
INFLUENCE OF CHILD ABUSE AND NEGLECT ON MALADAPTIVE BEHAVIOUR AND ACADEMIC ACHIEVEMENT OF STUDENTS IN NIGERIA: IMPLICATIONS FOR GUIDANCE

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ABSTRACT

This study explored influence of child abuse and Neglects on maladaptive behaviour and academic achievement of students in Nigeria: implications for guidance. The design employed for this study was a descriptive survey research design. The population of the study consisted of all the students attending federal university in Nigeria. A sample size of 650 students was selected for this study. The study revealed that sexual exploitation, child trafficking, child emotional abuse amongst others were some of the various child abuse and neglects in Nigeria. The study further revealed that bullying and cyber bullying, being a prospective abuser of other children, substance abuse, acts of cultism amongst others were some of the influence of child abuse and neglects on maladaptive behaviours amongst students in Nigeria. Poor academic achievement, difficulty in concentration amongst others were some of the influence of child abuse and neglects on academic achievement of students in Nigeria. The study recommended that government at all levels should create workshop for both teachers and students on the physical and psychological influences of child abuse and neglects in order to prevent incidence of child abuse and neglects and address the maladaptive behaviours amongst students as well as the menace of poor academic achievement amongst the students.

Keywords: *Child Abuse and Neglect, Maladaptive Behaviour, Academic Achievement and Guidance*

INTRODUCTION

Child abuse is not a new phenomenon in the history of man as it has been going on right from time immemorial. In traditional Nigerian society, what constitutes abuse today may have not been regarded as abuse. It has been seen as a way of training the child to become a well behaved, disciplined and self-actualized person in society. It is a normal process that children from birth be exposed to a variety of experiences from parents, caregivers and other adults in society. This is to enable the children to acquire the necessary basic norms and skills for effective participation in the society where they belong and for their personal growth and development. Childhood is a time in which a young person depends on adults for guidance, provision and protection. Childhood is the first phase of human life, during which the foundation of life is laid for effective adulthood. There are some features often associated with childhood, some of which are physical and emotional, immaturity and vulnerability in comparison to adults, causing a lack of autonomy and social dependence (Ansell, 2015).

However, in contemporary society, there are various forms of child abuse experience in Nigeria such as rape, molestation, prostitution and other forms of sexual exploitation of children or incest with children. Child abuse is one of the most challenging social catastrophes attracting public attention the world over (Alokan & Olatunji, 2014). It can be seen as an act of inattention by parents, guardians or any caregivers that results in non-accidental physical injury, mental injury, or sexual abuse. In the opinion of Denga & Denga (2007), cruel behaviour on children by teachers, parents, peers, guardians, siblings and society, in general, constitute child abuse. The research observe that Nigeria is not spared of this evil phenomenon, hence the need to carry out a study of this nature. Child abuse takes place in the home environment, at school, in church, hospitals, orphanages and any place; public or private.

In Nigeria, some laws make it a punishable offence for parents who refuse to send their children to school to receive basic education. Such parent is fined and subsequently sentenced to imprisonment terms depending on the gravity and several of the offence (Bada, 2015). In 1990, delegates from 155 countries as well as representatives from 150 organizations had agreed at the World Conference on Education for All (EFA) in Jomtien, Thailand to provide basic education to all, irrespective of social background, by the year 2005 (later shifted to 2015); particularly to girls, children in difficult circumstances and those belonging to ethnic minorities. Nations agreed to provide easy access to and complete free and compulsory primary education (Bada, 2015).

Globally, 203,500 children under the age of 15 die from maltreatment annually in the industrialized world. Two children die from abuse and neglect every week in Germany and the United Kingdom, three a week in France, four a week in Japan, and a week in the United States. Spain, Greece, Italy, Ireland and Norway have the lowest rates of child maltreatment deaths, while the United States, Mexico, and Portugal have the highest rates (WHO, 2017). A systematic review of research conducted by UNICEF in East Asia and the Pacific showed a prevalence range of 1.3-73%, 7-68%, 1.5-43.6% and 0.5-47% for physical abuse, emotional abuse, neglect, and sexual abuse respectively (Bada, 2015).

Africa is not an exception and, according to a WHO report, sexual abuse of females before the age of 15 accounts for between 7% and 21% of all CSA cases, whereas figures for adolescent males ranged between 3.4%- 29.9% in some African countries (WHO, 2017). Also, more than 41% of rapes reported in South Africa involved children under age 18 and it

was suggested that 25% of girls are likely to be raped before the age of 16. In one Ugandan study, 72% of victims who presented to a hospital were aged 12 or below. Similarly, a Kenyan study found that 50% of patients presenting to some sexual assault centres were under 14 years old. Gwirayi reported an overall CSA prevalence rate of 56.3% among children attending urban secondary schools in Zimbabwe. Likewise, an analysis of Demographic and Health Survey's data on 6,351 adolescents aged 18 years or below from six countries in sub-Saharan Africa, between 2006 and 2008, showed that prevalence of CSA ranged from 1.04% in Liberia to 5.84% in Zambia, with Uganda, Nigeria, Ghana, and Zimbabwe reporting a prevalence of 1.38%, 2.40%, 4.61%, and 4.96%, respectively (United States Administration for Children and Families, 2013).

According to World Health Organization (WHO, 2020), studies reveal that nearly 3 in 4 children aged 2-4 years regularly suffer physical punishment and/or psychological violence at the hands of parents and caregivers, and 1 in 5 women and 1 in 13 men report having been sexually abused as a child. Every year, there are an estimated 40 150 homicide deaths in children under 18 years of age, some of which are likely due to child maltreatment. This number almost certainly underestimates the true extent of the problem, since a significant proportion of deaths due to child maltreatment are incorrectly attributed to falls, burns, drowning and other causes. The consequences of child abuse cannot be downplayed. The consequence of child abuse might last for a lifetime. One of the most critical consequences of chronic abuse is how it affects a child's achievement in school and interferes with the foundation a child needs to be successful throughout his or her school career (Crosson, 2008). It is not certain that a particular gender suffers abuse more than the other.

The issues of child abuse seem to be a universal problem and it has been established that many children even in the developed world also suffer the same fate, although, it varies in degree. The issues of child abuse are not different in Nigeria where thousands of children are abused yearly. Despite the laudable contents of the constitution of Nigeria about child right and freedom of education. However, child abuse is underreported and under-punished in Nigeria when discovered, especially when it is perpetrated by the parents or caregiver, thereby leading to a high prevalence of child abuse. Child abuse, no doubt may have a link to poor academic achievement. Students who have not suffered abuse may perform better than those who are abused because abuse affects the behaviour of children which in turn affects their mental state.

The research observed that increasing number of students and out of school children hawking and selling goods around the streets, traffics and school premises in Nigeria is alarming. Some of these children look so malnourished and sick, others in the pain of beating and assault by gangsters. Due to the poor economic state and increasing poverty in the country some of these children are sent out by their parents or caregivers to enable them meet up with family needs. The interest of most parents is what the child can bring to the home; many leave schools very early to engage in prostitution while others are used as house helps and other menial jobs to bring in money to the family.

Students exhibit behaviours that do not conform to the acceptable moral norms in our society. These behaviours in turn affect their academic performance in schools and may lead to their dropout from school. The researcher has observed some of the unpleasant behaviours that stemmed from some students in Nigeria which causes burden to parents, school administrators/ teachers and the society. Therefore, focusing at the moral values of our society and the changing trend in students conduct in their mode of dressing, friends they move around with, aggressiveness, response to elders, cheating, entertainment and

relationships with opposite sex, one could fathom that there is heavy burden laid on parents about the moral decadence exhibited among students. Children who have been abused may exhibit maladaptive behaviour and may not measure up in academically with their counterpart. The inadequacy of information on the influence of child abuse and neglects on maladaptive behaviour and academic achievement of students in Nigeria: implications for guidance justify the need for this study.

Purpose of the Study

The general purpose of the study was to investigate the influence of child abuse and neglects on maladaptive behaviour and academic achievement of students in Nigeria: implications for guidance.

Specifically, the objectives of the study are to:

- i. find out the various child abuse and neglect among student in Nigeria.
- ii. investigate influence of child abuse and neglect on student maladaptive behaviour in Nigeria.
- iii. examine the influence of child abuse and neglect on students' academic achievement in Nigeria.

Research Question

1. What are the various child abuse and neglect in Nigeria?
2. What is the influence of child abuse and neglect on student maladaptive behaviour in Nigeria?
3. What is the influence of child abuse and neglect on students' academic achievement in Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

Ho1: There is no significant relationship between child abuse and neglect and maladaptive behaviour amongst students in Nigeria.

Ho2: There is no significant relationship between child abuse and neglect and academic achievement of students in Nigeria.

Conceptual Framework

This section explains the concepts used in this study which includes: Concept of Child Abuse, Incidence of Child Abuse, Factors responsible for Child Abuse in Nigeria, Consequence of Child Abuse on Students and Concept of Academic Achievement.

Child Abuse and Neglects

The concept of child abuse has been defined by various scholars in different choice of words. It is the ill treatment meted on a minor. According to the United Nations Convention on the Rights of the Child (UNCRC), any person who is under the age of 18 years is a child. This is a generally acknowledged explanation of a child and it comes from an international legal organization which is accepted by most countries around the world (Fayaz, 2019). Fayaz (2019) posits that abuse is any form of behaviour or act that is intentional to have authority

over, intimidate, force, or hurt another person. It is a mishandling of an authority which uses the connections of closeness, faith and reliance to make the sufferer vulnerable. Abuse can be affective, mental, monetary, sexual, and bodily, but abuse is not restricted to any one of these. Any exploitation, mishandling, or misuse of control for the intention of conniving the behaviours, events, opinions, or thoughts of another person is abuse.

Child abuse and neglect is any action, behaviour and gestures by another person adult or child that causes considerable damage to a child. It can be physical, sexual or emotional, but can just as often be about a lack of affection, care and attention. World Health Organization WHO (2002) defines child abuse and neglect, or child maltreatment, as all forms of physical or emotional ill-treatment, sexual abuse, neglect or neglectful action, or commercial or other mistreatment ensuing indefinite or possible harm to the child's health, continued existence, growth or self-esteem in the circumstance of a relationship of accountability, trust or authority.

Physical abuse may be seen as the inflicting of a non-accidental bodily injury on a child. The injury may not have been intended by the parent or caretaker and is not an accident but may be due to over-discipline or corporal punishment that may not be appropriate or is unjustifiable for the child at that age (Isanghede, 2004). Physical abuse has some indicators which include recurrent injuries with unexplained, guarded, implausible, or inconsistent explanations. Patterned bruises or lacerations (from an object), uncommon locations for injury (underarms, neck, back, genitals, stomach, thighs) (Mfonobong, 2013).

National Clearinghouse on Child Abuse and Neglect (2006) defines emotional abuse as acts or omissions by the parents or other caregivers that have caused or could cause serious behavioural, cognitive, emotional or mental disorders. Opposite of some people's beliefs, words can hurt and emotional abuse can severely damage a child's mental health or emotional development. It includes a way of behaving that impairs a child's emotional development or sense of worth. This may include constant criticism, threats, or rejection, as well as withholding love, support, or guidance. Emotional abuse is often difficult to prove and therefore, it may be difficult to intervene. Emotional abuse is almost always present when other forms are identified (Fayaz, 2019).

Sexual abuse according to Khatri in Akoloh, Okenjom, & Obiahu (2016) is the use of persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct to produce a visual depiction of such conduct. It is the rape, and in cases of a caretaker or interfamilial relationships, statutory rape, molestation, prostitution, or other forms of sexual exploitation of children or incest with children.

Causes of Child Abuse and Neglect in Nigeria

There are various factors responsible for child abuse which can be categorized into socioeconomic factors, characteristics of the perpetrator, and characteristics of the child (Bilge, 2006).

i. Socioeconomic Factors

Family members experiencing financial difficulties can project their troubles on their relationships with each other. Although, neglect and abuse are considered more frequent in low socioeconomic level families, while the upper socioeconomic level families conceal such incidents (Bilge 2006).

Low-income families encourage, and even force their children to work at a young age. Children are employed to engage in heavy labour, which is physically and mentally unsuitable for them or are forced into participating in illegal activities, such as begging, theft or prostitution, whereas middle and upper economic level families exhibit attitudes, which are emotionally traumatic for the child, such as expressing disappointment or accusation.

ii. War and Political Violence.

(UNICEF, 2012) estimates World refugees to be 12-14 million. Some countries record a population of 75% displaced people most of whom are women and children. War is an avenue of child abuse because the little ones suffer for what they cannot be blamed for. They stare helplessly into the world; breathe pain of the loss of murdered parents, destroyed homes, hunger, and insecurity and so on.

iii. Cultural Practices

Cultural practices also encourage child abuse for example in the Kilifi area of Kenya, children are married off when they are as young as six years of age, to old men who could be in their sixties. The determining factor is not the man's age but his wealth. Some other abuse caused by culture is Female Genital Mutilation which is against the wish of the child, yet s/he is exposed to danger due to cultural practice.

In similar argument, Crosson (2008), argued that there is link between parents with marginal incomes and the imperative to push children into works so as to supplement family income. Children of poor family have to help in generate family income and compensate for economic discrepancies in the society. In such situations, poverty breeds poverty. A poor family has a high probability of staying poor since low family incomes carry with them high risk of illness, limitation on mobility, and limited access to education. Thus, the legacy of poverty is passed from parents to children.

Child labour is also one of the many manifestations of poverty in 70% of households in Nigeria, providing an essential means of income for poor families. International Labour Organization (2006), identified eight causative factors of child labour in Nigeria. These are: cultural influences, economic problems, national debt, law, education, unemployment, inability to cope with the needs of the family members, street life and single parents' families.

Consequences of Child Abuse on Academic Achievement of Students in Nigeria

Millions of children globally are exposed to one or more forms of domestic neglect or abuse (Spilsbury, 2007). A summary of the Report of the Independent Expert for the United Nations Study on Violence against Children (2008) reveals that annually, 150 million girls and 73 million boys experience rape or other forms of sexual violence throughout the world and that perpetrators are usually family members of the children. The report stated that annually, more than fifty thousand children fall victim to murder, approximately one or two million children were hospitalized for physical injuries due to violence, whereas only sixteen countries prohibited violence against children, thereby, leaving the vast majority of the children in the world deprived of adequate legal protection (Waterston & Mok, 2008)

The consequences associated with child physical abuse go beyond what many people think of initially. Not only are there potential physical injuries like broken bones, head trauma, abdominal injuries, skin injuries, and so on, there can also be behavioural, emotional, and psychological consequences from exposure to abuse of this kind. Research has found links between physical abuse, depression, and aggressive behaviours but the relationship among these variables appears different when looking at men versus women (Scarpa, Haden, & Abercromby, 2010). It appears that males and females react differently to trauma, with males engaging in more antisocial behaviours and females becoming more withdrawn. Several studies have reported that child physical abuse is a noteworthy predictor of depressive symptoms (Gover & MacKenzie, 2003). Depression can be a difficult disorder to live with as it can impact us personally and professionally, so understanding the link between depression and childhood trauma is an important area of study.

Children who have been physically abused may still feel the consequences long after their injuries have healed. Being shaken, hit or physically abused in any way as a child can lead to poor physical or mental health later in life, including depressive disorders, anxiety disorders, eating disorders, childhood behavioural or conduct disorders, drug use, suicide attempts, obesity, sexually transmitted infections and risky sexual behaviour (Norman, 2012).

Other consequences of child abuse include:

Nervous system: Alexander (2011) calls sexual abuse a "chronic neurologic disease" and discusses how the consequences create decades of negative consequences for victims. The consequences of child sexual abuse can include depression, eating disorders, post-traumatic stress and an impaired ability to cope with stress or emotions (Allnock, 2009). Child sexual abuse can have a more fundamental consequence on brain functioning, where a child's brain becomes damaged by the abuse, they have suffered (Minzenberg, Poole, & Vinogradov, 2008). The consequences of sexual abuse can include dissociation, memory impairment and reduced social functioning (Whitehead, 2011).

Self-harm: Aggression towards self as in self-blame, self-harm and suicide are common consequences of sexual abuse. A study by (Calder, McVean, & Yang, 2010) found participants sexually abused in childhood were more than twice as likely to consider committing suicide in later life.

Emotional and Physical damage: Sexual abuse can also have physical consequences for children, from sexually transmitted diseases to pregnancy. These physical consequences add to the significant emotional and psychological damage inflicted by the abuse (Whitehead, 2011).

Guilt and shame: Children who are sexually abused can be manipulated by their abuser to believe that the abuse is their fault. The feelings of shame and guilt that come from the abuse can reduce the likelihood of that child telling anyone about the abuse (Allnock, 2012).

Post-Traumatic stress disorder: - Some people block out the abuse meaning that they don't remember parts of their childhood. It can also lead to symptoms of post-traumatic stress disorder. If a child doesn't tell anyone about the abuse if it isn't discovered or when children don't receive the right kind of help and support, the damage can last a lifetime (Goodyear-Brown, 2012).

Risk-taking behaviour: A child who is being emotionally abused by caregivers, parents, and siblings or in the neighbourhood may develop risk-taking behaviours such as robbery, aggressive behaviour and usually running away from home.

Mental development: Emotional abuse can also increase the risk of developing mental health problems, eating disorders or self-harming. Some research studies propose that there's a significant correlation between emotional abuse eating and language. If emotional abuse continues when the child gets older, it can have more serious consequences. Adolescents who have been emotionally abused over a long period are more likely to hurt themselves like self-harm and experience other mental health problems (Shaffer, Yates, & Egeland, 2009).

Emotional development: Emotional abuse can limit a child's emotional development, including their ability to attend, feel and communicate emotions properly, and to manage their emotions. Children who usually grow up in such places where they always have to face rebuking and belittled may experience problems like insecurity, worthlessness and anger. One of the most significant problems with emotional abuse or with children who don't get the affection and warmth which they need from their parents may find it extremely hard to develop and maintain healthy relationships with other people in their life. Lower satisfaction with life is often experienced by those adults who had been abused as a child as compared to those who have lived a life without abuse (Gavin, 2011).

Behavioural problem: -Emotional abuse can be a significant cause for a child with problematic behaviour. They might not care about the way they act or the consequences of their behaviour. This is also identified as negative impulse behaviour. Or they may deliberately attempt to construct an image so that people dislike them, which is called self-isolating behaviour. Some research has also shown a link between emotional abuse and attention deficit disorders (Milletich, 2010).

Child abuse generally delays students' progress academically, as there is always lack of trust in people because they have been disappointed and abused by those that ought to be source of joy, trust, defense and security to them. Abused pupils believe nowhere is safe and nobody is to be trusted and this leads to changes in behaviour such as emotional pain, physical pain, withdrawal from opposite sex, poor social relationship, anxiety, mental stress, depression, difficulty in socializing, sadness, hooliganism, thuggery, rebellious, malnourishment, anger, scars on body parts, addictions, sexual difficulties, unhealthy appearance and all these traits lead to poor academic performance by the child as concentration becomes a problem. In the same vein, students that are neglected by their parents or care-givers tend to be independent, lack moral values, rude to teachers and law breakers as a result of lack of parental roles especially the motherly roles and advice.

However; children who are given too much attention might be too dependent, have low confidence, self-esteem, psychologically affected and might not be able to face challenges or solve high tasking work in school; they also tend to have lower grades and high rate of class repetitions than their mates.

The child takes in and processes external experiences and then internalises these experiences. This then forms the basis on which the child interacts with the world, this too translates to how the child will perform in his or academic pursuit since the child will suffer psychologically from this trauma which causes stigmatization and lose of self-worth. Spies' states that the information taken in, processed and internalised (made his own) by an abused child, has an enormous effect on the child's life, specifically impacting on his behavioural

patterns. Freyd (2002) supports this by mentioning the reality of a child remembering other external stimuli that he may have heard, felt or smelt, while the abuse was happening. This is often a means of focusing attention onto something other than what is actually taking place for instance, the sexual violation.

Maladaptive Behaviours

Maladaptive behaviours like every other word have no definite definition, for the purpose of this study, it can be defined as a conduct that disallows students from conforming, adjusting, or participating in various areas of life. Such actions are intended to help relieve or avoid stress, but they are often disruptive and may contribute to increased distress, discomfort, and anxiety over time (Cucnic, 2022). Students that display maladaptive behaviour typically show no regard for the moral or ethical rules of the society neither do they put into consideration the rights of others thereby, manipulating people and situation for their own benefits.

Furthermore, the word maladaptive behaviour can also be defined as a behaviour exhibited which are undesirable by the norms of conventional society and the institutions of adult authority, and its occurrence usually elicits some kinds of social control response. Maladaptive behaviour in secondary school students can be said to be as a result of lack of motivation and unfavourable social climate which makes students to often abandon their study. It was noted too that factors such as family with a history of little successes, and parents with a low educational level also contribute to students' maladaptive behaviour in schools (Aboh, Nwankwo, Agu, & Chikwendu, 2014). Maladaptive behaviour as such which generated from under-socialization and insufficient upbringing of children thereby them reasons for indulging in unacceptable behaviours (Durojaiye, 2003). Lydiat (2000) observed that mature moral judgment occurs between 12 and 18 years of age and any student who falls within the age range is expected to be of good behaviour, but indiscipline, as a result of maladaptive behaviour is threatening the education system.

Secondary school students usually display maladaptive behaviours such as bullying, truancy, fear of examination, anxiety, gangster, cultism, aggressiveness, and moody disposition which could put them at great risks at any point in time. Factor such as over protectiveness of parents, where parents gloss over their ward's wrongdoings is also a maladaptive behaviour. This is usually portrayed when parents tell lies to cover their children's misdoing (Aboh et.al 2014). The various forms of student maladaptive behaviours are late coming, drug and alcoholic abuse, bullying, love affairs, vandalism, assault on the school prefects, insult on educators, wearing the wrong school uniform, use of the mobile phone, smoking, writing or using foul language in class, work not done, class disruption and immoral acts (Gutuza & Mapolisa, 2015).

Influence of Maladaptive Behaviour on Academic Achievement

It has been an everyday phenomenon in the society that secondary students are exhibiting much maladaptive behaviour irrespective of the stages of socialization and cognitive development they have undergone this behaviour is sometime associated with child abuse and neglect. As a result, the society is very much worried about the future leaders of tomorrow behaving in manners lacking moral consciousness (Unachukwu, 1995). Maladaptive behaviours may be part of a student's life to some extent. For instance, when a child throws a tantrum or an adult yell when angry especially when passing through a rough time. According to Betterhelp (2023) maladaptive behaviours serves as coping mechanisms in

students and as a result, such behaviours may lead to isolation, relationship issues as well as negative consequences on academics.

Goodwin (2020) opined that students need to have effective behavioural skills to successfully overcome difficulties in school. Students need to possess ability to understand and manage their own behaviour and reactions which in turn allows them to have better control of their emotional, cognitive, and behavioural processes. Environmental aggravation such as lack or inadequate maternal or paternal care, emotional, physical and sexual abuse, and the experience of loss early in life are major risk factors that can affect a student's wellbeing. Stress has been shown to permanently change the developing brain leading to increase in the responsiveness to stress and altering the processing of emotions resulting in the potential development of psychiatric disorders such as depression (Bremner, Vythikingam, Vdrmetten, Southwick & McGlashan, 2003).

Students' unruly behaviour has constantly affected school academic achievement to the extent that teachers are unable to cover the contents of the school curriculum and this often result into producing half-baked graduates (Fareo, 2019). Maladaptive behaviours in schools have reached an alarming rate and this could be traced to the home, society and the attitude of students towards schooling. These in turn have contributed to poor academic performance of many students. In order for these students to perform well in external examinations, they often resort to examination malpractices. When faced with obstacles students need to have the needed skills and willingness to ask for assistance from others. It is believed to be a process that starts in one's internal world as an awareness of a problem, and then moves externally to interpersonal relationships. How well students navigate through this process can affect their success in school (Goodwin, 2020).

Theoretical Framework

This section of the study reviewed relevant theories that are related to the research work and these theories are Psychoanalytic Theory (Sigmund Freud 1856-1939) and Weiner's Attributions Model.

Psychoanalysis Theory (Sigmund Freud 1856 -1939)

The Psychoanalysis has given rise to many movements and practices, which have provided a stimulus to new education. Psychoanalysis has explained the child's resistance to learning in terms of unfavourable environmental conditions, unsympathetic and critical teachers and parents, lack of preparations and emotional blocking caused by abuse, anxiety and aggression in the form of phobias or due to inharmonious parent-child or intra-parental relationships. Psychoanalysis, thus, brings out the importance of a proper environment for the education of children. The environment in the school and the home should be such as to reduce the chances of repression and increase the chances of sublimation. It should provide opportunities for spontaneous and creative activities and all sublimations.

Psychoanalysis has stressed the significance of play in the education of children. Play along with other natural interests of children should determine the various curricular and non-curricular activities in the school. This emphasis on play has given rise to play therapy and play-way as important techniques in the treatment of scholastic and emotional problems such as abuse. That psychoanalysis has given impetus to such movements, as 'child guidance', mental hygiene, 'paid-centrism' as well as "freedom of the child", cannot be denied. The latter has popularised such concepts as 'free discipline'. Importance of respecting the child's individuality at an early age, of studying the early years of the child, of evaluating the

standards of behaviour from a new angle, of recognising the strength of sex-impulse and sex-education are the other contributions of psychoanalysis to education.

One of the significant contributions, however, is the understanding that psychoanalysis has imparted of 'maladjustments in children's behaviour and delinquencies in adolescence. Emotional conflicts due to defective inter-personal relationships within the family, repression of the child between the unconscious needs and the demand or reality have been highlighted as important causes without minimising the significance of the inadequate environmental conditions such as the broken home, poor economic situations, bad neighbourhood, child abuse, inadequate school programmes, lack of proper recreational facilities and others.

This theory is relevant to this study because it aims at helping people become aware that abused child may likely grow to become an abuser. It further states the importance of interpersonal relationships within the family and the society for effective development of children.

Weiner's Attributions Model (1985)

Attribution theory provides an important method for examining and understanding motivation in academic settings. It examines individuals' beliefs about why certain events occur and correlate those beliefs to subsequent motivation. The basic premise of this theory is that people want to understand their environments and, therefore, strive to understand why certain events happen. In the classroom, the understanding Pupils have about the causes of past and present events influence their ability to control what happens to them in the future. For example, if Pupils fail a test, they will probably attribute that failure to a specific cause, such as (i) lack of ability, (ii) lack of effort, or (iii) poor instruction, (iv) or some environmental/social factors. The selected attribution will affect their subsequent motivation to engage in similar learning activities.

Fritz Heider, later Bernard Weiner of the University of California at Los Angeles developed a more comprehensive and extensive model of human attributions. Weiner's model is particularly informative in research on student learning in school settings. In his model, Weiner outlined the processes through which learners form causal beliefs. A basic assumption of Weiner's model of attributions is that learners are affected by both environmental factors (e.g., characteristics of the Pupils' home or school) and by personal factors (e.g., prior experiences and prior knowledge). These background variables affect the types of attributions that individuals are likely to make. When an achievement-related event occurs (e.g., a student fails an examination), especially if the outcome was unexpected, Weiner proposes that learners undertake an attributional search, trying to understand what happened. The perceived cause of the event is important regardless of any objective explanation because whatever learners perceive as being the cause of the event will affect their future motivation toward engagement with similar tasks. For example, suppose a group of Pupils performs poorly on an examination because of poor instruction. Those individuals who attribute their failure to poor teaching will have a different level of motivation in subsequent examinations than those who attribute their failure to their lack of innate ability.

One important feature of Weiner's theory is that the specific attribution being made (luck, effort, etc.) is less important than the characteristics of the attribution, which are classified along three causal dimensions: locus, stability, and controllability. These important

dimensions affect learners' subsequent motivation toward the task or activity. The locus dimension refers to whether the cause of the event is perceived as internal to the individual or external. If a learner believes that she failed an exam because she lacks the ability, she is choosing an internal cause because the ability is internal to the learner.

In contrast, if a learner believes that he failed the exam because he was ill at the time of the exam, then the cause is unstable in cases in which the illness is a temporary factor. When a student experiences success, attributions to stable causes lead to positive expectations for success in the future. In the face of failure, however, attributions to stable causes can result in low expectations for the future. The controllability dimension refers to whether the cause of the event is perceived as being under the control of the individual. If a runner believes that he lost a race because he did not get enough practice before the event, the cause is controllable because he could have decided to spend more time practising; in contrast, if he feels that he lost the race because he simply lacks ability as a runner, then the cause is uncontrollable. By definition, only internal attributions can be considered controllable.

In addition to the consequence of individuals' motivation and expectations on future success, Weiner's model also indicates that certain emotional responses are associated with various causal dimensions. Consideration of emotional outcomes is rare in the study of academic motivation, given that most current motivation theories do not examine emotions. Weiner and others have demonstrated that the locus dimension is related to feelings of pride and self-esteem: People are more likely to experience a sense of pride in accomplishment if they believe that the cause is due to an internal characteristic or behaviour. The stability dimension is related to feelings of hopefulness or hopelessness; attributions to unstable causes, by contrast to stable causes, suggest the possibility of a different outcome in the future.

Finally, the controllability dimension is related to such feelings as shame, guilt, anger, gratitude, and pity. For example, Pupils who believe their poor achievement in a class is due to a controllable attribution (such as lack of effort) may experience guilt, whereas classmates who believe their failure is due to an uncontrollable cause (such as lack of ability) are more likely to experience feelings of shame. Emotional consequences of attributions ultimately affect individuals' subsequent motivation to engage in a particular behaviour. Weiner's model posits that the aforementioned psychological processes lead to behavioural consequences. For example, Pupils' decision regarding whether to enrol in a mathematics course in the future may be partially determined by their attributions for successes or failures on previous mathematics examinations; athletes' subsequent effort in a competitive sports event may be determined by their attributions for successes or failures in previous events. Weiner's attribution theory is relevant to this study because it explains the possibility that students who are abused, neglected or exploited are likely to attribute certain unfavourable academic achievements to their abusive situation. And if we base it on this theory attribution is external to them and will continue to create psychological trauma in them leading to their continual poor academic achievement.

Review of Previous Studies

This section reviewed related empirical studies on the subject under investigated. This is to improve the quality of the study to serve as evidence for the findings of this study.

Ligeve and Poipoi (2012) in their causal-comparative study investigated the consequences of child labour on academic achievement of a secondary school student in Suba and Homa-Bay districts in Kenya. A total of 333 student that is, 171 boys and 162 girls

participated in the study. The finding of the study showed that student who was involved in child labour had a significantly lower academic achievement mean score than those not involved. The results also indicated that boys not involved had a significantly higher academic achievement mean score than girls not involved. Furthermore, boys involved in child labour activities had a significantly higher academic mean score than girls involved in child labour activities. The study recommended that were child labour and gender consequences on academic achievement of a secondary school student in Suba and Homa Bay districts.

Alokan & Olatunji (2014) in their study on the Influence of Child Abuse on Classroom Behaviour and Academic Achievement among Primary and Secondary School Students. The population of the study comprised all teachers in primary and secondary schools in both public and private sectors in Ado local government area of Ekiti State, Nigeria. A descriptive research design of survey type was adopted for the study. The sample consisted of 200 teachers drawn from 10 schools through stratified random sampling. A questionnaire tagged “Child Abuse and Classroom Behaviour Questionnaire” (CACBQ) was used to collect data. Expert judgments were used to ensure face and content validity. The test-retest method was used to determine reliability. Data collected were analyzed using Pearson Product Moment Correlation. The result revealed a significant relationship between child abuse and children’s attention span in class. The result also showed a significant relationship between a child’s active involvement in the parent’s business and his/her attitude to classwork. Based on these findings the following recommendations were made among others; that the consequences of child abuse on children’s classroom behaviour and later academic achievement should receive attention in education policy forums; and that parents should always relate to their children with love and affection and provide for their needs.

Dlamini and Makondo (2017) Consequences of Child Abuse on the Academic Achievement of Primary School Learners in the Manzini Region, Swaziland. The study was qualitative and utilized the phenomenological research design. The target population were abused learners from the Manzini primary schools. Data were collected from 15 abused learners and their class teachers in four schools. The critical case purposive sampling method was used to select these schools. Thus, only those schools that had abused learners were selected. Semi-structured interviews focus group discussion and document analysis were used to collect data. The findings showed that a majority of the abused learners underperformed as a result of abuse and became suspicious of every person around them and this had a negative bearing to their academic achievement. Some became antisocial and adopted a misdirected rancorous attitude to everyone around them. Based on the findings, the study recommends that the stakeholders; parents, school administrators and teachers included, should work hand-in-hand in handling abused learners to help them overcome their challenges and improve their academic achievement and social life. In addition to that, the relevant ministries (Police, Child and Social Welfare and the Ministry of Education and Training) should assist in curbing child abuse at the grassroots level.

Research Design

The design adopted for this study is descriptive survey research design. This is a research method that describes a given state of affairs at a particular time (Olayiwola; Oguiche, Yusuf & Zainab, 2023). This research design permits the gathering of information through the use of questionnaire from a population based on appropriate sampling techniques. Also, descriptive survey research was considered suitable since it would solicit for

information or responses from the respondents on the problem under investigation. It was on this basis that the researcher decided to use descriptive survey design.

Population of the Study

The population of this study comprises of students in Federal Universities in Nigeria.

Sample Size and Sampling Procedure

The sample size for this study is six hundred and fifty (650) respondents drawn from Federal Universities in Nigeria.

Instrumentation

The instrument used in data collection for this study was a self-structured Students Instrument on Child Abuse and Neglect Questionnaire (SICANQ) constructed by the researcher. The instrument consisted of two sections: A and B. Section A comprised bio- data of the respondents while section B consisted of 20 items on the influence of child abuse and neglects on maladaptive behaviour and academic achievement of students in Nigeria: implications for guidance. The instrument was designed along the four-point scale format of Strongly Agree (SA -4), Agree (A - 3), Disagree (D - 2), Strongly Disagree (SD -1) where the respondents indicated their options on the items of the instrument.

Method of Data Analysis

The data collected was subjected to statistical analysis, interpretation and discussion. Simple percentages, frequency count and mean score were used for demographic data and the research questions. The research questions were graded on a score of 2.50. Any item with a mean score of 2.50 and above was considered as “Agree” while those scores below the mean score of 2.50 were considered “Disagree”. All the hypotheses of this study were tested using Pearson Product Moment Correlation Coefficient (PPMCC). PPMCC was considered suitable for testing all the hypotheses because it is a statistical tool that determine the relationship between the means of two variables. All the hypotheses were tested at 0.05 level of significance.

Data Presentation

Table 1: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	319	49.43
Female	331	50.57
Total	650	100

Source: (Field Survey, 2023)

In the above demographic data of the respondent's gender, it shows that 319 representing (49.43 %) are males while 331 representing (50.57 %) are females. This implies that the number of female respondents exceeded that of the male respondents.

Table 2: Distribution of Respondents by their Location

Location	Frequency	Percentage (%)
Urban	322	40
Rural	328	60
Total	650	100

Source: (Field Survey, 2023)

Table 2 shows that out of the total number of 650 respondents, 322 representing (40%) were from the urban area. The remaining 328 representing (60%) were from the rural area. This implies that the number of students from rural area exceeded that of the urban area.

Answer to Research Questions

Research Question One: What are the various child abuse and Neglects among students?

Table 3: child abuse and Neglects among students.

N = 650

S/N	Statements	Mean	Std. Dev	Decision
3.	Bullying and cyberbullying of the child	3.12	.71	Agreed
4.	Child sexual exploitation	3.09	.69	Agreed
5.	Child trafficking	3.11	.70	Agreed
6.	Child emotional abuse	3.09	.69	Agreed
7.	Female genital mutilation	3.22	.74	Agreed
8.	Child physical abuse	3.09	.69	
Sectional Mean		3.12	0.70	Agreed

Table 3 with the sectional mean of 3.12 showed the mean responses of students on the influence of child abuse on academic achievement of students in Nigeria. From the analysis it was discovered that item 10, 12 and 14 with mean score of 3.09 respectively has the lowest mean score while item 9 with the mean score of 3.12 has the highest mean score which implies that physical abuse, emotional abuse, sexual abuse, child trafficking among others are some of child abuse and neglects in Nigeria as all the mean score were above 2.50 which is in line with decision rule that, items with mean score of 2.50 and above be considered agreed while below be considered disagreed.

Research Question Two: What is the influence of child abuse on maladaptive behaviour among students in Nigeria?

Table 4: influence of child abuse on maladaptive behaviour among students in Nigeria.

N = 650

S/N	Statements	Mean	Std. Dev	Decision
9.	Childs abuse leads students to act of cultism	3.09	.69	Agreed
10.	Child abuse may result to acts of substance abuse	3.12	.71	Agreed
11.	Child abuse leads to problematic school performance.	3.20	.72	Agreed
12.	Child abuse may also lead to sexual immorality.	3.10	.70	Agreed
13.	Child abuse causes physical aggression and antisocial behaviour.	3.26	.78	Agreed
14.	The abused child is likely to abuse other children.	3.33	.79	Agreed
Sectional Mean		3.18	0.73	Agreed

Table 4 with the sectional mean of 3.18 showed the mean responses of students on the influence of child abuse on maladaptive behaviour among students in Nigeria. From the analysis it was discovered that all the items in table 4 were given favourable response as thus, it was concluded that are the major influence of child abuse on maladaptive behaviour among students in Nigeria because their mean score was above 2.50 which is in line with decision rule that, items with mean score of 2.50 and above be considered agreed while below be considered disagreed.

Research Question Three: What is the influence of child abuse and neglects on students' academic achievement in Nigeria?

Table 5: influence of child abuse and neglects on students' academic achievement in Nigeria.

N = 650

S/N	Statements	Mean	Std. Dev	Decision
15.	Child abuse leads to problematic school performance.	3.11	.70	Agreed
16.	Difficulty in concentrating.	3.09	.69	Agreed
17.	Child abuse may lead to extremes in behaviour.	3.12	.71	Agreed
18.	An abused child often exhibits learning and developmental problems.	3.03	.67	Agreed
19	Child abuse often leads to low self-esteem thereby affecting students' academic achievement.	3.21	.74	Agreed
Sectional Mean		3.11	0.70	Agreed

Table 5 with the sectional mean of 3.11 showed the mean responses of students on the influence of child abuse on academic achievement of students in Nigeria. From the analysis it was discovered that items 10 and 9 with mean score of 3.03 and 3.09 respectively has the lowest mean score while item 11 and 13 with the mean score of 3.12 and 3.21 respectively has the highest mean score which implies that child abuse may also lead to difficulty in concentrating, developmental delays, low self-esteem among others as all the mean score were above 2.50 which is in line with decision rule that, items with mean score of 2.50 and above be considered agreed while below be considered disagreed.

Test of Hypotheses

Ho₁: There is no significant relationship between the child abuse and neglect and maladaptive behaviour among students in Nigeria.

Table 6: Test of Relationship between Child Abuse and Neglect and Maladaptive Behaviour among Students in Nigeria.

Variable	X	Std. Dev.	r-cal Value	r-crit	Level of Sig.	Decision
Child Abuse and Neglects	3.12	0.70	0.213	0.311	0.042	Significant
Maladaptive Behaviour	3.18	0.73				

Table 6 showed the correlation between child abuse and maladaptive behaviour among students. The computed correlation coefficient shows that there is a significant relationship between child abuse and maladaptive behaviour among students. The r-calculated value of 0.213 was greater than the r-critical value of 0.311. Therefore, the null hypothesis was rejected. This showed that there is a significant relationship between child abuse and maladaptive behaviour among students in Nigeria.

Ho₂: There is no significant relationship between the child abuse and neglect and academic achievement of students in Nigeria.

Table 7: Test of Relationship between Child Abuse and Neglect and Academic Achievement of Students in Nigeria.

Variable	X	Std. Dev.	r-cal Value	r-crit	Level of Sig.	Decision
Child Abuse and Neglects	3.12	0.70	0.122	0.241	0.035	Significant
Academic Achievement	3.11	0.70				

Table 7 showed the correlation between the child abuse and neglects and academic achievement of students in Nigeria. The computed correlation coefficient shows that there is a significant relationship between child abuse and neglects and academic achievement of

students in Nigeria. The r-calculated value of 0.122 was greater than the r-critical value of 0.241. Therefore, the null hypothesis was rejected. This showed that there is a significant relationship between the child abuse and neglects and academic achievement of students in Nigeria.

Findings

The following findings were made in this study.

1. The study found that emotional abuse, sexual exploitation/abuse, child trafficking among others are some of the various child abuse in Nigeria.
2. Findings revealed that child abuse and neglects lead to maladaptive behaviours such as substance abuse, sexually abusing other child, bullying of fellow students among others.
3. Findings showed that child abuse have influence on students' academic achievement some of which are, severe brain damage, difficulty in concentrating and even death of the child, low self-esteem, poor academic achievement among others.
4. The findings of the study revealed that, there is a significant relationship among child abuse, neglects and maladaptive behaviour among students in Nigeria.
5. The findings of the study further revealed that, there is a significant relationship between child abuse and neglects and academic achievement of students in Nigeria.

Conclusion

The researcher concludes that emotional problems, economic crisis, depression and mental health problems are some of the consequences associated with child abuse. Child abuse does not only have a statistically significant relationship with maladaptive behaviour and academic achievement of students but it is also, a serious public health issue that can have long-term effects on the general wellbeing of a child.

Recommendations

The following recommendations were made based on results of findings:

1. Child abuse and neglects should be enshrined into civic education and make the subject mandatory for all students so as to learn the consequences of child abuse.
2. Government at all levels should create workshop for both teachers and students on the physical and psychological consequences of child abuse in order to prevent incidence of child abuse and maladaptive behaviours among students.
3. More efforts should be made to enshrine child abuse and neglects into civic education and make the subject mandatory for all students so as to eradicate or bring to the barest minimum the menace of child abuse especially in the area of academic achievement.
4. School administrators should make provision of counselling unit centre for students that are victims of the child abuse in order to reduce the physical and psychological trauma of the child and the negative influence it has on students' general wellbeing.
5. Government at all levels and other stakeholders in education should create more workshops for both teachers and students on the physical and psychological consequences of child abuse in order to prevent the re-occurrence of child abuse and

neglects in Nigeria and also to address the poor academic achievement among students which is attributed to child abuse and neglect.

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