

Vol. 22, May 2015, Issue 2.

**NIGERIAN JOURNAL
OF CLINICAL AND
COUNSELLING
PSYCHOLOGY**

ISSN: 1118 - 4035



**School Counsellor Perception on the Psychological
Development of Child Abuse of In-School Adolescents in
Ilorin Metropolis**

Bolu-Steve, F. N, Mustafa, M.L.A & Babajide, M.F

Department of Counsellor Education

University of Ilorin.

bolusteve2002@yahoo.com

Abstract

This study aimed at surveying the school counsellor perception on the consequences of child abuse on the psychological development of in-school adolescents in Ilorin Metropolis. The population for the study comprised secondary school counsellors in the four local government areas within Ilorin Metropolis. The targeted population for this study are the secondary school counsellors in Ilorin Metropolis. Purposive sampling technique was used to select 50 respondents from each of the four L.G.As. Thus making a total of two hundred respondents that participated in the study. The questionnaire consists of two sections. Section A dealt with demographic data, while Section B consists of items on the consequences of Child Abuse on the psychological development of In-School adolescents. Four hypotheses were generated for the purpose of this study. Data were collected using a researcher designed instrument tagged 'Consequences of Child Abuse on the Psychological Development of In-School Adolescents Questionnaire (CCAPDA)'. Items on the questionnaire were derived from information obtained from the review of related literature. The 4-point Likert Type Scale response format was adopted for use in Section B as thus: Strongly Agree: 4 points; Agree: 3 points; Disagree: 2 points; and Strongly Disagree: 1 point. The questionnaire contains 20 items which the counsellors were expected to respond to. The data were analyzed using percentages, mean, t-test and Analysis of Variance (ANOVA), all hypotheses were tested at 0.05 alpha levels. The findings of this study showed that there was no significant difference on the basis religion and length of years. However a significant difference was found on the basis of respondent's gender and educational qualification. Based on

the findings of this study, it was recommended that the School counsellor should organize enlightenment programme on effects of child abuse on the psychological development of in-school adolescents.

Key Words: Counsellors perception, Psychological development, Child abuse, In-School adolescents

Introduction

Counselling is an helping relationship in which the counsellor employs psychological methods based on systematic knowledge of human personality in solving the clients problems. Olawale (2000) defined counselling as an enlighten process where the counsellor helps the clients to facilitate growth, development and positive change through an exercise of self-understanding. in other words the counsellor also helps in solving the psychological problems of the clients.

Adolescence is a period of transition from childhood to adulthood. During this period, significant social, biological, psychological, and emotional changes occur. Adegoke (2003), noted that the adolescent period is marked with changes in biological, psychological and emotional development. According to Piaget's theory, the adolescent thinks abstractly, construct hypotheses, use ideas and imagination to deal with issues. The theory of Erick Erikson and Sigmud Freud emphasized that the adolescent period was inherently a time of disturbance and psychological confusion.

The term child abuse can be defined as any act on the part of the parent or care taker which results into serious physical injury, sexual abuse or maltreatment of a child under the age of 18years(Department of Health and Human Services, 2001) . Child abuse could also be referred to as the physical, sexual or emotional maltreatment or neglect of a child, such maltreatment includes any act or series of acts of commission or omission by a parent or other caregiver that results in harm, or threat of harm to a child. Psychological development is the transformation of one's cognitive, emotional, intellectual and social capabilities. It involves the scientific study of how human beings develop, the influence of nature and nurture on the process of human development. Adolescents suffer from emotional and psychological abuse

(Ba-Saddik and Hattab, 2012). Psychological abuse involves emotional maltreatment which includes hostile verbal and nonverbal behaviours that are directed at gaining compliance from others (Keashly, 1998).

The most serious form of abuse is child marriage, which exposed young girls to various health hazards and a range of psychological problems. Adebayo (2013) revealed that as a result of early child marriage, 400,000 to 800,000 children are living with vesico vaginal fistula (VVF) problem in Nigeria. When these children develop such condition, their husbands divorce them, and they suffer rejection from their family. Despite the declaration of child rights in Nigeria, children are sometimes assaulted or raped while some are used as house help. Child abuse includes physical, emotional, psychological, and sexual and verbally assault against a child (Department of Health and Human Services, 2009).

Sexual assault on any victim below the age of 18 years by adults constitutes sexual abuse. This might include indecent exposure of children to oral-genital or genital to genital contact stimulation (Department of Health and Human Services, 2007). Child abuse also occurs when parents or care takers inflict injuries on their ward under the disguise of control or discipline. Failure of parents to provide basic needs like food, shelter and clothing makes these children susceptible to psychological problems. The use of tranquilizers and sedatives drug on children by parent in order to calm a child, abandonment, educational deprivation, the misuse of children for economic reasons are all forms of child abuse that can lead to cognitive breakdown (Malik, 2010). Casarjian (2000) noted that what is considered as child abuse differs from one culture to another. In many African countries, child abuse is culturally encouraged; in the northern part of Nigeria children are giving away in marriage at a very young age. Adebayo (2013) said that until it was legally abolished, the Igbo girl was betrothed early sometimes before she was a year. Many of these girls suffer from mental depression and, in extreme cases; some others resort to committing suicide leading to a high rate of maternal mortality.

Casarjian (2000) observed that in Nigerian schools, when children are publicly criticized, ridiculed or censored as

part of the disciplinary tradition in the school's, students often develop inferiority complex. This causes cognitive and psychological problems which affects their social relationship with their peers. Corporal punishment is a form of child abuse which should be discouraged in schools. According to Umobong (2010), teachers are expected to be in *loco parentis* to students.

The study of Okoza, Aluede, and Ojugo (2011) revealed that students experienced different types of emotional abuse in schools. Also Umobong (2010) explained how teachers address their students with negative words. This has a way of retarding the psychological development of children. Shumba's (2002) study has also established the fact that female teachers use different forms of vulgar language on students.

The impact of child abuse on in-school adolescent is destructive. Brendgen, Wanner, and Vitaro (2005) observed that college students who experienced verbal abuse from teachers are at risk of behavioural, emotional, psychological and social maladjustment problems. Repeated verbal abuse by the teachers has been found to significantly predict delinquent behavior and psychological problems during early adolescence. It has been found that emotional abuse is associated with psychological disorder (Casarjian, 2000); depression (Rich, Gingerich & Rosen 1997; Anthony samy & Zimmer-Gembeck, 2007) and low self-esteem (Sackett& Saunders, 1999).

Martin, Cromer and Freyd (2010) reported that physical, sexual, and emotional abuse can result into negative disruptive (hyperactive, impulsive, aggressive), attention-deficit, internalizing (withdrawn, anxious, depressed) behaviours, academic difficulties and other maltreatment-related outcome. When maltreatment at childhood age occurs, Goebbels, Nicholson, Walsh, and De Vries (2008) explained that the adverse effects tend to be severe at adolescences.

Abused children display various symptoms of behavioural deficiencies which include hostility, insecurity, high incidence of mental retardation, low self-esteem, self-destructive behaviour and delayed language development (Stewart, Dennison & Waterson, 2002). Langsfordetal (2007) revealed that children who were victims of long-term abuse

are often adolescents who end up in the juvenile court system due to their retaliatory aggressiveness, truancy or their runaway behaviour. Child maltreatment affects the physical and mental health of children.

Child maltreatment from early childhood can result to improper functioning of the brain. This has long-term consequences on cognitive, language, and socio-emotional development. Children who experience child abuse and neglect are more likely to be arrested as juveniles while some are likely to commit violent crime (DHHS, 2001).

The immediate physical effects of child abuse or neglect can range from relatively minor bruises to severe broken bones, hemorrhage, or even death (Perry, 2001). In addition to physical and developmental problems, the psychological effect of chronic abuse may result into anxiety and this can make victims more vulnerable to problems such as post-traumatic stress disorder, conduct disorder and memory difficulties (Dallam, 2001; Perry, 2001). Children who have history of neglect or physical abuse are at risk of developing psychiatric problems, or a disorganized attachment style.

Statement of the Problem

With the level of public enlightenment, it is expected that there should be a reduction in child abuse practices in Nigeria. USDHHS (2012) observed that an estimated 681,000 children were confirmed as being victims of maltreatment in 2011 while 1,570 children died from abuse and neglect across Nigeria. Dallam (2001) and Perry (2001) noted that chronic abuse of a child may lead to stress that causes "hyperarousal" response in certain areas of the brain, which may result in hyperactivity and sleep disturbances thereby causing psychological problems. Danese et al. (2009) confirmed that adolescents, who experience maltreatment at childhood are at risk of developing heart disease, cancer, chronic lung disease, liver disease, obesity, high blood pressure, high cholesterol, and high levels of C-reactive protein which might lead to psychological break down. Maltreated children also engage in smoking, alcoholism, drug abuse and high-risk sexual behaviours at adolescent. (Felitti et al., 1998; Runyan et al., 2002). Those with a history of child abuse and neglect are 1.5

times more likely to use illicit drugs, especially marijuana, in middle adulthood (Widom et al., 2006).

Anthony samy, and Zi-mmer-Gembeck, (2007) carried out a research on peer status and behaviors of maltreated children, Ba-Saddik, Brendgen, Wanner and Vitaro (2005) worked on verbal abuse by the teacher and child adjustment from kindergarten through grade six while Ojoza, Aluede, and Ojugo (2011) looked at sex and class of secondary school students in experiencing emotional abuse by teachers in Edo State, Nigeria. To the best of the of the researchers knowledge no study has been carried out on school counselors perception on the consequences of child abuse on psychological development of in-school adolescents in Ilorin metropolis.

Purpose of the Study

The purpose of the study is to investigate the school counsellor perception on the consequences of child abuse on psychological development of in-school adolescents in Ilorin metropolis. It equally aimed at examining whether the data generated from the respondents would be different on the basis of gender, religious affiliations, educational levels of the parents and the counselors length of service in Ilorin metropolis.

Research Questions

The following research questions were raised

- 1). What is the perception of school counsellors on the consequence of child abuse on psychological development of in-school adolescents' in Ilorin metropolis?
- 2). What is the perception of school counsellors on the influence of child abuse on psychological development in-school adolescents' in Ilorin metropolis?
- 3). Is there any significant difference in the perception of school counsellors on the consequence of child abuse on psychological development in-school adolescents' in Ilorin metropolis on the basis of gender?
- 4). Is there any significant difference in the perception of school counsellors on the consequence of child abuse

- on psychological development of in-school adolescents' in Ilorin metropolis on the basis of religious affiliation?
- 5) Is there any significant difference in the perception of school counsellors on the consequence of child abuse on psychological development of in-school adolescents' in Ilorin metropolis on the basis of Educational qualification?
 - 6). Is there any significant difference in the perception of school counsellors on the consequence of child abuse on psychological development of in-school adolescents' in Ilorin metropolis on the basis of length of years in service?

Research Hypotheses

- 1). There is no significant difference in the perception of school counsellors on the consequence of child abuse on psychological development of in-school adolescents' in Ilorin metropolis on the basis of gender?
- 2). There is no significant difference in the perception of school counsellors on the consequence of child abuse on psychological development of in-school adolescents' in Ilorin metropolis on the basis of religious affiliation?
- 3). There is no significant difference in the perception of school counsellors on the consequence of child abuse on psychological development of in-school adolescents' in Ilorin metropolis on the basis of educational qualification?
- 5). There is no significant difference in the perception of school counsellors on the consequence of child abuse on psychological development of in-school adolescents' in Ilorin metropolis on the basis of length of years in service?

Methodology

The research design adopted for this study was the descriptive survey method. The design allows the researcher to gather data and describe it in a systematic manner (Adana, 1996). Daramola (2006) defined population as the entire group from which the researcher is interested in giving information and upon which subsequent conclusions are drawn. The

population for the study comprised of secondary school counsellors in the four Local Government Areas within Ilorin metropolis. The targeted population for this study are the secondary school counsellors in Ilorin metropolis. Purposive sampling technique was used to select 50 respondents from each of the four L.G.As. The questionnaire consists of two sections, Section A dealt with demographic data while Section B consist of items on the consequences of Child Abuse on the psychological development of In-School adolescents. The instrument used in gathering data for this study was titled "Consequences of Child Abuse on the Psychological Development of In-School Adolescents Questionnaire (CCAPDA)". Items on the questionnaire were derived from information obtained from the review of related literature. The 4-point Likert Type Scale response format was adopted for use in Section B as thus: Strongly Agree: 4 points; Agree: 3 points; Disagree: 2 points; and Strongly Disagree: 1point. The questionnaire contains 20 items which the counsellors were expected to respond to.

An instrument is valid when it measures what it purports to measure. In view of this, the questionnaire was given to three experts in the related field, they affirmed that the instrument covered the intended contents and therefore valid for use. To ensure the reliability of the instrument, the test re-test method was adopted.

The researchers administered the same instrument on twenty (20) respondents at an interval of four weeks. The two scores were correlated using the Pearson's Product Moment Correlation Coefficient. The reliability index of 0.77 was found. Therefore, the questionnaire was statistically said to be reliable for the study.

Result

The result of the study was presented using frequency counts and simple percentage. The t-test and Analysis of Variance (ANOVA) were used to test the generated null-hypotheses. The respondents' personal demographic data were presented with the use of simple percentages as indicated in the tables that follows.

Table 1: Distribution of Respondents on the Basis of Gender

Gender	Frequency	Percentage
Male	103	51.5
Female	97	48.5
Total	200	100.0

Table 1 shows that 200 respondents participated in the study out of which 103 (51.5%) were males, while 97 (48.5%) of the respondents were females.

Table 2: Distribution of Respondents on the Basis of Age

Age	Frequency	Percentage
26 – 35 years	88	44.0
36 – 45 years	76	38.0
46 – 55 years	27	13.5
56 years and above	9	4.5
Total	200	100.0

Table 2 shows that 88 (44%) were between the ages of 26 - 35 years, 76 (38%) were between 36 – 45 years, 27 (13.5%) were between 46 – 55 years, while 9 (4.5%) of the respondents were between the ages of 56 years and above.

Table 3: Distribution of Respondents Based on Religion

Religion	Frequency	Percentage
Christianity	136	68.0
Islam	64	32.0
Total	200	100.0

Table 3 indicates that 136 (68%) were Christians, while 64 (32%) of the respondents were Muslims.

Table 4: Distribution of Respondents on the Basis of Educational Qualification

Educational Qualification	Frequency	Percentage
First degree	116	58.0
Postgraduate	84	42.0
Total	200	100.0

Table 4 indicates that 116 (58%) were having first degree qualifications, while 84 (42%) of the respondents were having postgraduate degree qualifications.

Table 5: Distribution of Respondents on the Basis of Length of Service

Length of Service	Frequency	Percentage
1 – 10 years	131	65.5
11 – 20 years	53	26.5
Above 20 years	16	8.0
Total	200	100.0

Table 5 indicates that 131 (65.5%) have spent between 1 – 10 years in service, 53 (26.5%) have spent between 11 – 20 years in service, while 16 (8%) of the respondents have spent above 20 years in service.

Research Question 1: What is the perception of school counsellors on the consequence of child abuse on psychological development of in-school adolescents' in Ilorin metropolis?

Table 6: Mean and Rank Order on the Consequences of Child Abuse on the Psychological Development of In-School Adolescents

Item No.	As far as I am concerned, the consequences of child abuse on psychological development can:	Mean	Rank
14	lead to impaired development	3.05	1 st
18	make the individual live a fake life	2.98	2 nd
13	result in attention deficit	2.96	3 rd
16	affects vocational interest of a child	2.93	4 th
20	make a child pessimistic at all times	2.89	5 th
15	affects a child's adequate use of psycho-motor skills	2.85	6 th
12	make a child to be extremely anxious	2.84	7 th
17	lead to truancy and other related cases of indiscipline	2.83	8 th
9	lead to irritable interpersonal relationship and communication	2.77	9 th
10	put a child at the risk of neurotic disorder	2.76	10 th

6	impede child's decision making	2.72	11 th
3	make one become heartless	2.70	12 th
19	lead to frustration	2.69	13 th
5	lead to low self esteem	2.67	14 th
7	lead to negative self concept	2.64	15 th
11	lead to poor academic achievements	2.61	16 th
8	causes loneliness	2.57	17 th
2	leads to isolation	2.53	18 th
4	affects one's personal-social development	2.48	19 th
1	dampens one's emotion	2.46	20 th

Table 6 shows that Item 14 ("As far as I am concerned, psychological consequence child abuse can lead to impaired development") had the highest mean score of 3.05 and was therefore ranked 1st. Item 1 ("As far as I am concerned, psychological consequences as a result of child abuse can dampens one's emotion") had the lowest mean score of 2.46 and was therefore ranked 20th. Since eighteen out of the twenty items have mean scores that are above the mid-mean score of 2.50, then it can be said that majority of the respondents are having a high affirmation that child abuse do affects the psychological development of in-school adolescents.

Research Question 2: What is the perception of school counsellors on the consequence level of child abuse on psychological development of in-school adolescents' in Ilorin metropolis?

Table 7: Perception of school counselors on the Consequence level of Child Abuse on Psychological Development of In-School Adolescents

level of Child Abuse on Psychological Development of In-School Adolescents	Frequency	Percentage
High	189	94.5
Low	11	5.5
Total	200	100.0

Table 7 shows that 200 respondents participated in the study out of which 189 (94.5%) are of the view that there is a high level of consequence of child abuse on psychological

development of in-school adolescents, while 11 (5.5%) are of the view that there is a low level of consequence of child abuse on in-school adolescents psychological development.

Hypothesis One: There is no significant difference in the perception of school counselors on the consequences of child abuse on psychological development of in-school adolescents in Ilorin on the basis of gender

Table 8: The t-test showing the Consequences of Child Abuse on the Psychological Development of In-school Adolescents in Ilorin on the Basis of Gender

Gender	N	Mean	SD	Df	Cal. value	t- value	Crit. value
Male	103	33.26	9.17	198	3.52*		1.96
Female	97	37.75	8.81				

*Significant, $p < 0.05$

Table 8 shows a calculated t-value of 3.52 and a critical t-value of 1.96. The calculated t-value is greater than the critical t-value. The hypothesis is not accepted. Thus, there is a significant difference in the in the perception of school counselors on the consequences of child abuse on psychological development of in-school adolescents in Ilorin on the basis of gender.

Hypothesis Two: *There is no significant difference in the perception of school counsellors on the consequences of child abuse on the psychological development of in-school adolescents in Ilorin on the basis of religion*

Table 9: The t-test showing the Consequences of Child Abuse on the Psychological Development of In-school Adolescents in Ilorin on the Basis of Religion

Religion	N	Mean	SD	Df	Cal. value	t- value	Crit. value
Christianity	136	35.72	9.44	198	0.62		1.96
Islam	64	34.84	8.90				

Table 9 shows a calculated t-value of 0.62 and a critical t-value of 1.96. The calculated t-value is less than the critical t-

value. The hypothesis is accepted. Thus, there is no significant difference in the in the perception of school counselors on the consequences of child abuse on the psychological development of in-school adolescents in Ilorin on the basis of religion.

Hypothesis three: *There is no significant difference in the perception of school counsellors on the consequences of child abuse on the psychological development of in-school adolescents in Ilorin on the basis of educational qualification*

Table 10: The t-test showing the Consequences of Child Abuse on the Psychological Development of In-school Adolescents in Ilorin on the Basis of Educational Qualification

Educational Qualification	N	Mean	SD	df	Cal. t-value	Crit. value
First Degree	116	37.77	9.81	198	4.38*	1.96
Postgraduate	84	32.21	7.34			

*Significant, $p < 0.05$

Table 10 shows a calculated t-value of 4.38 and a critical t-value of 1.96. The calculated t-value is greater than the critical t-value. The hypothesis is not accepted. Thus, there is a significant difference in the consequences of child abuse on psychological development of in-school adolescents in Ilorin on the basis of educational qualification.

Hypothesis Four: *There is no significant difference in the perception of school counsellors on the consequences of child abuse on psychological development of in-school adolescents in Ilorin on the basis of length of service*

Table 11: Analysis of Variance (ANOVA) showing the Consequences of Child Abuse on the Psychological Development of In-school Adolescents in Ilorin on the Basis of Length of Service

Source	df	SS	Mean Square	Cal. F-value	Crit. F-value
Between Groups	2	322.051	161.02	1.89	3.00

Within Groups	197	16739.229	84.97
Total	199	17061.280	

Table 11 shows the F-value calculated of 1.89 and a critical F-value of 3.00. The calculated F-value is less than the critical F-value. The hypothesis was accepted. Hence, there is no significant difference in the consequences of child abuse on the psychological development of in-school adolescents in Ilorin on the basis of length of service.

Discussion

From this study, child abuse can result to impaired development which is a major psychological impact on adolescents. Finkelhor, Ormrod, Turner, and Hamby (2005) reported that child abuse can lead to psychological problems thereby resulting to impaired development at adolescence. In the same vein, Okoza, Aluede and Ojugo (2011) observed that adolescent period is a time of storm and stress which is characterized by conflict and mood swings, which is partially determined by childhood experiences. Lampe (2002) explained that abuse of children can lead to lifelong scars which eventually affect the developmental process of adolescence. Sebre (2000) believed that the victims of long-term childhood abuse are often adolescents who end up in the juvenile court system due to their retaliatory aggressiveness and truancy behaviour.

Xiangming and Corso (2007) stated that irrespective of gender, male and female adolescents who have experienced childhood maltreatment display psychological problem behaviors such as extreme anxiety and attention deficit. This is in line with the submission of Korbin (1980) that most of in-school adolescents, struggle with attention deficit which leads to poor academic performances. Perera, Ostbye, Ariyananda and Lelwala (2009) affirmed that psychologically, male children that have been abused often displayed more disruptive, noncompliant behavior when compared with their non-abused classmates. In an attempt to stem the tides of the consequences of child abuse, the United Nation Convention on the Rights of the Child was adopted in 1989 which emphasized that Child abuse violates the Declaration of

Human Rights. In addition to physical and developmental problems occasioned by consistent child maltreatment, the stress of chronic abuse may precipitate anxiety and vulnerability to problems such as: post-traumatic stress disorder, conduct disorder, and learning, attention and memory difficulties at the adolescent stage. It has been reported by Dallam (2001) and Perry (2001) that children who have a history of neglect or physical abuse are at risk of developing psychiatric problems, or a disorganized attachment style. Umobong (2010) affirmed that childhood experiences have a way of promoting positive and negative human development. Adults who experienced abuse or neglect during childhood are more likely to suffer from physical ailments such as allergies, arthritis, asthma, bronchitis, high blood pressure, and ulcers.

These school counsellors are of the opinion that there is a high correlation between child abuse and its consequences on psychological development of in-school adolescents. Perry (2001) stated that the consequences of childhood abuse on psychological development of adolescents is multifaceted and this can result into the damage of self-concept and feelings of worthlessness. The USDHHS (2012) estimated that 681,000 children were confirmed by Child Protective Services as being victims of child abuse in 2011.

Even though it is established that child abuse affects adolescent's development, however, there are differences in perception on the consequences of child abuse on psychological development of in-school adolescents on the basis of gender. Bolu-Steve (2013) noted that the way male and females view issues are different. The differences of the respondents could be as a result of the level exposure of the counsellors to issues of child abuse and prevailing psychological impacts on adolescences psychological development in schools.

Although Asonibare et al (2009) noted that there is always variation in the beliefs, doctrines and practices of the three religions. Interestingly, the religious beliefs of the respondents did not affect the interpretation of both child abuse and psychological development. Counsellors belief that maltreated children will develop emotional problems at adolescence (Gesinde, 2011).

The opinion of the counsellors differs on the basis of educational qualification. Bolu-steve (2015) explained that the differences in educational background of the people have a way of exposing them to different views. However, counsellors emphasized that most of the problems that are noticeable at adolescents stage stem from childhood experiences (Olawale, 2000).

A significant difference was found in the counsellors perception on the consequence of child abuse on the psychological development of in- school adolescents on the basis of length of service year. Their opinion might be due to differences in years of experience and exposure as school counsellors. Adegoke (2003) noted that adolescents have a lot of psychological problems which can only be handled by experienced counsellors. Theoklitou, Kabitsis and Kabitsi (2012) found that over the years there has been a serious link between child maltreatment and depression. It has been discovered that Adolescents who are exposure to repeated corporal punishments and maltreatments often develop psychological maladjustment problems.

Conclusion, Counselling Implication and Recommendations

The number of young children who have suffered from abuses/maltreatment has risen in recent years. The finding of this study showed that there was no significant difference in the perception of school counsellor *on the* consequences of child abuse on the psychological development of in-school adolescents in Ilorin metropolis on the basis of religion and length of service. However, a significant difference was found on the basis of gender and educational qualification. Makinwa (1992) had noted that youths are faced with a lot of problems, which they have no stamina to cope with. Counselling helps the students in solving psychological developmental problems and at the same time help them to make appropriate decisions on life issues. As such, Counsellors should provide counselling services to students who are victims of abuse/maltreatment in order to grow into an healthy adolescents within the school system. School counsellor can organize enlightenment programme on effects of child abuse on psychological development of in-school adolescents. As a

matter of urgency, the government should make it mandatory for all secondary schools to have counselling centers. A more widespread understanding of the effects of child abuse on adolescent's psychological development and the enforcement of the appropriate laws may facilitate the eradication of this menace. The school counselors should create an atmosphere that will encourage right psychological development among secondary school students. The counsellors, should use his/her skills in identifying the abused children within the school in order to give psychological support.

References

- Adana, B. S. (1996). *Statistical methods for students: A demystifying approach*. Ilorin: Unilorin Press.
- Adebayo .A (2013). VVF Prevalence Soar in Nigeria. Daily Newswatch, webmaster, retrieved on May 18th, 2013 at <http://www.mydailynewswatchng.com/vvf-prevalence-soar-in-Nigeria>
- Adegoke A. A. (2003). *Adolescents in Africa*. Published by Hadassah.
- Anthony samy, A., and Zimmer-Gembeck, M. J. (2007). Peer status and behaviors of maltreated children and their classmates in the early years of school. *Child Abuse & Neglect*, 31, 971-991.
- Asonibare, J. B., Durosaro, I. A., Olawuyi, B. O., & Ajiboye, S. K. (2009). Prevention of HIV/AIDS as perceived by religious leaders in Ilorin metropolis, Nigeria. *The Nigerian Journal of Guidance and Counselling*, 14 (1), 184-192
- Ba-Saddik, A., and Hattab, A.S. (2012). Emotional abuse towards children by school teacher in Aden Governorate, Yemen: A cross-sectional study. *BMC Public Health*, 12: 647
- Bolu-Steve, F.N (2015). Attribution of infant mortality by literates adults in Ilorin metropolis. *International*

Journal of research in science, technology and mathematics education, University of Jos pp 48

Brendgen, W., Wanner, B., and Vitaro, F. (2005). Verbal abuse by the teacher and child adjustment from kindergarten through grade 6. *Pediatrics*, 117 (5), 1585-1598

Casarjian, B.E. (2000). Teacher psychological maltreatment and students' school-related functioning. Dissertation Abstracts International Section A. *Human Social Sciences*. 2000 60:4314

Child Right Legislation in Nigeria (2013) Retrieved from **Error! Hyperlink reference not valid.** on 15th May, 2013.

Dallam, S. J. (2001). The long-term medical consequences of childhood maltreatment. In: Franey K, Geffner R, Falconer Reditors. The cost of child maltreatment: Who pays? We all do. San Diego (CA): *Family Violence & Sexual Assault Institute*

Danese, A., Moffitt, T. E., Harrington, H., Milne, B. J., Polanczyk, G., Pariante, C. M., et al. (2009). Adverse childhood experiences and adult risk factors for age-related disease. *Archives of Pediatrics and Adolescent Medicine*, 163(12):1135-1143.

Department of Health and Human Services (DHHS), (2007) Administration on Children, Youth, and Families. Understanding the effects of maltreatment on early brain development. *Washington (DC): Government Printing Office*; 2001. Retrieved from URL: <http://www.childwelfare.gov/pubs/focus/earlybrain/earlybrain.pdf> [PDF 454 KB]

Department of Health and Human Services (DHHS), (2009) Administration on Children, Youth, and Families. Child Maltreatment 2007 [online] 2009 [cited 2009 Apr 7]. Retrieved from URL: <http://www.acf.hhs.gov/programs/cb/pubs/cm07/index.htm>

- Finkelhor, D., Ormrod, R., Turner, H., & Hamby, S. (2005). *The victimization of children and youth: A comprehensive national survey*. *Child Maltreatment*, 10(1):5-25.
- Felitti, V., Anda, R., Nordenberg, D., Williamson, D., Spitz, A., Edwards, V., et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *Am J of Preventive Medicine*, 14(4):245-258.
- Gesinde, A.M. (2011). Dimensions of emotional maltreatment of school adolescents at home: Implication for counselling practice. *Ife Psychologia*, 19 (1), 40-55.
- Goebbels, A.F.G., Nicholson, J.M., Walsh, K., & DeVries, H. (2008). Teachers' reporting of suspected child abuse and neglect: behaviour and determinants. *Health Education Resource*, 23 (6), 941-951.
- Keashly, L. (1998). Emotional abuse in the workplace: Conceptual and empirical issues. *Journal of Emotional Abuse*, 1(1), 85-117.
- Korbin, J. H. E. (1980). The Cross-cultural context of Child Abuse and Neglect in *the Battered Child* (13th Edition, University of Chicago Press, 1980) 21-35
- Lampe, A. (2002). The prevalence of childhood sexual abuse, physical abuse and emotional neglect in Europe. *Journal of Psychosomatic Medicine and Psychotherapy*, 48: 370-80.
- Langsford, J. E., Miller-Johnson, S., Berlin, L. J., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2007). Early physical abuse and later violent delinquency: a prospective longitudinal study. *Child Maltreatment* 12(3):233-245.
- Makinwa.A. P. (1992). Sexual behavior, reproductive knowledge, and contraceptive use among young urban Nigerians. *International Family Planning Perspectives*, 18:67-69.

- Malik, F. (2010). Determinants of child abuse in Pakistani families: Parental acceptance- rejection and demographic variables. *International Journal of Business and Social Science*, 1(1), 35-46.
- Martin, C. G., Cromer, L.D., and Freyd, J.J. (2010).Teacher perceptions of effects of childhood trauma teachers' beliefs about maltreatment effects on student learning and classroom behavior. *Journal of Child & Adolescent Trauma*, 3, 245-254.
- Okoza, J., Aluede, O., and Ojugo, A. (2011). Sex and Class of Secondary School Students in experiencing Emotional Abuse by Teachers in Edo State, Nigeria. *Pertanika Journal of Social Sciences & Humanities*, 19 (2): 385 - 392.
- Olawale, S.G. (2000) *Counselling exceptional children*.A handbook for professionals and parents working with exceptional children. Ibadan, Emolaj press
- Perera B., Ostbye T., Ariyananda P.L., and Lelwala E. (2009). Prevalence and correlates of physical and emotional abuse among late adolescents. *Ceylon Medical Journal*.54 (1):10-5.
- Perry, B. D. (2001).The neuro developmental impact of violence in childhood. In: Schetky D, Benedek E, editors. *Textbook of child and adolescent forensic psychiatry*. Washington (DC): American Psychiatric Press; 2001. p. 221-238.
- Rich, D.J., Gingerich, K.J, and Rosen, L. A (1997). Childhood emotional abuse and associated psychopathology in college students. *Journal of College Student Psychotherapy*, 11, 13-28.
- Sackett, L. A., and Saunders, D. G. (1999).The impact of different forms of psychological abuse on battered women.*Violence and Victims*, 14(1), 105- 117.

- Sebre, S. (2000). Emotional/physical abuse by parents and teachers in relation to youths' trauma symptoms. Retrieved from **Error! Hyperlink reference not valid.**
- Shumba, A. (2002). The nature, extent and effects of emotional abuse on primary school pupils by teachers in Zimbabwe. *Child Abuse & Neglect*, 26 (8), 783-9.
- Stewart, A., Dennison, S., and Waterson, E. (2002). Pathways from child maltreatment to juvenile off ending. Retrieved from <http://www.aic.gov.au/documents/D/1/6/%7BD1602135-B3C0-49B9-9C00-2B93D52BC40C%7Dti241.pdf>
- Theoklitou, D., Kabitsis, N., and Kabitsi, A. (2012) Physical and emotional abuse of primary school children by teachers. *Child Abuse & Neglect*, 36(1), 64-70.
- U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2012). *Child Maltreatment 2011* Retrieved from <http://www.acf.hhs.gov/programs/cb/research-data-technology/statistics-research/child-maltreatment> .
- Umobong, M.E. (2010). Child abuse and its implications for the educational sector in Nigeria. *Journal of African Studies*, 7, 106-118.
- Widom, C., Marmorstein, N., & White, H. (2006). Childhood victimization and illicit drug use in middle adulthood. *Psychology of Addictive Behaviors* 20(4):394-403.
- Xiangming, F., & Corso, P. (2007). Child maltreatment, youth violence, and intimate partner violence: Developmental relationships. *American Journal of Preventative Medicine*, 33 (4). Retrieved from **Error! Hyperlink reference not valid.**