaviors include striking doors, kicking wall, throw away items, threatening behaviors to destroy objects (Engel, 2003).

There is a general consensus that emotional abuse is more prevalent than it is thought. Emotional abuse lies at the centre of all forms of neglect and exploitation. The effect of emotional abuse is more detrimental than the acts of sexual harassment and physical harassment and uncovering it requires a special attention (Iwaniec, 2006). Although physical and sexual abuse is well known by medical and legal systems, there are difficulties in diagnosing emotional abuse in children. Emotional abuse can harm the child's ability to develop appropriate emotional reactions and may lead to life-long emotional challenges (Hamarman & Bernet, 2000).

Since emotional abuse is a difficult situation to notice, there is no clear information about the frequency of incidences at society. As emotional abuse does not give results such as wound or bruise which happen in other types of abuse a result of emotional abuse, it is difficult to detect it. Because diagnosis is done late, children are exposed to longer abuse and neglect. The definition of emotional neglect and abuse require more definitions and confirmation (Glaser, 2002).

Individuals who were subjected to emotional abuse were reported to have more problem behaviors than those who were not abused (McGee, Wolfe and Wilson qtd in Arslan & Balkis, 2015). If the emotional abuse continues violently, it can have serious negative consequences for the child. Moreover, if emotional abuse is not stopped, the problems experienced in the childhood are experienced in the adulthood as well. It should not be forgotten that if the child is constantly exposed to emotional abuse, the effects of emotional abuse will also increase (Iwaniec, Larkin and McSherry, 2007). In the face of this problematic behavior, some features in adolescents make it more possible for them to cope with these negative experiences. This concept is called psychological resilience in the literature (Arslan, 2012). Psychological resilience is considered as a healthier development of individuals in the face of negative experiences. Psychological resilience emerges as a general concept explaining how individuals cope with negative situations they encounter in their lives and how they survive these traumatic situations (Arslan, 2015; Block & Kremen, 1996; Gizir, 2006).

When the definition of the concept of psychological resilience is examined, there are risks and protective factors that are the basis of psychological resilience of the negative experiences that individuals face in spite of high stressful events. The concept of psychological resilience focuses on the relationship and interaction of risk and protective factors (Öz & Bahadır Yılmaz, 2009; Özer & Deniz, 2014, Özer, 2016). Psychological resilience is defined as the ability of individuals to cope successfully with a significant change, difficulty or distress. This capacity varies over time and is

increased by protective factors between the person and the environment. As long as the balance between risks, stressful life events, and protective factors is manageable, people become easier to adapt and cope (Rew, Seehafer, Thomas & Yockey, 2001). Psychological resilience seems to be a phenomenon in many cases arising from the work of basic human adaptation systems. If these systems are protected and in good working order, development is robust even against a serious adversity (Masten, 2001).

Risk factors are the effects that can cause a problem or can lead to negative experiences. Factors such as preterm delivery that may put the individual's life at risk, divorce of parents, parental loss, living with a single parent, economic inability are risk factors for psychological resilience (Gizir, 2007). Although risk factors have been investigated in many studies, it has been determined that the risks that may be created may vary according to the study design and study group (Karairmak, 2006). Another factor that confronts the concept of psychological resilience, which indicates how the individual copes with the risk factors they encounter, are protective factors. Masten (1994), suggests that protective factors and risk factors are two opposing poles, increase psychological resilience while reduce stress (qtd. in Karairmak, 2006). Protective factors prevent the occurrence of the problem before it arises and reduce the possibility of the reoccurrence. Besides they make the individual feeling good emotionally and physically in the face of the problem. It is believed that protective factors reduce the adverse effects of the risk factors on individual's life and facilitates the individual harmonising with this situation (Gizir, 2006; Karairmak, 2006; Sarıkaya, 2015).

It is seen that protective factors are commonly categorized using individual, familial and environmental protective factors (Gizir, 2006; Karairmak, 2006; Öz, 2009).

- **Individual Factors:** In most of the studies conducted, resilient children or adolescents were found to be at a better level in their mental and academic skills and abilities than others. Besides intelligence, easy-going character, focus of self-control, self-respect, self-sufficiency, self-awareness, autonomy, effective problem-solving skills, optimism and hope, and social efficiency were identified as individual factors.
- **Family-related Protective Factors:** Family-related factors, another category of protective factors, are factors that help to overcome difficulties encountered by children and adolescents in their lives and to achieve compliance. Having close relationships with the parent and family member of the adolescent, their involvement with the adolescent and their high expectations, has the effect of facilitating compliance and harmonizing the risk factors faced by adolescents.
- **Environmental Protective Factors:** These are the positive and warm relationships that the child or adolescent has with people other than his or her family members. The interest and social support of out-of-home individuals are stated as environmental factors that protect the adolescent from high risk factors. The involvement of children or adolescents among peer groups is also considered as environmental factors contributing to psychological resilience. It is stated in the literature that the many possibilities offered by the environment and society are also important in the formation of psychological resilience. The presence of environmental and social resources such as quality schools, religious organisations, institutions providing support services and preventive programs, health institutions, child care centres, vocational training facilities, sports, culture, arts and entertainment facilities etc. Are regarded as environmental protective factors in increasing the psychological resilience of children in the risk group.

Various life experiences are influential in the shaping of psychological resilience in childhood. Particularly in the face of stressful situations, the attitude of the family should be to develop life-regulating principles. Families have a positive attitude to know that each child is a special individual, help them to assume responsibility for their behaviour, and freeing their children to make choices affect their psychological resilience level positively. It is stated that the family environment is effective in the psychological resilience of the parent-child relationship and it supports also psychological resilience of children by making them perceiving the changes in their environment as an opportunity (Yalçın, 2007; Sarıkaya, 2015)

## 1.1 Aim

Individuals experiencing emotional abuse are affected in many ways from negative aspects and face many problems. We meet the concept of psychological resilience in solving these encountered problems. The purpose of this research is to determine the relationship between the level of emotional abuse that the adolescents perceive and the levels of psychological resilience.

## 2. METHOD

In this part, information about the model of the research, study group and data collection tool.

### 2.1 The Model of the Research

In the research, a relational model has been used which obtains information through comparison from quantitative models. In the relational model, the presence or degree of change between two or more variables is tried to be described (Karasar, 2014).

### 2.2 The Study Group

In this study, criterion sampling method which is a purposive sampling method has been used. The criterion sampling method is used when all situations that meet a predetermined set of criteria are studied. Criterion or criteria can be created by the researcher or a previously prepared criteria list can be used (Karadeniz ve Demir, 2010; Yıldırım ve Şimşek, 2016). This sampling method is a method that the researcher refers to when (s)he wants to determine specific case event types for in-depth investigation (Karadağ, 2011). As İzci, Göktaş and Şad (2015) point out, the observing units of the research may consist of persons, events, objects or situations with qualifications. As the focus of this study was on adolescent individuals studying at high school, criterion sampling has been applied as sampling method.

The study group consists of a total of 276 high school students attending Anatolian High School, Vocational and Technical Anatolian High School and Fine Arts High School located in the city center of Sivas.

### 2.3 Data Collection Tool

Data were collected using the Perceived Emotional Abuse Scale, the Psychological Resilience Scale, and the Personal Information Form created by the researcher.

#### 2.3.1 Perceived Emotional Abuse Scale

The Perceived Emotional Abuse Scale developed by Arslan (2015) was used to measure emotional abuse perceived by parents in the research. Positive items in scale forms are scored inversely. Four points Likert (Never = 1 and Always = 4) indicates that the psychological abuse perceived by the parent is high. The scale can be evaluated on the total score or it can be used separately as dimensions. However, evaluation of the total score is thought to be more beneficial in terms of the degree of reflection of psychological abuse of the scale.

#### 2.3.2 Psychological Resilience Scale

The Psychological Resilience Scale, developed by Bulut, Doğan, Altundağ (2012) and composed of 29 items, was used to measure psychological resilience in the study. The scale consists of sub-dimensions of family support, school support, peer support, adaptation, empathy, struggle. Family support subscale is measured by 7 items, peer support subscale by 5 items, school support subscale by 5 items, adaptation dimension by 4 items, struggle dimension by 5 items and empathy dimension by 3 items. Scores that can be taken from the scale range from 29 to 116. While the option "This is not suitable for me at all." gets "1" point, the option "This suits me very well" gets "4" point. In the scale some questions are reverse encoded. Increase in the scores received; it shows high psychological resilience (Bulut, Doğan and Altundağ, 2013).

### 2.4 Data Analysis Process

Students who participated in the study group were given brief information before the application. Data collection tools were applied voluntarily. The collected data were entered into the SPSS 18.0 program in the computer environment and the necessary assumptions for analysis were examined. The analysis was continued by making the necessary arrangements in the erroneous

data. The inverse coding was performed for the inverse items in the Perceived Emotional Abuse Scale (2,6,13,21,22,25) and the Psychological Resilience Scale (7,10,11,14,15,16,17,22,23,26).

The Pearson Moments Multiplication Correlation Coefficient technique was used in the analysis of the relationship between emotional abuse scores and psychological endurance scores perceived by high school students. However, the Spearman Row Differences Test was used to examine the relationship between the sub-scales of the Perceived Emotional Abuse and Psychological Resilience Scale.

The level of emotional abuse that high school students perceive was gender, T Test for Independent Samples according to the problem sharing variable; Kruskal Wallis Test was used when it was analyzed according to academic achievement and high school type variable.

The psychological resilience of high school students was examined through Mann Whitney U according to gender variable; T-test for Independent Samples was applied according to variables of problem sharing and One-Way Anova test was used according to the variables of academic success and the type of high school.

### 3. FINDINGS

In this section, the relationship between the level of psychological resilience and the level of psychological abuse that high school students perceive from their parents is included.

#### 3.1 Statistics Regarding Participants

The numbers of the participants according to the variables are given in the table below.

**Table 1.** The Demographic Data Regarding the Participants

		<i>f</i>	%
Gender	Female	91	33,0
	Male	183	66,3
Someone with Whom Problems Are Talked	Yes	227	82,2
	No	45	16,3
Annual GPA	<70	154	55,8
	btw. 70-85	70	25,4
	< 85	48	17,4
Type of High School	Anatolia HS.	98	35,5
	Vocational HS.	96	34,8
	Fine Arts HS	82	29,7
Number of Sibling	1-3 siblings	189	68,5
	> 3 siblings	85	30,8
Age	btw. 14-16	191	69,2
	> 16	82	29,7

#### 3.2 Investigation of the Relationship Between Level of Emotional Abuse Perceived by High School Students and their Levels of Psychological Resilience

In this part of the study, the relationship between the level of emotional abuse perceived by high school students and their levels of psychological resilience was examined using Pearson Correlation Technique and findings related to the analysis are shown. Before the analysis, the normality values of the variables and the values of the coefficient of skewness were examined. The coefficient of skewness is -1, +1; the kurtosis coefficient is found to be within the range of -2, +2.

**Table 2.** Pearson Correlation Test for the Relation Between the Level of Emotional Abuse and Psychological Resilience

Variables	N	r	p
Emotional Abuse	272	-.465	.000
Psychological Resilience	271		

$p < .05$

Pearson Correlation Test was conducted to determine the relationship between the levels of emotional abuse and psychological resilience of the high school students who participated in the research. When the table is examined, it is seen that there is a meaningful relationship between the level of emotional abuse and the level of psychological resilience of the high school students who participated in the research ( $p = 0.00$ ). When Pearson correlation value of the table is examined ( $r = -.465$ ), it is seen that there is a moderately negative relationship between the level of emotional abuse perceived by high school students and the level of psychological resilience. As the level of emotional abuse that high school students perceive increases, the level of psychological resilience decreases.

### 3.3 Investigation of the Relation Between the Levels of Psychological Resilience Levels and Levels of Emotional Abuse Perceived by High School Students According to the Sub-dimensions of the Scales

In this part of the study, the relation between levels of emotional abuse detected by high school students and levels of psychological resilience have been examined according to sub-dimensions of the scales. Before the analysis, the normality test of the variables has been performed and it has been found that it does not show a normal distribution. Therefore, the Spearman Rank Difference Correlation Test Technique was used to determine the relationship of the sub-dimensions of the scales to each other.

**Table 3.** Spearman Rank Differences Test for the Relationship Between the Sub-dimensions of the Scales

Psychological Resilience	Family Support	Peer Support	School Support	Adaptation	Coping with Difficulties	Empathy
Emotional Abuse						
Terrorising	-.583*	-.343*	-.169*	-.314*	-.286*	-.288*
Denying Emotional Reaction	-.587*	-.364*	-.369*	-.232*	-.349*	-.341*
Inclining to Crime	-.403*	-.273*	-.158*	-.314*	-.122	-.141*
Refusal / Isolation	-.504*	-.306*	-.221*	-.284*	-.254*	-.248*

$p < .05$

The above table shows the comparison of the scores of the high school students' perceptions of the Perceived Emotional Abuse Scale and the Adolescent Psychological Resilience with the Spearman Rank Differences correlation technique. A moderately negative meaningful relationship is seen between the sub-scale of Terrorising of the Perceived Emotional Abuse Scale and the sub-scales of Family Support ( $r = -.583$ ), Peer Support ( $r = -.343$ ) and Adaptation ( $r = -.314$ ) of the Psychological Resilience Scale. A weak negative meaningful relationship is seen between the sub-scale of Terrorising of the Perceived Emotional Abuse Scale and the sub-scales of School Support ( $r = -.169$ ), Coping with Difficulties ( $r = -.286$ ) and Empathy ( $r = -.288$ ) of the Psychological Resilience Scale.

A moderately negative meaningful relationship is seen between the sub-scale of Denying Emotional Reaction of the Perceived Emotional Abuse Scale and the sub-scales of Family Support

( $r=-.587$ ), School Support ( $r=-.369$ ), Peer Support ( $r=-.364$ ) Coping with Difficulties ( $r=-.349$ ) and Empathy ( $r=-.341$ ) of the Psychological Resilience Scale. A weak negative meaningful relationship is seen between the sub-scale of Denying Emotional Reaction of the Perceived Emotional Abuse Scale and the sub-scale of Adaptation ( $r=-.232$ ) of the Psychological Resilience Scale.

A moderately negative meaningful relationship is seen between the sub-scale of Inclining to Crime of the Perceived Emotional Abuse Scale and the sub-scales of Family Support ( $r=-.403$ ) and Adaptation ( $r=-.314$ ) of the Psychological Resilience Scale. A weak negative meaningful relationship is seen between the sub-scale of Inclining to Crime of the Perceived Emotional Abuse Scale and the sub-scales of Peer Support ( $r=-.273$ ), School Support ( $r=-.158$ ) and Empathy ( $r=-.141$ ) of the Psychological Resilience Scale. No relationship is seen between the sub-scale of Inclining to Crime of the Perceived Emotional Abuse Scale and the sub-scale of Coping with Difficulties ( $r=-.122$ ) of the Psychological Resilience Scale.

A moderately negative meaningful relationship is seen between the sub-scale of Refusal / Isolation of the Perceived Emotional Abuse Scale and the sub-scales of Family Support ( $r=-.504$ ) and Peer Support ( $r=-.306$ ) of the Psychological Resilience Scale. A weak negative meaningful relationship is seen between the sub-scale of Refusal / Isolation of the Perceived Emotional Abuse Scale and the sub-scales of School Support ( $r=-.221$ ), Adaptation ( $r=-.284$ ), Coping with Difficulties ( $r=-.254$ ) and Empathy ( $r=-.248$ ) of the Psychological Resilience Scale.

### 3.4 Evaluation of Levels of Emotional Abuse Perceived by High School Students According to Gender Variable

In this part of the study, it was examined whether the levels of emotional abuse perceived by high school students differ significantly according to the gender variable. The T test for Independent Samples was performed because the data showed a normal distribution in the normality analysis performed before the test was performed.

**Table 4.** T Test for the Gender Relation Between the Level of Emotional Abuse and Gender

Variable	Grup	N	$\bar{X}$	SS	sd	t	p
Gender	Female	91	37.54	9.18	269	-1.822	.070
	Male	180	40.17	14.35			

As a result of the T test, it is seen that the levels of emotional abuse that high school students perceive do not significantly differ according to gender. ( $t_{(269)}=-1.822$ ,  $p>.05$ )

### 3.5 Evaluation of Level of Emotional Abuse Perceived by High School Students According to Problem Sharing Variable

In this part of the study, the findings of the analysis made by using the T Test for Independent Samples about whether the levels of emotional abuse perceived by high school students differ significantly according to the problem sharing variable are given. Before the analysis, the normality values of the variables and the skewness coefficient values were examined. The coefficient of skewness is  $-1$ ,  $+1$ ; the kurtosis coefficient is found to be within the range of  $-2$ ,  $+2$ .

**Table 5.** T Test for the Relationship Between Problem Sharing and the Level of Emotional Abuse

Variable	Group	N	$\bar{X}$	SS	sd	t	p
Problem Sharing	Yes	225	37.98	12.07	267	-3.624	.001
	No	44	47.36	16.31			

$p < .05$

In the result of T test, the level of emotional abuse perceived by students is significantly different according to whether or not the problem is shared ( $t_{(267)} = -3.624$ ,  $p < .05$ ). When analyzing the results, it is seen that the mean score of emotional abuse perceived by high school students indicating that they share their problems with others (37.98) is significantly lower than the mean score of emotional abuse (47.36) perceived by students who do not share their problems.

### 3.6 Evaluation of Levels of Emotional Abuse Perceived by High School Students According to Academic Success Variable

In this part of the study, it was investigated whether the level of emotional abuse perceived by high school students differed significantly according to the academic success variable. A normalization test was performed before data analysis was started. Kruskal Wallis test, one of the non-parametric tests, was applied to because the distribution did not show a normal distribution according to the academic success variable.

**Table 6.** Kruskal Wallis Test for the Relationship between the Level of Emotional Abuse and Academic Success

Groups	<i>N</i>	$\bar{x}_{sıra}$	$\chi^2$	<i>sd</i>	<i>p</i>
< 70	151	151.65			
btw. 70 - 85	70	111.92	15.886	2	.000
> 85	48	116.27			

$p < .05$

When analyzing the results, the levels of emotional abuse perceived by the students differ significantly according to the academic success variable ( $\chi^2 = 15.886$ ;  $p < .05$ ). The Mann Whitney U test was used to find out which groups differed.

**Table 7.** Mann Whitney U Test for the Relationship between the Level of Emotional Abuse and Academic Success

Groups	Group 1 (< 70)	Group 2 (btw. 70 - 85)	Group 3 (> 85)
1-2 ( $p = .000^*$ )	121.25	88.88	
1-3 ( $p = .005^*$ )	106.40		79.88
2-3 ( $p = .713$ )		58.54	60.90

$p < .05$

According to the comparative table above, the rank score of the students whose year-end score is less than 70 is significantly higher than students whose year-end score is between 70 - 85 and whose year-end score is more than 85 ( $p < .05$ ). This indicates that the level of emotional abuse perceived by students with academic achievement less than 70 is significantly higher than the level of emotional abuse perceived by students with academic achievement between 70 and 85 and more than 85, respectively. The rank score of the students whose year-end score is between 70 - 85 is lower than the rank score of the students whose rank score is over 85 but the difference is not significant ( $p > .05$ ).

### 3.7 Evaluation of Levels of Emotional Abuse Perceived by High School Students According to Type of High School Variable.

In this part of the study, it is evaluated whether the levels of emotional abuse that high school students perceive differ significantly from the type of high school type variable.

The level of emotional abuse that high school students perceived is not normally distributed according to the types of high school. Therefore, Kruskal Wallis test, one of the non-parametric tests, was applied because the level of emotional abuse perceived by high school students did not show a normal distribution according to the type of high school variable.

**Table 8.** Kruskal Wallis Test for the Relationship between the Level of Emotional Abuse Level and the Type of High School

Groups	<i>N</i>	$\bar{x}_{sira}$	$\chi^2$	<i>sd</i>	<i>p</i>
Anatolia High School	98	121.88			
Vocational High School	92	156.84	9.933	2	.007
Fine Arts High School	82	131.15			

$p < .05$

When analyzing the results, it is seen that the levels of emotional abuse that high school students perceive differ significantly according to the type of high school ( $\chi^2 = 9.933$ ;  $p < .05$ ). Mann Whitney U Test was used to find out the differentiation occurs among which groups.

**Table 9.** Mann Whitney U Test for the Relationship between the Level of Emotional Abuse and the Type of High School

Groups	Group 1 (Anatolian High School)	Group 2 (Vocational High School)	Group 3 (Fine Arts High School)
1-2 ( $p = .002^*$ )	83,80	107,97	
1-3 ( $p = .411$ )	87,58		93,99
2-3 ( $p = .029^*$ )		95,38	78,66

$p < .05$

According to the comparative table above, rank scores of the students studying in Vocational High School are significantly higher than students studying in Anatolian High School and Fine Arts High School ( $p < .05$ ). This indicates that the level of emotional abuse perceived by the students studying at Vocational High Schools is significantly higher than the level of emotional abuse students perceives at other high schools. The rank score of the students studying st at Fine Arts High School is higher than the rank score of the students studying at the Anatolian High School, but the difference is insignificant. ( $p > .05$ ).

### 3.8 Evaluation of Levels of Psychological Resilience of High School Students According to Gender Variable

In this part of the study, it was examined whether the levels of psychological resilience of the high school students differed significantly according to gender variable.

The level of psychological resilience of high school students is not normally distributed according to gender. Therefore, the Mann-Whitney U test, one of the non-parametric tests, to determine whether the psychological resilience of high school students differed by gender.

**Table 10.** Mann Whitney U Test for the Relationship Between Psychological Resilience and Gender

Point	Groups	<i>N</i>	$\bar{x}_{sira}$	$\sum_{sira}$	<i>U</i>	<i>z</i>	<i>p</i>
	Female	91	145.92	13279.00			
Gender	Male	182	132.54	24122.00	7469.000	-1.321	.187
	Total	273					

As a result, U value was found 7469,000; whereas p value (Asymp. Sig. (2-tailed) was found 0.187. No significant difference between the groups was detected as p value resulted in higher than 0.05.

### 3.9 Evaluating the Levels of Psychological Resilience of High School Students According to Problem Sharing Variable.

In this part of the study, it was investigated whether the levels of psychological resilience of high school students differ significantly from the problem sharing variable. T Test for Independent Sampling was performed because the data has a normal distribution in normality analysis done before the test.

**Table 11.** T Test for the Level of Psychological Resilience and and Problem Sharing

Variable	Group	N	$\bar{X}$	ss	sd	t	p
Someone with Whom Problems Are Talked	Yes	226	90.50	13.86	269	2.574	.011
	No	45	84.75	12.80			

$p < .05$

As a result of the T test, the levels psychological resilience of the high school students differ significantly according to the presence or absence of someone with whom problems are talked ( $t_{(269)} = 2.574$ ,  $p < .05$ ). When analyzing the results, it is seen that the average score (90.50) of psychological resilience of the high school students who share their problems with others is significantly higher than the average score (84.75) of psychological resilience of the high school students who do not share their problems with others.

### 3.10 Evaluation of the Levels of Psychological Resilience Levels of High School Students According to Academic Success Variable

In this part of the study, the One-Way Anova Test was used to examine whether the levels of psychological resilience of the high school students differ significantly according to the variable of academic success. Before the analysis, the normality values of the variables and the skewness coefficient values were examined. The coefficient of skewness was found to be within the range of -1, +1 whereas the kurtosis coefficient was found to be within the range of -2, +2.

**Table 12.** The One-Way Anova Test for the Relationship between the Level of Psychological Resilience and Academic Success.

	Source of Variance	Total of Squares	sd	Average of Squares	F	p
Year-End Average	Inter-groups	4764.623	2	2382.311	13.866	0.00
	Intra-groups	46651.658	268	174.073		
	Total					
	Total	51416.280				

$p < .05$

As a result of the analysis, the level of the psychological resilience of the high school students is significantly vary according to year-end scores ( $F = 13.866$ ;  $p < .05$ ). The Tukey Test was used to determine in which groups the differentiation took place.

**Table 13.** Tukey Test for the Relationship between the Level of Psychological Resilience and Academic Success

Groups (I)	Groups (J)	Mean Difference(I-J)	ss
< 70	between 70-85	-7.75*	1.90
	> 85	-9.32*	2.18
between 70-85	< 70	7.75*	1.90
	> 85	-1.56	2.47
> 85	< 70	9.32*	2.18
	between 70-85	1.56	2.47

$p < .05$

According to the comparative table above, averages of rank scores of students those with a year-end average less than 70 is significantly lower than those with a year-end average of 70-85 and over 85 respectively. This indicates that the level of psychological resilience of students with a year-end average less than 70 is significantly lower than the level of psychological resilience of students with a year-end average between 70-85 and over 85, respectively.

#### Evaluation of Levels of Psychological Resilience of High School Students According to Type of High School Variable

In this part of the study, one-way Anova test was used to examine whether the levels of psychological resilience of high school students differ significantly according to the type of high school variable. Before the analysis, the normality values of the variables and the skewness coefficient values were examined. The coefficient of skewness was -1, +1 whereas the kurtosis coefficient was found to be within the range of -2, +2.

**Table 14.** The One-way Anova Test for the Relationship Between the Level of Psychological Resilience and Type of High School

	Source of Variance	Total of Squares	sd	Average of Squares	F	p
Type of High School	Inter-groups	2816.342	2	1408.171	7.798	.001
	Intra-groups	48939.717	271	180.589		
	Total	51756.058	273			

$p < .05$

According to the results of the analysis, the level of psychological resilience of high school students differs according to the type of high school ( $F=7.798$ ,  $p<05$ ). The Tukey Test was used to determine in which groups the differentiation took place.

**Table 15.** Tukey Test for the Relationship Between the Level of Psychological Resilience and Type of High School

Groups (I)	Groups (J)	Mean Difference (I-J)	ss
Anatolia High School	Vocational High School	6.09*	1.94
	Fine Arts School	-1.25	2.01
Vocational High School	Anatolia High School	-6.09*	1.94
	Fine Arts School	-7.35*	2.03
Fine Arts School	Anatolia High School	1.25	2.01
	Vocational High School	7.35*	2.03

$p < .05$

According to the comparative table above, the average rank score of the students in the vocational high school are significantly lower than the students in the Anatolia high school and the fine arts high school respectively. This indicates that the levels of psychological resilience of the students in vocational high schools are significantly lower than the levels of psychological resilience of the students in the Anatolia high schools and the fine art high schools respectively.

#### 4. CONCLUSION

In this section, the relationship between the level of emotional abuse and psychological resilience perceived by the high school students and the relationship between the level of emotional abuse and psychological resilience perceived by the high school students with the variables of gender, problem sharing and the type of high school.

##### 4.1 Discussion

According to the results of the study, a moderately negative correlation has been found between the level of emotional abuse perceived by high school students and their levels of psychological resilience. As the level of emotional abuse perceived by high school students increases, the level of psychological resilience decreases. The attitudes such as being criticised, refused, humiliated and disdained by the parents and teachers of the adolescent prevent the adolescents from showing a psychologically sound development. Arslan and Kabasakal (2014), state that as the emotional abuse applied by parents during adolescence increases, the psychological resilience decreases. Similarly, self-efficacy studies support the fact that the self-efficacy of individuals with abuse experiences is less than the other individuals who do not have abuse experience (Arslan, 2016). The Findings related to Level of Emotional Abuse Perceived by High School Students It has been found that the level of perceived emotional abuse of high school students does not differ according to gender. In the researches carried out by Alantar (1989), Ismen (1993), Taşdelen (1995), Çeşmeci (1995), Batlaş and Baltaş (1999), Karaca (2001), Uzun (2002) and Siyez (2003), similar results were obtained (Yalçın, 2007). However, in the literature, there are also studies in which the level of emotional abuse perceived vary according to gender variable. This situation may differ according to the quality and quantity of the study group. Mothers and fathers have different expectations from girls and boys, and if these expectations are not met, the family can emotionally disturb the child. Thus, the level of perception of emotional abuse in both genders gives close results.

The levels of emotional abuse perceived by high school students significantly vary according to the presence or absence of someone with whom problems are talked. When the result of analysis is examined, the scores of emotional abuses perceived by high school students who share their problems with others is found lower than those do not share their problems with others. Individuals who can share their questions with other people; get rid of emotional tension and relaxation. For this reason, it can be said that the levels of emotional abuse that students who can share their problems with others are low. The levels of emotional abuse that high school students perceive differ significantly according to the variable of academic success. When results of analysis are examined, it is seen that the levels of emotional abuse perceived by the students with low academic success are higher than the levels of emotional abuse perceived by the students with high academic success. According to the result of the research done by Azizoglu (Azizoglu, 2009 qtd.in Turk, 2013), the students who have repeated a year are exposed to significantly more emotional abuse from their teachers than the students who have not repeated a year. When the academic success of the students is at a low level, it can be seen that the parents and teachers may show negative attitudes such as humiliation, anticipation or disdain towards the students. In this case, students are expected to have the feelings of insufficiency and humiliation and high levels of perceived emotional abuse. The levels of emotional abuse perceived by high school students differ significantly according to the variable of type of high school. When analyzing the results, the levels of emotional abuse perceived by the students in vocational high schools are higher than the levels of emotional abuse perceived by the students in the Anatolia high school. It is known that students

studying in vocational high schools have more behaviour and discipline problems. In the study conducted by Şimşek (2010), the students suffering more behavioural problems have significantly higher level of emotional abuse received from their mothers, fathers and teachers than the students with less behavioral problems. In addition to the sense of strict discipline in families and schools, parents' and teachers' behaviours consisting emotional abuse to adolescents who do not comply with the rules and do not behave as desired may be the causes of this situation.

#### **4.1.1 The Findings related to Level of Psychological Resilience of High School Students**

It has been found that the level of psychological resilience of high school students do not differ according to gender. In a study done by Rew, Seehaffer, Thomas and Yockey (2001), it is mentioned that there is no relationship between resilience and gender. The level of psychological resilience shows a significant difference according to the problem sharing variable. The levels of psychological resilience of high school students who shared their problems with others has been found higher than those who did not. In the literature, protective factors have effect on the abilities of coping with problems and adaptation of the students whose levels of psychological resilience are high. External protective factors from protective factors characterise the relationship with people outside the family (Sarıkaya, 2015). A healthy relationship that individuals have with people out of their families, sharing their experiences and problems, contribute positively to the level of psychological resilience of the individual (Kararımk, 2006).

It has been found the levels of psychological resilience of high school students significantly differ according to the variable of the academic success. The level of psychological resilience of students with high academic success was found to be higher than that of students with low academic success. There are many studies that support this finding. Sipahioğlu (2008), stated that one of the positive results of researches on psychological resilience is academic success. According to the findings in most studies, children or adolescents who are psychologically sound have a higher level of cognitive and academic ability and skills than children or adolescents with lower psychological resilience (Gizir, 2006).

The level of psychological resilience of high school students was found to be significantly different according to the type of high school variable. It has been observed that the levels of psychological resilience of the students in the fine arts high school and Anatolian high school are higher than those studying in the vocational high school. In the literature, no research has been met in which the psychological resilience of high school students is studied according to the variable of type of high school. But the result of the differentiation of psychological resilience according to academic success supports this finding. One of the reasons why students studying in vocational high school have a lower level of psychological resilience than those students studying in fine arts and Anatolia high schools may be the fact that these students have lower academic GPA than the students studying in fine arts and Anatolia high schools. Another reason is that taking into consideration of the relationship between school and environment, one of the environmental protective factors, which has effect on the level of psychological resilience, it may be said that the more affirmative location of fine arts and Anatolia high schools, the more possibility of establishing healthy relationships for fine arts and Anatolia high schools and thats why the levels of psychological resilience studying in fine arts and Anatolia high school are higher than those studying in vocational high schools.

#### **4.2 Suggestions**

According to the information obtained as a result of this research, the suggestions are presented below.

One of the results of this research is that the low level of psychological resilience of the students with high level of emotional abuse perceived by the adolescents found in this research shows one of the negative effects of the abuse on adolescents. In this regard, students, parents and teachers should be made conscious of the effects of emotional abuse.

When the literature is examined, it is seen that there is lack of knowledge in the diagnosis and knowing of the behaviors of emotional abuse. In this manner, awareness should be established especially on parents and teachers as to which behaviors may cause emotional abuse.

According to the results of the research, students with behavioural problems and low academic success have higher level of emotional abuse they perceive. Parents and teachers should be adopted different methods and techniques that they can use to change undesired behaviors of students and should be encouraged to move away from strict discipline. However, rather than behaviours involving emotional abuse, by investigating the causes of academic failure of the adolescents, effective solutions should be applied to the adolescents who have low academic performance.

It is seen that the level of emotional abuse perceived negatively affects the level of psychological resilience of the adolescents. Especially in schools, psychological counsellors need to know students closer, to detect students who are exposed to abuse, and to work on improving their psychological resilience.

It has been found that the psychological resilience of the adolescents is higher if they share their problems with someone. In schools, healthy interaction environments ought to be established where students can express their problems and make personal sharings.

### References

- Arslan, G. (2015). Ergenlerde Psikolojik Sağlık: Bireysel Koruyucu Faktörlerin Rolü. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 5(44), 73-82.
- Arslan, G., & Balkıs, M. (2016). Ergenlerde Duygusal İstismar, Problem Davranışlar, Öz-Yeterlik ve Psikolojik Sağlık Arasındaki İlişki. *Sakarya Üniversitesi Eğitim Dergisi*, 6(1). 8-22.
- Arslan, G., & Kabasakal Z. (2014). Ergenler İçin Algılanan Duygusal/Psikolojik İstismar Ölçeği Kısa Formu-II: Geçerlilik ve Güvenirlilik Çalışması. *Eğitimde Kuram ve Uygulama*, 10(2). 491-510.
- Block, J., & M. Kremen, A. (1996). IQ and Ego-Resiliency: Conceptual and Empirical Connections and Separateness. *Journal of Personality and Social Psychology*, 70(2), 349-361.
- Bulut, S., Doğan, U., & Altundağ, Y. (2013). Adolescent psychological resilience scale: validity and reliability study. *Contemporary Psychology, Suvremena Psihologija*, 16(1), 21-32.
- Cirit, C. (2015). *Aile Sağlığı Merkezlerinde Çalışan Sağlık Profesyonellerinin Çocuk İstismarı ve İhmaline Yönelik Farkındalıkları*. Mersin Üniversitesi Sağlık Bilimleri Enstitüsü. Yüksek Lisans Tezi. Mersin.
- Engel, B. (2003). *The Emotionally Abusive Relationship*. New Jersey: John Wiley & Sons.
- Glaser, D. (2002). Emotional Abuse and Neglect (Psychological Maltreatment): A Conceptual Framework. *Child Abuse & Neglect*, 26, 697-714.
- Gizir, C. A (2006). Psikolojik Sağlık Risk Faktörleri ve Koruyucu Faktörler Üzerine Bir Derleme Çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 3(28), 113-128.
- Hamarm, S., & Bernet, W. (2000). Evaluating and Reporting Emotional Abuse in Children: Parent-Based, Action-Based Focus Aids in Clinical Decision-Making. *Journal of the American Academy of Child and Adolescent Psychiatry*, 39(7). 928-930.
- Irmak, T. Y. (2008). *Çocuk İstismarı ve İhmalinin Yaygınlığı ve Dayanıklılıkla İlişkili Faktörler*. Ege Üniversitesi Sosyal Bilimler Enstitüsü. Doktora Tezi. İzmir.
- Iwaniec, D. (2006). *The Emotionally Abused and Neglected Child*. Chichester: John Wiley & Sons.
- Iwaniec D., Larkin, E., & Mcsherry, D. (2007). Emotionally Harmful Parenting. *Child Care in Practice*. 13(3). 203-220.
- Kanak, M. (2015). *Okul Öncesi Öğretmen Adaylarının Duygusal İhmal ve İstismara Yönelik Bilgi ve Farkındalıklarına Destek Eğitim Programının Etkisi*. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü. Doktora Tezi. Ankara.

- Kantürk, Y. E. (2014). *Psikolojik Danışmanlık ve Eğitim Merkezlerine Başvuran Çocuklar ve Annelerinin Çocukluk Dönemi İstismar Yaşantıları, Depresyon Düzeyleri, Kendini Açma Davranışları ve Annelerin Ebeveynlik Tutumları Arasındaki İlişkinin İncelenmesi Üzerine Bir Çalışma*. Maltepe Üniversitesi Sosyal Bilimler Enstitüsü. Yüksek Lisans Tezi. İstanbul.
- Kararımk, Ö. (2006). Psikolojik Sağlık, Risk Faktörleri ve Koruyucu Faktörler. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 3(26), 129-142.
- Karasar, N. (2014). *Bilimsel Araştırma Yöntemi*. Ankara: Nobel.
- Masten, A. (2001). Resilience Processes in Development. *American Psychologist*, 56(3), 227-238.
- Özcan, K. (2009). *Yetişkin Bireylerin Algılanan Duygusal İstismar Düzeyleri*. Ondokuz Mayıs Üniversitesi Sosyal Bilimler Enstitüsü. Yüksek Lisans Tezi. Samsun.
- Özer, E., & Deniz, M.E. (2014). Üniversite Öğrencilerinin Psikolojik Sağlık Düzeylerinin Duygusal Zeka Açısından İncelenmesi. *İlköğretim Online*, 13(4), 1240-1248.
- Öz, F., & Yılmaz, E. (2009). Ruh Sağlığının Korunmasında Önemli Bir Kavram: Psikolojik Sağlık. *Hacettepe Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik Dergisi*. 82-89.
- Özer, E. (2016). Temel Benlik Değerlendirmesi, Başar Çıkma Stratejileri ve Psikolojik Sağlık. *International Periodical for the Languages, Literature and History of Turkish or Turkic Volume*, 11(14), 587-606.
- Özyurt, Ş. E. (2016). *Ergenlikte Algılanan Duygusal İstismar ve Bağlanma Arasındaki İlişkinin İncelenmesi*. Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü. Doktora Tezi. İzmir.
- Rew, T., Seehafer, M., Thomas, N., & Yockey, R. (2001). Correlates of Resilience in Homeless Adolescents. *Journal of Nursing Scholarship*, 33(1), 33-40.
- Sarıkaya, A. (2015). *14-18 Yaş Arası Ergenlerin Benlik Saygısı ve Psikolojik Dayanıklılık Düzeyleri Arasındaki İlişki*. İstanbul Bilim Üniversitesi Sosyal Bilimler Enstitüsü. Yüksek Lisans Tezi. İstanbul.
- Şimşek, S. (2010). *Ergenlerde Davranış Problemlerinin Ann-Babadan ve Öğretmenlerden Algılanan Duygusal İstismar Açısından İncelenmesi*. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü. Yüksek Lisans Tezi. Adana
- Taner, Y., & Gökler, B. (2004). Çocuk İstismar ve İhmal: Psikiyatrik Yönleri. *Hacettepe Tıp Dergisi*, 35, 82-86.
- Türk, T. (2013). *Ortaöğretim Öğrencilerinde Duygusal İstismar, Disiplin Cezaları ve Okula Yabancılaşma Arasındaki İlişkinin İncelenmesi*. İstanbul Üniversitesi Sosyal Bilimler Enstitüsü. Yüksek Lisans Tezi. İstanbul.
- Yalçın, S. (2007). *Ergenlerde Algılanan Duygusal İstismar ile Uyum Düzeyi Arasındaki İlişkinin İncelenmesi*. Maltepe Üniversitesi Sosyal Bilimler Enstitüsü. Yüksek Lisans Tezi. İstanbul.