



The Effect of Sexual Abuse on Self-esteem Among Adolescents: The Impact of Gender, Parental Support and Type of Perpetrator

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Foreword and Acknowledgements

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Abstract

There is a great need to recognize the adverse effects childhood sexual abuse can have on individuals and the various factors that may interact with these effects. This study focuses on the effect that sexual abuse can have on self-esteem of adolescents, with regard to gender, parental support and type of perpetrator (i.e. intra- or extrafamilial abusers). The sample in this study consists of Icelandic adolescents who participated in a study called Youth in Iceland 2004, which was conducted in all Icelandic secondary schools. In accordance with the literature the following hypotheses were tested: Those who have been intrafamilially sexually abused will have lower self-esteem than those extrafamilially sexually abused, boys who have been sexually abused will have better self-esteem than girls who have been sexually abused and those who have been sexually abused and have high support from their parents will have a higher self-esteem than those who have been sexually abused and have low support from their parents. The results revealed significant main effects for sexual abuse; those who had not been sexually abused had higher self-esteem than those that were sexually abused. But the difference between intra- and extrafamilial abuse was not significant. There were significant main effects for gender; boys had better self-esteem than girls. There were also significant main effects for support from parents; those who had higher support from their parents had higher self-esteem than those who had low support from their parents. There was not a significant interaction between any of the variables.

Útdráttur

Það er mikil þörf fyrir því að bera kennsl á þau skaðlegu áhrif sem kynferðisleg misnotkun hefur á einstaklinga og hina ýmsu þætti sem geta haft áhrif þar á. Þessi rannsókn einblínir á þau áhrif sem kynferðislegt ofbeldi hefur á sjálfstraust hjá unglingum með tilliti til kyns, stuðnings frá foreldrum og tegund geranda (innan- utan fjölskyldunnar). Úrtakið í rannsókninni samanstóð af íslenskum unglingum sem tóku þátt í rannsókninni Ungt fólk

2004, rannsóknin fór fram í öllum íslenskum framhaldsskólum. Fyrsta tilgátan var að þeir sem höfðu orðið fyrir kynferðislegri misnotkun frá aðilum innan fjölskyldunnar væru með lægra sjálfstraust en þeir sem höfðu orðið fyrir kynferðislegri misnotkun frá aðilum utan fjölskyldunnar. Önnur tilgátan var að strákar sem höfðu orðið fyrir kynferðislegri misnotkun væru með hærra sjálfstraust en stelpur sem höfðu orðið fyrir kynferðislegri misnotkun. Þriðja tilgátan var að þeir sem höfðu orðið fyrir kynferðislegri misnotkun og voru með mikinn stuðning frá foreldrum væru með hærra sjálfstraust en þeir höfðu orðið fyrir kynferðislegri misnotkun og voru með lítinn stuðning frá foreldrum. Niðurstöður sýndu marktæk meginhrif fyrir kynferðislega misnotkun; þeir sem höfðu ekki orðið fyrir kynferðislegri misnotkun voru með hærra sjálfstraust en þeir sem höfðu orðið fyrir kynferðislegri misnotkun. Engin munur var á misnotkun innan og utan fjölskyldu. Það voru marktæk meginhrif fyrir kyn; strákar voru með hærra sjálfstraust en stelpur. Það voru einnig marktæk meginhrif fyrir stuðning frá foreldrum; þeir sem voru með meiri stuðning frá foreldrum voru með hærra sjálfstraust en þeir sem voru með lítinn stuðning frá foreldrum. Það var ekki marktæk samvirkni milli breytanna.

The Effect of Sexual Abuse on Self-esteem Among Adolescents: The Impact of Gender,
Parental Support and Type of Perpetrator

Childhood sexual abuse is a problem that is known worldwide and can have various adverse effects on people. Numerous studies suggest that being sexually abused can have a negative effect on self-esteem, as the study that Cortes Arboleda, Canton Duarte and Canton-Cortes revealed in 2011. In the study a group of sexually abused victims was compared to a group of individuals without a history of sexual abuse. Their results showed that female college students who had been sexually abused had lower self-esteem, had more negative attitude towards life, were less assertive, and had higher depression and anxiety scores than women in the comparison group. However boys who had been sexually abused only had higher anxiety levels compared to boys in the comparison group. Similarly Priebe, Hansson and Svedin (2010) and Pérez-Fuentes and colleagues (2013) did studies where sexual abuse was observed among adolescents. Their findings showed that history of sexual abuse was significantly correlated with lower self-esteem. Furthermore, according to Lam (2015) childhood sexual abuse significantly predicted lower self-esteem and more internalizing behavior among adolescents.

Child sexual abuse is defined by two elements: (1) sexual activities where a child is involved and (2) an abusive condition such as when there is a large age gap between participants, indicating lack of consensuality; or the perpetrator is in a position of authority or the caretaker of the child; or the activities are carried out against the child using trickery or force (Finkelhor, 1994).

Studies have examined various impact factors for sexual abuse like gender, support from parents and the type of the perpetrator but not how and if these factors play together.

Intrafamilial and Extrafamilial Sexual Abuse

In Fischers and McDonald's study (1998), 44% of sexual abuses were intrafamilial and 56% were extrafamilial. Intrafamilial child sexual abuse is when the perpetrator is a part of the child's family. It is usually someone who lives in the same house as the victim, although that may not always be the situation. They can include parents, stepparents, siblings and other blood relatives. Extrafamilial sexual abuse involves perpetrators from outside of the family; they can include strangers, friends or teachers.

Feiring, Taska and Lewis (1999) claimed that adolescents were more likely than children to have a parental figure as a perpetrator. There was an elevated risk factor for children who lived for extended periods of time apart from one parent (Finkelhor, 1994). Younger children were more often victims of intrafamilial abuse and older children were more often victims of extrafamilial abuse (Fischer & McDonald, 1998). Intrafamilial abuse involved significantly more serious sexual behaviors than extrafamilial abuse. Intrafamilial abuse also involved a significantly higher level of intrusion than extrafamilial abuse did. The gender of the victim did not seem to matter; they were both equally likely to be victims of intrafamilial and extrafamilial offenders. Extrafamilial abusers used more physical and verbal force than intrafamilial abusers, which might have been because extrafamilial abusers tend to choose older victims and they are more likely to struggle (Fischer & McDonald, 1998). Seto (2008) found that intrafamilial sexual abuse lasts for longer periods of time than extrafamilial sexual abuse, and that intrafamilial offenders tend to abuse younger victims.

Although extrafamilial offenders used more often physical and verbal force, it was intrafamilial victims who suffered from more physical and emotional injury (Fischer & McDonald, 1998). Victims of intrafamilial sexual abuse have been reported to experience greater negative consequences than victims of extrafamilial sexual abuse (Stroebe et al., 2012). Finkelhor (1994) agreed that intrafamilial sexual abuse had more serious consequences for the victims. Intrafamilial sexual abuse was more likely to go on over a

longer period of time, particularly if it was parent-child abuse. Gomes-Schwartz, Horowitz, and Cardarelli (1990), however, found no differences in seriousness of abuse between intrafamilial and extrafamilial offenders.

Lower parental care/supervision was found to increase the risk of sexual abuse in the study of Seto, Babchishin, Pullman, and McPhail (2015). They also found that intrafamilial sexual abusers had lower involvement in parental care than non-offenders.

Support from Parents

Parker and Benson's study from 2004 revealed that parental support led to higher self-esteem among adolescents. The study of Felson and Zielinski (1989) suggested that parental support positively affected the self-esteem of children. Furthermore, the study suggested that parents have greater effect on the self-esteem of girls than boys. Likewise, the study of Boudreault-Bouchard and colleagues (2013) showed that parental emotional support led to higher self-esteem among adolescents.

Finkelhor's research from 1994 revealed that at least 20% of American women and 5 to 10% of American men had experienced some form of sexual abuse as children. Parental inadequacy, conflict, unavailability, emotional deprivation and a poor parent-child relationship was an elevated risk factor for sexual abuse among children. Children of drug abusing, alcoholic or unstable parents were also at risk. The study showed that sexual abuse was mostly committed by men (90%) and most often by an individual the child knew (70 to 90%), with family members comprising one-third to one-half of the perpetrators against girls and 10 to 20% of the perpetrators against boys. Adult retrospective surveys showed that intrafamily perpetrators represented from one-third to one-half of all the perpetrators against girls and only about one-tenth to one-fifth of all the perpetrators against boys (Finkelhor, 1994).

Parental support can influence the development of implications for children who have been sexually abused. Children who have been sexually abused but have positive relationships with their parents may be at lower risk for adverse mental health outcomes (Kinnally et al., 2009). Support from the family, particularly parental belief in the sexual abuse accusation, can help minimizing the development of negative consequences for sexual abuse victims (Tremblay, Hébert, & Piché, 1999). Musliner and Singer's (2014) study showed that support from parents was associated with reduced odds of depression in victims of childhood sexual abuse, although it was only in cases where the perpetrator was not a parent or a caregiver. Results from the study of Pérez-Fuentes and colleagues in 2013 revealed that child sexual abuse survivors had significantly lower levels of perceived family support than those who were not sexually abused. Schönbucher, Maier, Mohler-Kuo, Schnyder, and Landolt's (2014) research stated that adolescents who had been sexually abused wished they had received more emotional support from their parents in order to cope better after the abuse.

Gender

Previous studies suggest gender differences in sexual abuse and subsequent outcomes (Sigurdardottir, Halldorsdottir, & Bender, 2014). There also seemed to be an indication that girls and boys have a different type of abusive experiences such as boys experiencing more force and extrafamilial abuse (Pierce & Pierce, 1985). According to previous research (Cutler & Nolen-Hoeksema, 1991; Rind & Tromovitch, 1997) girls and boys react differently to being sexually abused. Girls are more likely to show internalizing behaviors, such as depression and eating disorders (Chandy, Blum, & Resnick, 1996). They are also at greater risk for experiencing symptoms of post traumatic stress disorder (PTSD) than boys. Boys are more likely to show externalizing behaviors such as delinquency and heavy drinking (Dube et

al., 2005). Valente's (2005) study found that sexually abused boys were less likely to disclose about the sexual abuse than girls.

According to Feiring et al. (1999) girls were more likely than boys to be sexually abused by a parent figure and were less likely to be sexually abused by a familiar person outside the family. Girls were also more likely to have experienced genital penetration and reported more feelings of shame. Boys reported more eroticism and less sexual anxiety than girls. Finkelhor's (1994) study showed that boys were less likely than girls to be abused within the family. Boys were also more likely than girls to be abused by females. Fischer and McDonald's (1998) research claimed that boys were younger than girls when they were first abused, by both extrafamilial and intrafamilial offenders.

Furthermore, there seems to be a difference in self-esteem between genders. Previous studies have suggested that boys have higher self-esteem than girls (Bleidorn et al., 2015; Boudreault-Bouchard et al., 2013; Bradshaw & Keung, 2011; Kling, Hyde, Showers, & Buswell, 1999).

In summary, studies indicate that individuals who have been sexually abused have lower self-esteem than those who have not been sexually abused. They also indicate that there is a gender differences in sexual abuse, and that boys have higher self-esteem than girls. Intrafamilial abuse was in most cases considered to have more serious consequences than extrafamilial abuse. Studies also revealed an importance of support from parents for individual's self-esteem.

The following hypotheses were put forward in this study: Hypothesis 1: Those who have been intrafamilially sexually abused will have lower self-esteem than those extrafamilially sexually abused. Hypothesis 2: Boys who have been sexually abused will have better self-esteem than girls who have been sexually abused. Hypothesis 3: Those who

have been sexually abused and have high support from their parents will have a higher self-esteem than those who have been sexually abused and have low support from their parents.

Method

Participants

The study used data from a nationwide study by The Icelandic Centre for Social Research and Analysis (ICSRA) in 2004 (Kristjánsson, Baldursdóttir, Sigfúsdóttir, & Sigfússon, 2005). The study was conducted in all Icelandic secondary schools. The teachers submitted a questionnaire to the students. Participants were those who attended school on the day the study was conducted. Valid responses were obtained from a population of 11031 students (80.9%), 5279 were boys and 5617 were girls, total of 135 did not give up their gender. Participants aged from 15 to 24 and the mean age was 17.69 ($SD = 1.76$) Participants were informed that the data collected could not be traced back to them so anonymity was fulfilled. Participants did not get paid or received any reward for their participation in the study.

Measures

The measuring instrument was a questionnaire that contained 170 questions relating to social background, peer group and parental relations, lifestyle, emotional well being, self-esteem, sexual experiences and sexual abuse. The questionnaire was developed by ICSRA. The questions used in the present study focused on self-esteem, sexual abuse, parental support and type of perpetrator. The Rosenberg Self-Esteem scale was used to measure self-esteem (Gray-Little, Williams, & Hancock, 1997).

Gender. The question about gender only had two response options and they were “Boy” and “Girl”.

Type of perpetrator. The question “Who was the perpetrator?” had 13 response options (see Appendix, page 26). The type of perpetrator question was divided into three parts to divide participants into three groups depending on who the perpetrator was. Those

who were not sexually abused were those who answered: "It has never happened to me".

Those who were intrafamilially sexually abused were those who answered: "Father", "Mother", "Foster- or stepdad", "Foster- or stepmom", "Brother or sister", "Stepbrother or stepsister", "Grandfather or grandmother" and "Other relatives (your family or step family)".

Those who were extrafamilially sexually abused were those who answered: "A friend or an acquaintance of the family (your family or step family)", "Boyfriend or girlfriend", "A friend or an acquaintance" and "A stranger".

Self-esteem. Ten questions from the Rosenberg Self-Esteem scale were used to measure self-esteem. Participants were asked how well the following statements applied to them: "I think I am just as worthy as anybody else", "I think I have many good qualities", "Overall I think I am a failure", "I can do things just as well as anybody else", "I think there are not many things that I can be proud of", "I am positive about myself", "Overall I am happy about myself", "I wish that I had more respect for myself", "Sometimes I feel like I am worthless". Responses were on a four-point scale and they were "Applies very well to me", "Applies rather well to me", "Applies rather poorly to me" and "Applies very poorly to me". The following questions: "Overall I think I am a failure", "I think there are not many things that I can be proud of", "I wish that I had more respect for myself", "Sometimes I feel like I am worthless" had to be reversed so that a higher value would mean a higher self-esteem. Chronbach's Alpha reliability coefficient was used to determine the internal consistency of the self-esteem scale and showed that it was well within acceptable limits, $\alpha = .90$.

Parental support. Five questions were used to measure parental support. Participants were asked how easy or hard it would be for them to receive the following from their parents: "Caring and warmth", "Conversations about personal issues", "Advice about studying", "Advice about other things or projects", "Assistance for various tasks". The questions had four response options and they were: "Very hard", "Rather hard", "Rather

easy” and “Very easy”. The responses were combined into two values where “Very hard” and “Rather hard” meant low support from parents and “Rather easy” and “Very easy” meant high support from parents. The parental support questions were divided into two parts (high, low) with median split (2.00) to divide participants to those with high and low parental support. Chronbach’s Alpha reliability coefficient was used to determine the internal consistency of the parental support scale and showed that it was well within acceptable limits, $\alpha = .87$.

Design and Procedure

This study used data from The Icelandic Center for Social Research and Analysis (ISCRA). The data is based on a cross-sectional anonymous self-report national survey in Iceland (Kristjánsson et al., 2005). The data was analyzed in a 3 (type of perpetrator: none, intrafamilial and extrafamilial) x 2 (gender: male and female) x 2 (parental support: high and low) fixed factor ANOVA. Follow up analysis for the type of perpetrator variable was based on the Bonferroni post hoc test.

The questionnaires were sent to all secondary schools in Iceland in October 2004 and the teachers submitted them to the students in the classrooms. Participants were asked not to write their names or ID number on the answer sheets so that their answers could not be traced back to them, ensuring anonymity. The students were told to ask if they needed help and to answer all the questions to the best of their abilities. Next, they were informed that some questions might include a sensitive matter and that they were free to stop participation at any time. They were also notified that all their answers were anonymous and untraceable. When the questionnaires were completed, participants put them in blank envelopes.

Results

In this study the effects of sexual abuse on adolescent's self-esteem were examined with regards to gender, support from parents and if the sexual abuse was intrafamilial or extrafamilial.

Table 1 shows descriptive statistics for self-esteem of girls depending on whether they were not sexually abused, intrafamilially or extrafamilially sexually abused and if they had high or low support from their parents. It is interesting to see that majority of the girls who had not been sexually abused had high support from their parents. But the same could not be said for girls that were intrafamilially or extrafamilially sexually abused, majority of them had low support from their parents.

Table 1

Mean and standard deviation of self-esteem for girls

	Not sexually abused	Intrafamilial abuse	Extrafamilial abuse
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
High support	3.21 (.58)	3.02 (.67)	3.07 (.66)
	N = 2869	N = 95	N = 361
Low support	2.93 (.58)	2.83 (.69)	2.70 (.69)
	N = 1695	N = 101	N = 375

Note. *M* = mean; *SD* = Standard Deviation; *N* = The number of respondents

Table 2 shows descriptive statistics for self-esteem of boys depending on whether they were not sexually abused, interfamilially or extrafamilially sexually abused and if they had high or low support from their parents. Inversely to the girls, boys had generally more low support from their parents, regardless of whether they were sexually abused or not.

Table 2

Mean and standard deviation of self-esteem for boys

	Not sexually abused	Intrafamilial sexual abuse	Extrafamilial sexual abuse
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
High support	3.45 (.51)	3.42 (.50)	3.30 (.55)
	N = 2344	N = 33	N = 83
Low support	3.15 (.58)	3.06 (.67)	2.98 (.56)
	N = 2522	N = 36	N = 128

Note. *M* = mean; *SD* = Standard Deviation; *N* = The number of respondents

The results of the 3 x 2 x 2 FANOVA revealed significant main effects for sexual abuse $F(2, 10630) = 28.62, p < .001, \eta^2 = .005$. Those who had not been sexually abused had higher self-esteem ($M = 3.18$) than those who were sexually abused ($M = 3.05$). The follow up analysis using Bonferroni post hoc tests revealed that there was a significant difference between those who were not abused compared to intrafamilial abuse ($p = .001$) and extrafamilial abuse ($p < .001$). The difference between intra- and extrafamilial abuse was not significant ($p = .415$). There was a significant main effect of gender $F(1, 10630) = 74.25, p < .001, \eta^2 = .007$. Boys ($M = 3.28$) had higher self-esteem than girls ($M = 3.07$). There was also a significant main effect of parental support $F(1, 10630) = 97.58, p < .001, \eta^2 = .009$. Those who had high support from their parents had higher self-esteem ($M = 3.30$) than those who had low support from their parents ($M = 3.02$). No significant interaction was found between the variables.

For boys with high parental support, those who had been intrafamilially sexually abused had higher self-esteem than those who had been extrafamilially sexually abused, but

the difference was not significant (figure 1). Figure 1 also shows a higher self-esteem for boys with higher parental support.

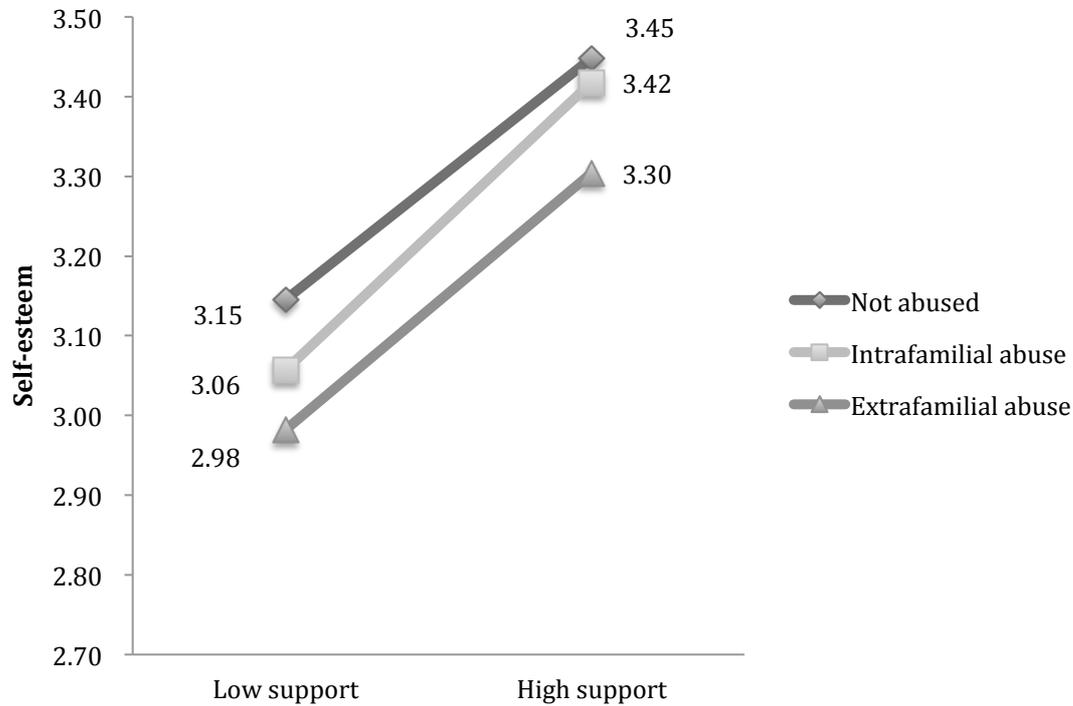


Figure 1. Self-esteem for boys depending on support from parents and type of perpetrator.

Girls who were intrafamilially sexually abused had higher self-esteem than girls who were extrafamilially sexually abused if they had low support from their parents. On the other hand if the support from parents was high the girls that were extrafamilially sexually abused had higher self-esteem than girls that were intrafamilially sexually abused, as can be seen in figure 2, this difference was not significant. Figure 2 also shows that girls who had high support from their parents had higher self-esteem than girls who had low support from their parents, regardless of whether they had not been sexually abused or if they were intrafamilially or extrafamilially sexually abused.

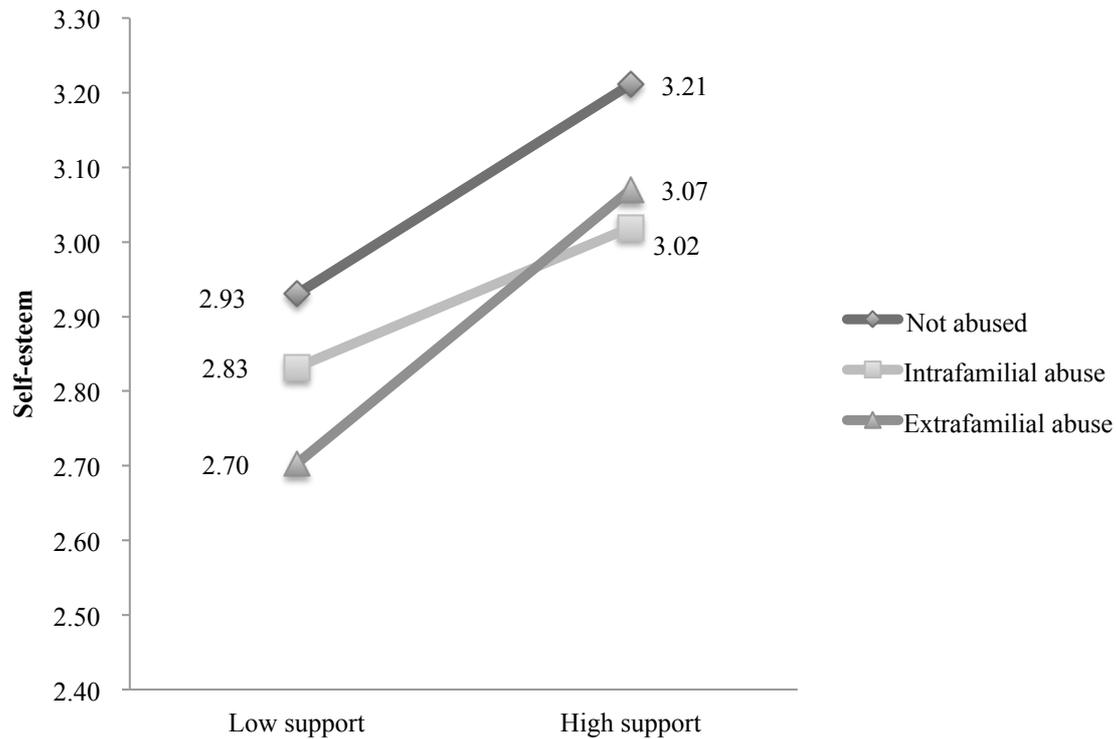


Figure 2. Self-esteem for girls depending on support from parents and type of perpetrator.

Discussion

The aim of this study was to examine the impact of gender, parental support and type of perpetrator (intrafamilial/extrafamilial) on self-esteem of adolescents that had been sexually abused. The first hypothesis that was put forward was not supported because there was not a significant difference in self-esteem between intrafamilially and extrafamilially sexually abused victims. The second hypothesis was supported; boys who had been sexually abused had higher self-esteem than girls who had been sexually abused. The third and last hypothesis was also supported, those who had been sexually abused and had high support from their parents had a higher self-esteem than those who had been sexually abused and had low support from their parents.

The results from the 3 x 2 x 2 FANOVA revealed a significant main effect for sexual abuse. Individuals who had not been sexually abused had higher self-esteem than those who were sexually abused. There was a significant main effect for gender. Boys had higher self-

esteem than girls, regardless of whether they were sexually abused or not. There was also a significant main effect for support from parents. Adolescents who had high support from their parents had higher self-esteem than those who had low support from their parents.

Previous studies support findings from the present study that individuals who have been sexually abused have lower self-esteem than those who have not been sexually abused (Cortes Arboleda et al., 2011; Pérez-Fuentes et al., 2013; Priebe et al., 2010). Previous research also support findings about boys having higher self-esteem than girls (Bleidorn et al., 2015; Bradshaw & Keung, 2011; Kling, Hyde, Showers, & Buswell, 1999). Findings from this study showed that there was not a significant difference between being intrafamilially or extrafamilially sexually abused. This study hypothesized that adolescents who were interfamilially sexually abused would have lower self-esteem than those extrafamilially abused based on previous findings suggesting that intrafamilial sexual abuse has more negative impact on individuals than extrafamilial sexual abuse (Finkelhor, 1994; Fischer & McDonald, 1998). Furthermore, this study supports previous research that high support from parents leads to higher self-esteem (Felson & Zielinski, 1989; Parker & Benson, 2004).

It came to no surprise that sexual abuse had negative impact on self-esteem and that boys had higher self-esteem than girls, like previous studies have indicated (Bleidorn et al., 2015; Pérez-Fuentes et al., 2013). On the other hand it was surprising how important high support from parents was for adolescents self-esteem, both for non-abused adolescents and those who experienced sexual abuse. It was also interesting that there was not a significant difference in self-esteem between being intrafamilially sexually abused and extrafamilially sexually abused. Previous studies indicate that intrafamilial sexual abuse has more negative psychological consequences for individuals than extrafamilial sexual abuse (Fischer & McDonald, 1998; Stroebel et al., 2012). The reason why there was not a significant

difference in self-esteem between intrafamilially and extrafamilially sexually abused individuals in this study might depend on support from parents. The results from this study suggested that boys were less affected of being intrafamilially sexually abused than girls, though the difference was not significant. When the girls had low support from their parents and were extrafamilially sexually abused it led to lower self-esteem than if they were intrafamilially sexually abused. However if they had high support from their parents and were intrafamilially sexually abused it led to lower self-esteem than if they were extrafamilially sexually abused. So the difference in whether intrafamilial or extrafamilial sexual abuse led to lower self-esteem in girls depended on if they had high or low support from parents. The results from this study emphasize the importance of high support from parents for adolescents.

One limitation of the present study was that all of the participants were in secondary schools, but not all adolescents go to secondary schools in Iceland. Therefore there might be many adolescents that are missing from the study. In future studies this can be overcome by including adolescents that are not in secondary schools. Future studies might also include students in elementary schools. The research also had several strengths; one was that the sample size was very large. Another strength was that Chronbach's Alpha inner reliability was well within acceptable limits for both self-esteem and parental support.

In conclusion, further research is needed on the effects of sexual abuse and parental support on self-esteem in adolescents, and also on the difference of being intrafamilially or extrafamilially sexually abused. Future research might investigate further the importance of parental support for adolescents that have been sexually abused and the effect it has on self-esteem. It is also important to investigate whether high support from parents might buffer the negative impact of sexual abuse on adolescents. Future studies might also investigate further the gender differences in self-esteem among adolescents that have been intra- or

extrafamilially sexually abused. It would be interesting for upcoming studies to focus on qualitative research to gain deeper knowledge about the matter from each individual. There is a lot to gain by researching further the effect of sexual abuse on self-esteem of adolescents and the impact of parental support, type of perpetrator and gender differences. Results from such studies can be useful for treating victims of sexual abuse and can bring beneficial information for the society.

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Appendix

Questions from ISCRA

1. Ert þú strákur eða stelpa?

- Strákur Stelpa

2. Hvaða ár ert þú fædd(ur)?

- | | |
|-------------------------------|---|
| <input type="checkbox"/> 1990 | <input type="checkbox"/> 1984 |
| <input type="checkbox"/> 1989 | <input type="checkbox"/> 1983 |
| <input type="checkbox"/> 1988 | <input type="checkbox"/> 1982 |
| <input type="checkbox"/> 1987 | <input type="checkbox"/> 1981 |
| <input type="checkbox"/> 1986 | <input type="checkbox"/> 1980 |
| <input type="checkbox"/> 1985 | <input type="checkbox"/> annað, árið 19 _____ |

42. Hversu auðvelt eða erfitt væri fyrir þig að fá eftirtalið hjá foreldrum þínum?
(Merktu í EINN reit í HVERJUM lið)

	Mjög erfitt	Frekar erfitt	Frekar auðvelt	Mjög auðvelt
a) Umhyggju og hlýju	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Samræður um persónuleg málefni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ráðleggingar varðandi námið	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ráðleggingar varðandi önnur verk (viðfangsefni) þín	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Aðstoð við ýmis verk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. Hversu vel finnst þér eftirfarandi staðhæfingar eiga við um þig?
(Merktu í EINN reit í HVERJUM lið)

	Á mjög vel við um mig	Á frekar vel við um mig	Á frekar illa við um mig	Á mjög illa við um mig
a) Mér finnst ég vera að minnsta kosti jafn mikils virði og aðrir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mér finnst ég hafa marga góða eiginleika	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Þegar allt kemur til alls sýnist mér ég vera misheppnaður/-heppnuð	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ég get gert hlutina jafn vel og flestir aðrir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Mér finnst ekki vera margt sem ég get verið stolt(ur) af	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Ég hef jákvæða afstöðu til sjálfs/sjálfrar mín	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Þegar allt kemur til alls er ég ánægð(ur) með sjálfa(n) mig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Ég vildi óska að ég bæri meiri virðingu fyrir sjálfum mér	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Stundum finnst mér ég sannarlega vera til einskis nýt(ur)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Stundum finnst mér ég einskis virði	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

159. Hver var gerandinn/gerendurnir? (Merktu í EINN reit eða FLEIRI eftir því sem við á)

- Hefur aldrei komið fyrir mig
- Faðir
- Móðir
- Stjúp-eða fósturfaðir
- Stjúp- eða fósturmóðir
- Systkini
- Stjúpsystkini
- Afi/amma
- Aðrir ættingjar (fjölskyldu þinnar eða stjúpfjölskyldu)
- Vinur eða kunningi fjölskyldunnar (fjölskyldu þinnar eða stjúpfjölskyldu)
- Kærasta mín/kærasti minn
- Vinur/kunningi
- Ókunnugur
- Einhver annar, hver _____?