

**Covenant University
13th Inaugural Lecture**



**Psychological Virus
Undermining Children and
Adolescents' Development:
*The Antiviral in
Counselling Psychology***

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Preamble

It gives me great joy and honour to stand before, not mere men, but movers and shakers of this country. I appreciate God Almighty for the gift of life. I respectfully appreciate the Vice-Chancellor and his management team for my nomination as the Inaugural Lecturer of today and I delightfully thank the Chancellor for the approval. I welcome, in the name of the Father, Son, and the Holy Ghost, all eyes watching me globally.

Tirisi is the 13th Inaugural Lecture of the University, which means twelve academic gurus have presented before me. From the platform of my constituency- College of Leadership and Development Studies- this is the 5th inaugural lecture. Professors Charles Ogbulogo, Christopher Awonuga, Amos Alao, and Taiwo Abioye in that order represented the College.

Mr Vice-Chancellor Sir, I know you will want information on how I got here. I hereby volunteer to give a brief account. I started my academic career in February 1996 as an assistant Lecturer at the Department of Educational Psychology, Federal College of Education (Special) Oyo, Oyo State. After 14 years of sojourn, I withdrew my services from the College to join the services of Covenant University as a Senior Lecturer in February 2010. By divine enterprise and like the mighty hand that brought Israel out of Egypt, I was pronounced a Professor of Counselling Psychology on the 22nd of October 2013 with an effective date of 1st of August 2013 by Professor Charles Korede Ayo. From that day, I did not

need an oracle to tell me that inaugural lecture will be my turn one day. Honestly, I did not know it would come so soon. All the same, I give thanks to the Designer of heaven and earth.

Prior to this pronouncement, I had published a sizeable number of articles in both local and international outlets with particular focus on human abuse, counselling persons with special needs, academic dishonesty and truant behavior among students. Since an Inaugural Lecture is about showcasing what a Don has done in terms of research and his future research engagements, I hereby present the little I have done and what I intend to do with my major area of focus. **It** is my hope that my little contribution will guide parents, teachers, policy makers and implementers on how to resolve children and adolescents psychological challenges.

Mr Vice-Chancellor Sir, the subject matter of psychological virus is an interesting area in the field of Counselling and Psychology. However, a deeper and better understanding of psychological virus could only be attained when an individual has a broad knowledge of Human Abuse. Human abuse is an umbrella term that houses four forms of human abuses: namely physical, psychological/emotional, sexual abuses and neglect. Consequently, psychological virus or abuse which is the **main** focus of this lecture is a sub-set of Human abuse.

I did not start my research interest with psychological abuse of children and adolescents per se. **It** was in the process of writing on human abuse

that I developed special interest in psychological abuse. As a matter of fact, I have write-ups and empirical findings on all the dimensions of human abuse with particular reference to children and adolescents. In this lecture, Mr Vice-Chancellor Sir, kindly permit me to give a brief of my research efforts on human abuse or the purpose of public enlightenment before I narrow it down to psychological virus disturbing the souls of children and adolescents

PSYCHOLOGICAL VIRUS UNDERMINING CHILDREN AND ADOLESCENTS' DEVELOPMENT: THE ANTI- VIRAL IN COUNSELLING PSYCHOLOGY

The Concept of Human Abuse

Human abuse, generally, could be classified into two major categories. These, according to Moronkola (2007), are active and passive. Active abuse occurs when a person's aggression is targeted to another person while passive abuse occurs when a needed action is not taken to the detriment of the interest of another person. Human abuse is a blanket or umbrella term that covers four different forms through which children, adolescents, adults, and the elderly are wrongly used or maltreated by significant others in their lives. These forms include physical abuse, psychological/emotional abuse, sexual abuse, and neglect. From human abuse classification, physical, psychological and emotional, and sexual abuses are active abuse while neglect is passive abuse (Gesinde, 2012c).

From the above explanation, four groups of individuals namely children, adolescents, adults, and the elderly can suffer abuse from significant and non-significant persons in their lives. I deliberately focus on the first two groups because of the importance attached to children by Africans and the future role of adolescents in national development as well as emotional turbulence associated with the stage of life. I also have to make it clear that the term "child abuse" in most cases is used to refer to abuses associated with children and adolescents. The diagram below summarizes the concept of human abuse.

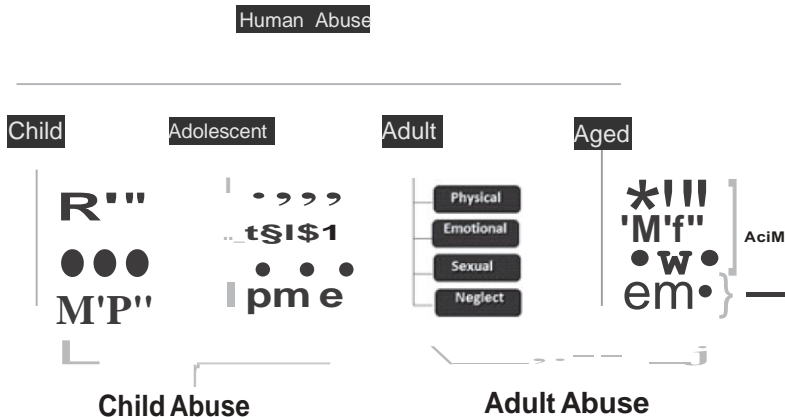


Figure 1: Diagrammatical representation of the Concept of Human Abuse.

Who is a Child?

The development of human being passes through a number of sequential but interrelated phases in life. Of all these, childhood period is singularly important because it sets the pace for other phases of human development (Gesinde, 2007b). Childhood period is the first phase of developmental ladder which human being has to climb. It is the foundation of human existence. A child, to many laymen, is a relatively young and dependent being of either sexes. Most of the time, in the African context an aged man or woman still describes his or her married sons and daughters, as children no matter their age. This description of a child is not totally in line with psychological conception. Whether an individual would be referred to as child, an adolescent or an adult is basically determined by the chronological age. Most psychologists agree that the period covers the first twelve years of existence. It is divided into early, middle, and late childhood periods. The period is characterized by certain activities that are not found in other periods of development such as adolescence and

adulthood. The fact that an adult elicits childhood characteristics does not make him or her a child as some laymen would want to conclude.

The conception of who a child is from legal frame of reference varies from one country to the other. In Nigeria, which is the focus of this paper, the law stipulated that a child is a person who has not attained fourteen years of age, while any person that has reached the age of seventeen and above is classified as an adult. (Taiwo, 2007). This description is in contrast to United Nations Convention on the Rights of the child, which recognizes an individual below the age of eighteen years as a child. Incidentally, Nigeria is a signatory to this convention. Technically, therefore, an individual below the age of eighteen could be said to be a child even in Nigeria. Taiwo (2007) observes that it appears that an individual below the age of eighteen is internationally accepted as a child. In the context of this lecture, since child abuse covers adolescent phase of life the period will range from birth to twenty-first birthday. Whichever way one examines it, the fact still remains that at this stage, the individual in question, is still dependent on the parents or caregivers for basic needs of life such as food, clothing, shelter, education and so on.

Genesis of Child Abuse Practice

Children are heritage from God. Marriage, in the African traditional belief, would not record a complete success story if a couple is childless. Consequently, couples explore all possible means to have as many children as possible. Some even go to the extent of requesting for children from evil spirits (Gesinde, 2004b). Ihenacho & Nanjwan, (2004) contend that the large number of children produced by an average African demonstrates the level of importance attach to children.

If having children is as much important as stated above, one would, therefore, expect that children would be given the best of love, care, attention, support and so on. This becomes paramount because at their age, they cannot be totally independent. Put in another way, the attainment of their full potentials is dependent on the assistance rendered by significant others in their life such as parents, caregivers, guardian, babysitters, teachers, etc. As a result of their tender nature parents are expected to keep their children from danger as well as make them comfortable. Even in the animal kingdom, neonates are precious than gold. Most animals could go an extra mile to protect their new birth.

Unfolding events in the recent past both in the developed and developing nations of the world, however, indicate that what significant number of these children receive from significant others in lieu of love, care, and support is maltreatment. Differently coined, they are either being abused or neglected. Children reliance on others for survival has created the avenue for their care-givers to misuse or abuse them (Gesinde, 2008b).

The exact period when children began to suffer diverse forms of abuse from parents and caregivers is difficult to trace. Nonetheless, the consensus among scholars is that the practice is as old as human existence (Busari, Danesy & Gesinde, 2007; Daniel, 2004; deMause, 1974). Gesinde (2001) asserts that the more we dig back into historical records, the more the agonies, and suffering of children. Isangedighi (2004) realized this fact when he stated succinctly that:

Human history is littered with stories of adult brutality and wickedness. For centuries, child abuse has been recorded in literature, art and science in all parts of the world. There are untold stories of variety of violence against children, child

mutilation, child murder, child ritual, torture, infanticide and other forms of cruelty (pi)

Meaning and Forms of Child Abuse

Meaning of Child Abuse

The term "abuse" according to the Cambridge International Dictionary of English (1995) means to use or treat someone or something wrongly or badly in a way that is to your own advantage. It may also be the use of rude or cruel language on someone. In its simplest form, therefore, if the international consensus of the description of a child is adopted, child abuse would be said to denote the improper use or maltreatment of an individual below the age of eighteen. Now that child abuse covers adolescent period it would be said to denote the improper use or maltreatment of an individual who has reached the age of twenty-one. It is, however, difficult to define child abuse from general contextual framework. This is because it lacks a generally accepted meaning (Besharov, 1982; Daniel, 2004; Hopper, 2003). Nonetheless, international organization and scholars have proffered the following definitions:

"Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." (WHO, 1999)

any act which would amount to making a wrong and excessive use of the child, an act which excludes sympathy and

humaneness from the treatment which the child receives and an act which would amount to an insult on the child (Obinju, 2004).

A child is said to be abused if actions and inactions of significant others endanger his/her normal developmental process (Gesinde, 2008c)

From the aforementioned definitions and others not mentioned, the following facts are associated with child abuse practices according to Gesinde (2012c):

- > The child is unjustifiably treated consequent upon his/her omitted or committed acts.
- > The mistreatment of the child is intentionally or unintentionally carried out.
- > The mistreatment denies the child of his/her rights to meaningful existence.
- > The inappropriate treatment for omitted or committed offence of the child puts him/her in a state of physical or /and psychological disequilibrium.
- > The improper treatment meted out for the child's acts is made possible because of the child's dependency and trust on the abuser.
- > The total trust or dependency factor almost makes it difficult for the child to avert the possibility of being abused.

Forms of Child Abuse

In the contemporary world, as earlier stated, there are four major different ways through which children and adolescents could suffer abuse. These include: (a) physical (b) sexual (c) neglect and (d)

emotional.

(A) Physical Abuse

Physical abuse, which is the most visible of all abuses, is the infliction of physical injury on the child. Physical abuse is the non-accidental contact with any part of the body of the child that results in physical injury. It is the most visible form of all the abuses (Gesinde & Busari, 2008c). The inflicted injury or pain arising from physical abuse, in most instances, represents unreasonable, severe corporal punishment or unjustifiable punishment (Axmaker, 2004; National Exchange Club Foundation, 2000). Calvert (1993) views murder of infants as the most extreme form or degree of physical abuse. Infanticide, in Tower's (1996) observation is even regarded in some cultures as a means of population regulation so that available resources would be utilized on the strongest and most valued. Other forms of physical abuse according to Ubong, Iferi & Beshel (2004) include:

- Beating, whipping, paddling, punching, slapping or hitting.
- Pushing, shoving, shaking, kicking or throwing.
- Pinching, biting, choking or hair pulling.
- Burning with cigarettes, scalding water or other hot objects.
- Severe physical punishment that is inappropriate to the child's age.

The statistics of children who have suffered diverse forms of physical abuse from parents or care givers have been documented in most developed countries or the world. When compared with other forms of abuses, Axmaker (2004) reports that physical abuse accounted for about one out of four substantial cases of child abuse. In the same vein, the National Exchange Club foundation (2000) reports that physical abuse only

represents nineteen percent of all substantiated cases of child abuse. Specifically, Thompson Corporation (2004) reports that in 1996, 24% of the confirmed cases of children abuses in United States involved physical abuse. Similarly, the American Academy of Pediatrics' (2000) report shows that out of more than 2.5 million cases of child abuse and neglect, 35% involved physical abuse.

In the developing countries of the world, statistical data of the prevalent level of physically abused children are yet to be accurately documented. There are, however, evidences to show that African culture upholds the training of children through the use of disciplinary measures (Nnachi, 2004). Such disciplinary measures, according to him, include flogging the child if he/she does wrong or refuses to change from doing the wrong thing; scolding the child if he/she intends to insist on doing the wrong thing and depriving the child of his/her rights if he/she commits a crime. Orere-Clifford (2004) corroborates the above trust of Africans in the use of physical punishment to correct children. He, however, adds that some parents even go to the extent of handing over their errant children to the dreaded mobile police or vigilante group for thorough beating. Omoniyi (2004) also buttresses the acceptability of culture of physical abuse in Nigeria when he states that "the beating of children is common and culturally acceptable in many Nigerian homes just as the use of corporal punishment in the school reinforces the notion that physical aggression is acceptable and effective means of eliminating unwanted behaviours in children..." (127-128). He further observes that some forms of corporal punishment meted out to children are not only extremely harsh but are both physically and emotionally dangerous. They include: making the child to carry heavy objects; beating with horse-whip; using razor blade or knife to cut the child and adding pepper or salt to the cut. At times, such cut can even be made on the child's genitalia; circumcision of female; putting tribal marks on the child.

(B) Sexual Abuse

Sexual abuse is the exploitation of the child for sexual gratification. A child is said to be sexually abused when he/she is tricked, forced, bribed or harassed to engage in contact or non-contact sexual relationship with someone. It includes any form of sexual exploitation of children for the purpose of sexual gratification of the abuser. Basically, there are two major forms by which a child could be sexually abused. These, in George's (2004) view, are incestuous abuse (intra-familial abuse) which occurs between family members, and non-incestuous abuse (extra familial abuse) which occurs between non-family members. In specific terms, Ajufo (2006) classifies child sexual abuse into two major groups namely- non-contact and contact acts. Specific actions of the child sexual abusers include:

(i) Non-Contact Sexual Abuse

- Photographing a child for sexual purposes.
- Showing the child pornographic materials.
- Talking, commenting and or teasing a child in sexual ways.
- Verbal and emotional abuse of a sexual nature.
- Exposing genital area to child for sexual gratification.
- "Peeping" in on a child while dressing, showering or using the restroom.
- Masturbating in front of a child.
- Making a child witness others being sexually abused.

(ii) Contact Sexual Abuse

- Touching the child's genital.
- Telling the child to touch the adults or another's genitals.
- Stripping the child to hit/spark; obtaining sexual gratification out of hitting.
- Making the child to masturbate the adult.

- Making the child to engage in oral sex.
- Making the child engage in sexual activity with animals.
- Any type of penetration of a child vaginal or anus, however slight, by penis, finger, tongue or other objects.

(C) Child Neglect

Child neglect is the consistent failure to meet basic physical, emotional, educational, social, medical needs of the child. It is defined by MedicineNet (2004) as the failure to provide for the shelter, safety, supervision, and nutritional needs of the child. It could also be described as an act of omission on the part of parents or caregivers that jeopardizes or impairs child's physical, intellectual, or emotional development. Gesinde (2001) reports that neglect of children by parents was a common phenomenon from antiquity till date. Generally speaking, there are three major categories of child neglect. These include: physical, educational, emotional/psychological neglect. Physical neglect involves inability to provide food, clothing, shelter, medical care, supervision etc. Educational neglect involves failure to enroll a child in school, allowing the child to miss school at will, none provision of academic material' etc. Emotional or psychological neglect involves lack of love, care, support, verbal assault; spouse abuse in child presence, permission of drug abuse etc. (Focus Adolescent Services 2000, MedicineNet, 2004).

Consequent upon its hidden nature, Obera (2006) recommends that answers to the following questions would reveal children who suffer neglect from their parents:

- Does the child consistently demonstrate unattended material needs?
- Is the child stealing or hoarding food consistently or only occasionally?

- Does the child exhibit poor hygiene consistently?
- Is the child appropriately dressed for the weather?
- Does the child miss school a lot?

A child is neglected, in the submission of Gesinde (2008b) if he/she affirmatively responds to the following questions:

- When I am ill my parents do not take me to the hospital for treatment.
- My parents do not supervise or bother about what I do at home or school
- I lack enough to eat or wear because my parents do not provide.
- I am free to do anything at home or school.
- ◀ My parents delay provision of educational materials.
- My parents have not been showing love towards me.

(D)EmotionalAbuse

Emotional abuse which Axmher (2004) describes as the cruelest and most destructive, is failure to create emotional enhancing environment for the child or subjecting the child to emotional misfortune thereby promoting personality maladjustment. There will be more information on this later since this part is the major focus of this inaugural lecture.

Prevalence of Child Abuse

The prevalence of the all dimensions of child abuse syndrome has reached a worrisome dimension both at home and abroad from the review of relevant literature. It is the submission of Ifeyinwa (2002) that all societies worldwide are prospective hell for both the simplest and life-threatening cases of child abuse. This might not be an understatement when consideration is given to a number of statistical reports of child abuse incidents from diverse nations. In the United States of America the National Committee to Prevent Child Abuse

declared that in 1996, over 3 million children were reported for child abuse and neglect to Child Protective Service (Johnson, 1996). In a survey reported by Wiese & Daro (1995), the analysis of percentage of all forms of child abuse stood at 21% for physical abuse; 11% for sexual abuse; 49% for neglect; 3% for emotional abuse; and 16% for other forms of child maltreatment. In this same vein, Axmaher (2004) reports that while physical abuse accounts for about 1 in 4 substantiated cases of child abuse, sexual abuse is about 8% of all substantiated cases. Child neglect, on the other hand, constitutes more than half of all substantiated cases of child abuse.

Although accurate statistics on child abuse in Nigeria is presently unavailable, its existence has been reported by Ifeyinwa (2002); Bukoye (2004) and Dunapo (2002). Specifically, Ifeyinwa (2002) states that in Nigeria all forms of abuse abound but sexual abuse is overriding with trafficking of female children for prostitution and disregard for child rights. It is however, the belief of some scholars that the true prevalence level of child abuse could not be obtained because some of the victims are too young or fearful to report. Hence, it is possible that incident of child abuse is greater than the official data indicated (Johnson, 1996).

The convention on the Rights of the Child (CRC) identifies a number of Child Rights with a view to protecting them from abuse. Many countries, including Nigeria, endorsed this for the purpose of implementation. Paradoxically, however, the rates of incidences of children abuse continue unabated in the country. The unsympathetic effects of child abuse are too detrimental to be left unresolved. Consequently, I (i.e Gesinde, 2008b) carried out a study which aimed at identifying specific ways by which parents physically, emotionally, sexually abuse and neglect their children in Oyo State, Nigeria. It was

also designed to establish the difference in the way male and female children and adolescents suffered abuse and neglect from their parents as well as the way literate and non-literate parents differ in the way they maltreat their children.

The sample consisted of 205 (92 males representing 44.87% and 113 females representing 55.12%) primary and secondary school students were randomly selected from Afijio Local Government Area of Oyo State, Nigeria. The validated instrument tagged 'Questionnaire on the Prevalence of Abused Children in Schools' used to collect data was developed byrne (Gesinde,2006d).It has two sections. Section A tapped respondents' demographic data while B contains 4 sub-scales consisting of six statements on each of the four types of child abuse. Item responses in the 4 sub-scales were designed in a 3point Likert type format ranging from 2 (often) to 0 (never). The reliability index of the instrument yielded Pearson Coefficient Correlation of .71. The outcome of the analyzed data indicated that respondents suffered neglect, emotional and physical abuses from their parents in that order of magnitude while greater percentages of the respondents did not suffer sexual abuse from their parents. The tables I, II, III below provide summary of findings:

Table 1: Percentages and rank order of responses to items on neglect by parents:

S/N	Statement on Neglect	Often	Sometimes	Never	% of Agree	Rank order
1	When I am ill my parents do not take me to the hospital for treatment on time.	27(13%)	77(38%)	101(49%)	51%	5 th
2	My parents do not supervise or bother about what I do at home or school.	39(19%)	69(34%)	97(47%)	53%	2 nd

2	My dad/mom persuades me to expose my private part.	09(5%)	15(7%)	181(88%)	24%	4 th
3	My dad/mom tells stories of people having sex.	17(8%)	53(26%)	137(66%)	34%	1 st
4	My dad/mom allows me to watch pornographic materials.	29(14%)	40(20%)	136(66%)	34%	1 st
5	I have been raped by my dad/mom.	07(3%)	11(5%)	191(92%)	7%	5 th
6	My dad/mom encourages me to have sexual relationship with others to get money.	04(2%)	05(2%)	196(96%)	4%	6 th

Summary of Findings

- 1) The analysis of respondents' rating patterns clearly proved the fact that children who are physically, educational, and emotionally neglected by parents exist in Nigerian homes.
- 2) More than 50% of the respondents agreed to have suffered neglect in five of six items identified in the list.
- 3) The first rated item (item 4) revealed the permissive nature of child rearing technique being used by parents while the last rated item (item 3) revealed the level of poverty of the parents.

In an attempt to determine the influence of parental neglect on gender, age, and parental educational status, a study was conducted by me and two other colleagues (Gesinde, Busari, & Olubela (2007a). We embarked on this study when it was glaringly established from the review of literature that child neglect is most frequently reported form of child abuse but most studies on child neglect concentrate on the prevalent level of the act and remain silent on the significant difference

that exists on the basis of gender, age and parental education. These variables have the tendency of influencing child neglect behaviour of the

parents. Questionnaire on the Prevalence of Abused Children in Schools (Sub-scale section on child neglect behaviour of the parents) developed by Gesinde {2006d) was used to collect data from 205 primary and secondary students randomly selected from A:fi.jio Local Government Area of Oyo State, Nigeria. Ibree hypotheses were set for the study and summary of the findings presented below:

Summary of Findings

- 1) No significant difference existed between male and female students on the perceived prevalent level of child neglect behaviour of their parents {df =203; t =0.96; p =0.05) although female respondents had higher mean score which means that they suffer more neglect than male.
- 2) No significant difference existed between students who are below age ten and above on the perceived prevalent level of child neglect behaviour of their parents (df= 203; t = 0.19; p = 0.05 although students above ten years had higher mean score.
- 3) No significant difference existed between children from literate parents and children from illiterate parents on the perceived prevalent level of child neglect behaviour of their parents (df = 203; t = 0.15; p=0.05) although illiterate parents had higher

Table II: Percentages and rank order of responses to items on physically abuse by parents:

S/N	Statement on Sexual Abuse	Often	Sometimes	Never	% of Agree..	Rank order
1	My dad/mum is fond of touching my genital.	08(4%)	29(14%)	168(82%)	33%	3 rd

2	My dad/mum persuades me to expose my private part.	09(5%)	15(7%)	181(88%)	24%	4 th
3	My dad/mum tells stories of people having sex.	17(8%)	53(26%)	135(66%)	34%	1 st
4	My dad/mum allows me to watch pornographic materials.	29(14%)	40(20%)	136(66%)	34%	1 st
5	I have been raped by my dad/mum.	03(2%)	11(5%)	191(93%)	7%	5 th
6	My dad/mum encourages me to have sexual relationship with others to get money.	04(2%)	05(2%)	196(96%)	4%	6 th

Summary of Findings

- 1) The analysis of respondents' rating patterns clearly proved the fact that children who are physically abused by parents exist in Nigerian homes.
- 2) The use of corporal punishment is the most often used method of correcting children's maladaptive behavior.
- 3) There are parents who beat children without committing any offence.

In an attempt to determine the influence of physical abuse on gender and parental educational status further analysis was carried out by me and a colleague (Gesinde & Busari, 2008) on the data collected from the above study and it was revealed that:

Summary of Findings

- 1) Although no statistical significant difference existed between the physically abused male and female ($df = 203; t = 0.04; p = 0.05$), the higher mean score of male over female students implies that the former suffer more physical abuse

from their parents.

- 2) Although no statistical significant difference existed between respondents from literate and illiterate parents ($df = 203$; $t = 0.13$; $p = 0.05$), the respondents from illiterate parents had higher mean score than their counterpart from literate parents which means that respondents from illiterate parents tends to suffer more physical.

Table III: Percentages and rank order of responses to items on sexual abuse by parents:

S/N	Statement on Sexual Abuse	Often	Sometimes	Never	% of Agree..	Rank order
1	My dad/mum is fond of touching my genital	08(4%)	29(14%)	168(82%)	33%	3 rd
2	My dad/mum persuades me to expose my private part.	09(5%)	15(7%)	181(88%)	24%	4 th
3	My dad/mum tells stories of people having sex.	17(8%)	53(26%)	135(66%)	34%	1 st
4	My dad/mum allows me to watch pornographic materials	29(14%)	40(20%)	136(66%)	34%	1 st
5	I have been raped by my dad/mum.	03(2%)	11(5%)	191(93%)	7%	5 th
6	My dad/mum encourages me to have sexual relations with others to get money.	04(2%)	05(2%)	196(96%)	4%	6 th

Summary of Findings

- 1) Cases of children and adolescents who have been sexually abused by their parents exist in Nigeria.
- 2) Children and adolescents suffered both contact and non-contact sexual abuse from parents.
- 3) Sexual abuse of children and adolescents is not as commonly reported

as other dimensions of abuse.

Aetiology of Child Abuse

Discussions on psychological abuse and other abuses will remain incomplete without reference to its causative factors. It was on this premised that I (Gesinde, 2012c) examined four major causative roles of cultural beliefs, economic condition, and ignorance on the incident of psychological abuse and other abuses. Major highlights on each causative factor are presented below:

(a) Cultural Belief

Every society is uniquely associated with a number of cultural beliefs or values. What is culturally accepted in one society may be a cultural taboo in another. In Nigeria, there are cultural beliefs on child training, marriage, religion, health and so on. Parental behaviour, in Nigeria, according to Nnachi's (2004) submission, is guided by the culture and such parents always want their children to be obedient to the cultural practices. The Nigerian culture strongly supports child-rearing practices that would instill discipline in their children. The laws even accord the responsibility of child discipline to the parents (Obinaju, 2004).

Nzewi & Ik:ediashi (1993) posit that the goal of discipline is to mould and form the child in such a way that he will be able to adjust to traditional roles. Such discipline, George (2004) maintains, does not exclude violent approaches. Violent approaches would definitely involve every dimension of physical abuse earlier enumerated. The discipline of children is not limited only to parents as pointed out by Obinaju (2004). Parents even delegate uncles, aunts, senior brothers/sisters to discipline the child. Consequently, with or without the parents' presence the child would not evade appropriate or inappropriate

disciplinary measures. The need to discipline the child is also backed up with reference to biblical injunction of spare the rod and spoils the child. Nigerians who tenaciously hold this religious belief would not allow their wards to be spoilt. The marriage institutional practice in Nigeria condones polygamous life style. Akinlembola (2007), like many other people, is of the conviction that an average African man is polygamous. He submits that:

An average African man is polygamous in nature and Nigerian men are not left out. There is the belief that a man's power is measured by the number of wives and children he has. Civilization and modernization has caged out men into professing the one-man-one woman syndrome (p20).

The above submission has direct link with the occurrence of child abuse. Udom (2004) asserts that most polygamous homes have records of child abuse and exploitation. This is because the father is always inadequate to cater for the family needs in terms of education, love, and attention. The polygamous life-style is supported by Islamic religious practice to the point of having as many wives as four. Hence, Nigerians who hold this religious conviction has greater tendencies of having more children than what their income can adequately cater for leading to inadequate provisions of family needs or total abandonment or neglect of the child. In some extreme cases, children are left to fend for themselves making them vulnerable to all dimensions of child abuse. Alnajiris in the Northern part of Nigeria are classical case studies in this context.

(b) Economic Condition

Nigeria is a developing nation. One of the features of developing nations all over the world is economic putrefaction. This has resulted in the inability of most families to adequately meet their basic needs. The rate

of unemployment and underemployment are preventing most parents from catering for themselves and their children. When they are unable to meet basic needs they resort to forcing children to contribute to family up-keep by asking the children to hawk; refusing to send children to school; give out children (girls) out for marriage at an unripe age; or abandoning the children to fend for themselves.

(c) Ignorance and illiteracy

The fact that most parents are ignorant or at a loss of what constitute child abuse cannot be underestimated in the explanation or study of child abuse causative factors. The Child Rights Acts, of which Nigeria is a signatory, is alien to many literate and illiterate Nigerians. The interpretation or demarcation among child discipline, punishment and abuse is still a subject of controversy. When people are ignorant of rules and regulations governing their conduct towards children, then there is higher probability that they will violate such laws. Scholars who had identified illiteracy as a factor include Bukoye (2004); Obinaju (2004); and Obekpa (2001). Specifically, Bukoye (2004) attributes child abuse among women to lack of education. This lack propels them to subject their wards to extreme difficult conditions.

Perception on Causes of Child Abuse

A good number of empirical studies have been documented on causative factors of child abuse. This notwithstanding, a critical analysis of literature indicates that apart from the fact that most of these studies are foreign-based, considerable attention has not been given to multi-causal explanations on the differences that exist on the basis of gender, marital status, religion, educational qualification and respondents' level of involvement in child abuse practice. Consequent upon this discovery, I (Gesinde, 2004b) carried out a study which was set out to find out if there

were significant differences in the causes of child abuse based on involvement or non-involvement in child abuse practice and educational qualification. It was hypothesized that (1) Child abusers and non-child abusers will not differ significantly in their perception of the causative factors of child abuse. (2) Educated and illiterate subjects will not differ significantly in their perception of the causative factors of child abuse. The sample for the study consisted of two hundred participants randomly and judgmentally selected from three states in the southwest of Nigeria. Their ages ranged between 23 and 85 with a mean age calculated to be 51.22. A self-developed but validated instrument was employed for data collection. The results of the analysis upheld the two hypotheses posed for the study.

Summary of Findings

- 1) Child abusers and non-child abusers' perception of the causes of child abuse was similar.
- 2) Perceived causes of child abuse by educated and illiterate persons used for this study was also the same.
- 3) It was, however, noted that child abusers and illiterate persons used for this study had higher mean scores than their counterparts.

Factors Sustaining Child Abuse

It is an undisputable fact that the prevalence of the child abuse phenomenon from pre-historic period up till the present age has a number of sustaining factors. Until these reinforcing factors are kept at bay, attempt at the eradication of the menace of child abuse might turn out to be fruitless endeavour. Realizing this fact, quite a number of scholars has pinpointed certain causative/sustaining/enhancing factors of child abuse. It is safe to conclude that from these submissions that a number of factors

cooperatively work together to sustain child abuse practices. Although different authors have pointed out certain sustaining factors of child abuse most of the identified factors are mere theoretical postulations. There is the need to carry out studies that would confirm or negate some of these postulations on sustaining factors of child abuse. Consequently, I (Gesinde, 2007c) carried out a study to determine the extent to which certain psycho-social factors were sustaining child abuse in Oyo State, Nigeria.

Participants were two hundred and thirty 230 adults randomly selected from the three senatorial districts of Oyo State. For the purpose of data collection I developed an instrument which was sub-divided into three parts. While part A measured demographic information part B contained 8 items that had their primary focus on the extent to which the participants were involved in child abuse practice. The last part-C was a 25-item scale on causes of child abuse rated on 5 point Likert format on a continuum ranging from Strongly Disagree (1) to Strongly Agree (5). The split - half reliability that was based on even-odd paradigm yielded 0.75. The data obtained were subjected to descriptive statistics of mean and standard deviation. The decision point was put at $X = 3.00$. Hence, a mean score below 3.00 is interpreted to represent disagreement while a mean score of 3.00 and above represents agreement with the items. The results of data analysis presented in Table IV below shows that items 1, 2, 3,4,5,6,7,8,9,11,14,16,17,18 ,19, 22, and 25 have mean scores above the upper limit of 3.00 which are indicators of acceptance, while items 10, 12, 13, 15, 20, 21,23 and 24 have mean scores below the decision point of 3.00 which signifies non-acceptance or disagreement.

Table IV: Means Scores and Standard Deviation of Responses to Sustenance Factors of Child Abuse

S/N	Item	\bar{x}	SD	Declslon	Rank
1.	Lack of parenting skill	3.58	1.52	Agree	1 st
2.	Personal history of abuse	3.24	1.33	Agree	9 th
3.	Large family size	3.24	1.37	Agree	9 th
4.	Unemployment	3.11	1.44	Agree	13 th
5.	Alcohol or drug influence	3.40	1.42	Agree	3 rd
6.	Poverty/poor economy	3.42	1.26	Agree	2 nd
7.	Children from Unwanted pregnancy	3.10	1.36	Agree	15 th
8.	Domestic problems	3.101	1.23 1	Agree	13 th
9.	Unrealistic expectation fro children	3.04	1.29	Agree	17 th
10.	High crime environment	2.89	1.47	Dlsagree	18 th
11.	Mental/Health problem	3.20	1.33	Dlsagree	11 th
12.	Social Isolation	2.87	1.26	Dlsagree	19 th

13.	Lack of support from government and non-government agencies	2.69	1.31	Dlsagree	22 nd
14.	Inappropriate discipline techniques	3.27	1.29	Agree	6 th
15.	Dlsable children	2.60	1.37	Dlsagree	23 ^d
16.	Teenage parent	3.25	1.43	Agree	8 th
17.	Unmet emotional/physical needs	3.20	1.17	Agree	11 th
18.	Divorce/separation/single parenting	3.30	1.44	Agree	4 th
19.	Illiteracy	3.30	1.37	Agree	4 th
20.	Prolong holiday	2.57	1.33	Dlsagree	24 th
21.	Unemployed children	2.72	1.29	Dlsagree	21 st
22.	Polygamous family structure	3.08	1.38	Agree	16 th
23.	Migration/urbanization	2.56	1.24	Dlsagree	25 th
24.	Patriarchal family structure	2.81	1.16	Dlsagree	20 th
25.	Absence of preventive laws	3.27	1.39	Agree	6 th

Summary of Findings

- 1) The result at $X = 3.00$ decision point shows that the participants agreed that 17 out of the psycho-social factors sustained child abuse in Nigeria.
- 2) Lack of parenting skills tops the list with $x = 3.58$, followed by poverty at $x = 3.42$ and alcohol and drug abuse at $x = 3.40$.
- 3) Migration/urbanization ($X = 2.56$), prolong holiday ($x = 2.57$), and disability ($x = 2.60$) in that order were at the bottom of the list.

Psychological Abuse among Children and Adolescents

Most of the information we have so far on psychological abuse has been subsumed under child abuse factors. In this section, psychological abuse will be isolated from other abuses except where comparison is required.

Rationale for Interest in Psychological Abuse

I did not start my research interest with psychological abuse of children and adolescents per se. It was in the process of writing on human abuse and its forms that I realized the paramount position occupied by psychological abuse among other abuses. Specifically, I develop special interest in it because:

- 1) all human beings are directly or indirectly involved in psychological abuse either as perpetrator or victim. If the truth will be told, most men and women who have been psychologically abused at tender age are very active perpetrators now. Circumstances of life have forced some people to be victims and/or perpetrators of psychological terror;
- 2) it is the most common abuse in homes, schools, workplace, religious centres, etc.
- 3) its presence is detectable in physical and sexual abuses as well as child neglect;

- 4) its hidden nature (no scars, marks) makes it more dangerous than any other human abuse. I refer to it as "Apanimayoda" (killer without sword);
- 5) pains from consistently consistent psychological abuse from significant others or beloved persons might be too hard to quantify;
- 6) people underrate its controlling or regulatory effects on the total man;
- 7) it is not a law-breaking offence;
- 8) direct prayer point seldomly raised about it in churches; and
- 9) it is a weapon of warfare being used by some women to deal with their jewel of inestimable value since they are not physically fit to abuse.

The Concepts of Psychological Virus and Psychological Abuse Defined

There are three major concepts employed in this lecture of which the basic interpretation would facilitate the mastery and understanding of subsequent discussions. An attempt is made below to explicitly discuss them.

(a) What is Psychological Virus?

From derivative points of view, psychology has its origin from two Greek words *psyche* and *logos* which, when translated into English language, mean mind or *soul* and *study*. Consequently, psychology is the study of the soul or mind from this etymological explanation. Psychology is, therefore, about the human mind. The human mind is capable of receiving quite a number of stimuli from the environment. These stimuli could make or mar the soul of an individual, depending on what they

encompass. In my view, any stimulus that is introduced into the human mind and is capable of mutilating the mind is virus.

The term 'virus' is a Latin word which, in English Language, has been translated to mean "venom of snake", "poison", "slimy liquid". The Russian, D. J. Iwanowski was the first person to discover virus in an infected tobacco plant in 1892. The term "virus" was, however, coined by Beijerinck in 1897. Viruses have some conceptual attributes which are similar to features of physiological abuse concept. These: include but are not limited to:

- (i) Viruses are smaller in size than bacteria.
- (ii) Viruses are of different shapes (e.g. rod, bullet, filament, icosahedral, tadpole, brick, spherical shapes).
- (iii) Viruses can cause illnesses and diseases.
- (iv) Viruses can spread to other places when activated.
- (v) Viruses are invisible.
- (vi) Viruses can develop and replicate in a living organism.

These attributes make a virus dangerous wherever it is found. Virus, as a term, is mostly used in the fields of Medicine and Computer Science. However, the account of the origin and historical development of the word did not restrict its usage to these two fields of study. In this lecture, it is my submission that there is a stimulus which, when presented, has virus-like nature in the field of Psychology. Yoruba adage says "omi eko, eko ni" (water in a pap, is pap), Hence, I make bold to declare that the word 'virus' can also be used in the field of Psychology, going by the

account of the origin of the word and attributes of virus exposed above.

The word 'abuse' unlike virus is undermining the life-threatening or dealy nature of what psychologically abused people have to pass through Besides, there is an applied field of psychology known as Medical Psychology. Medical Psychology has a lot to do with the field of Medicine. If the term 'virus' is used in the field of Medicine and we have Medical Psychology in the field of Psychology, what stops us from talking about virus in the field of Psychology? To the best of my knowledge, the virus in computer is not the same virus in the field of medicine or biological sciences. Is it possible for virus in computer to jump into human being and vice-versa? I think the term 'virus' is adopted in both fields because of its destructive potentials. Hence, I talk of psychological virus in human beings which is the introduction of 'poison' into the mind/soul. Good enough, some dictionaries describe virus as anything that corrupts or poisons the mind or character. It is found wherever there is life. Just like virus in the human body will make a person malfunction or virus in the computer crashes the system, so also the psychological virus could cause psychological retardation or psychological kwashiorkor in human beings. In this lecture, the word 'abuse' is presented as a virus or poison that has capabilities to injure or crash the human soul. Consequently, whenever psychological abuse/emotional maltreatment/psychological terror is mentioned in this lecture, it stands for psychological virus (psyche = soul and virus = abuse).

'Psychological' is something that is pertaining to psychology. Hence, 'psychological virus' is about virus operations in human soul. Psychological virus is about virus-like abuse in the human soul suffered by all categories of human beings from significant and non-significant

others. It is about nonviolent abuse playing a destructive role of virus in the human soul. So, I profess of virus-like abuse, both mild and severe, that is targeted at the human soul with the sole intention of making the soul impotent. When I talk of psychological virus, I focus on or refer to:

- > virus-like abuse that, when it is introduced or injected to the human soul, it will cause excruciating pain to the soul and weakens or paralyzes the nonnal activities of the soul;
- > poison-like event or occurrence that is nonviolent but has controlling power to threaten the peace of the soul;
- > poison-like interrelationships that are detrimental to the rest of the mind;
- > nonviolent but poison-like interaction that will not allow the living soul to praise the Lord;
- > nonviolent action or inaction that is targeted at a human being and will remove merry- making from his/her dictionary for a while or forever;
- > nonviolent event that will make one forget the past days of joy;
- > virus-like abuse that is capable of generating suicidal thoughts or that ignites heart- attack or failure; and
- > poison-like but nonviolent abuse that will make a child to query the paternity or maternity ofhls/herparent.

I tried to find out the biblical importance of the term 'soul' and what I found out was amazing. Apart from the fact that it appears several times in diverse fonnns in the Old and New Testament, some specific verses of the Bible speak volumes about the term:

Inthe book of Genesis 2:7, it was recorded that:

*AndtheLORDGodformedman[oflthedustoftheground,and
breathed into his nostrils the breath oflife; and man became a
living soul (KJV).*

Also in the book of 1st Corinthians 15:45, it was recorded that:

And so it is written, The first man Adam was made a living soul; the last Adam [was made] a quickening spirit (KJV).

If we compare this with these two scripture verses, there are so many things that could be brought out of these theologically, no doubt. The great question I asked myself was: What will become of a living soul when a virus is injected into it? ■ hope we are not going to have a dying soul?

Bielecki (2014) points out also that the soul can be sorrowful and poisoned if we consider the following verses of the Bible:

And said unto them, my soul is exceedingly sorrowful unto death, tarry ye here, and watch. Mark 14:34 (KJV)- This was when Jesus was talking about His death.

Yea, a sword shall pierce through thy own soul also) that the thoughts of many hearts may be revealed. Luke 2:35 (KJV)- This describes, in advance, the emotional pain Mary would pass through in observing her son's death.

But the unbelieving Jews stirred up the Gentiles, and made their minds evil affected against the brethren. Acts 14:2 (KJV)- The unbelieving Jews stirred up the Gentiles and poisoned their minds against the brethren.

It is my final submission that the soul is not only precious to the Creator of heaven and the earth but that the soul is life. Therefore, anything that makes the soul to experience pains, sorrow, dejection, diseases, depression thereby making it become impotent is virus-like.

(b) WhatisAbuse?

The term 'abuse', from etymological explanation, is a Latin word 'abusus' which, in the English Language translation, means 'misuse'. The word 'misuse' also has other synonyms like mismanagement, misapplication, mistreatment, misapplication, waste, among others. In the context of psychological abuse, the word 'misuse' will now be mistreatment or mismanagement or waste of the soul through the introduction of foreign objects or poison-like materials. What the human soul requires is love, affection, care, Godly words and not poison-like words or events that are injurious to the soul.

Interestingly, one of the many interpretations of the term 'abuse', from some dictionaries, is injurious. Something that is injurious is also acidic, burning, calamitous, catastrophic, caustic, corrosive, crushing, cutting, damaging, dangerous, destructive, detrimental, devastating, disastrous, dreadful. When something is injurious, it is also known to be earth-shattering, frightful, harmful, hazardous, heart-breaking, heart-rending, hurtful, ruinous, shattering, smashing, tear-jerking, terrible, tragic, upsetting, and wounding. So, when we talk about psychological abuse or virus in the human soul, we make reference to something that shares similar features with these words. May the good Lord deliver our souls from heart-breaking injury. Amen

(c) WhatisPsychologicalAbuse?

Psychological abuse is one of the forms of children and adolescents abuses. It is considered to be a consequence of physical and sexual abuses (Garbarino, 1990, Arias & Pape, 1999), but now understood to be a distinct form of abuse (Doherty & Berglund, 2008). The term has also been interchangeably used with such terms as emotional abuse,

psychological aggression, mental abuse, emotional neglect, psychological maltreatment and psychological terror. It has been found that the United Kingdom literature tends to employ emotional abuse while the American literature prefers to label it as psychological abuse (Cawson, *et al.*, 2000). In Nigeria, we use the term interchangeably. The fact that this form of abuse is also known as emotional abuse implies that it has something to do with the human emotion. The interplay of emotion in human existence is made more manifest when Busari and Adeluwa (2005) observe that our emotions do not only control our behavior but it is dynamic internal adjustments that work to satisfy our welfare. Hariland, *et al* (1994) concur that some psychologists are of the contention that emotions are the glue that connects our life events. Gesinde (2001) similarly points out that the emotional state of an individual determines how the individual will interact with the other members of the society or even perform his/her regular duties.

The word "emotion" from derivative point of examination has its origin from a Latin word 'movere' which, in English Language translation, means to stir up, push or move away. Several definitions of the word have been offered by various writers in an attempt to depict its meaning. It is, however, worthy of note that most of these definitions perceive its meaning from different angles (Gesinde, 2001). Mohsin (1988) defines emotion as a disturbed state of the organism accompanied by an unpleasant or pleasant feeling. Santrock (2005) perceives it to be a feeling that involves physiological arousal, behavioural expressions and sometimes conscious experience. Similarly, Singh (2006) asserts that emotion is a complex state that involves bodily changes in breathing, heart/pulse rate, flushed face, sweaty palms, and glandular secretions. Cherry (2017) states that the emotion is often defined as a complex state of feeling that results in physical and psychological changes that

influence the thought and behaviour.

From these definitions, emotion is a mental state that an individual is conscious of. It is accompanied by physiological changes in the brain and body. It can be stirred up, controlled or manipulated by significant others. If the mental state is positively stirred up, positive or pleasant feelings of joy, excitement will manifest in an individual. On the other hand, if the mental state is negatively stirred up (which is usually the case in psychological abuse), unpleasant feelings of sadness, sorrow, pains, trauma will be the experience of an individual.

One of the main difficulties regarding emotional abuse has been the issue of defining it (Glasser, 2011). Emotional abuse has no consensus definition (Iwaniec, 1997; Stevens, 2006; Thompson Kaplan, 1996) and research information about it is limited (Beswick, 2009; Geffher & Rossman, 1998; Tang, 1998; Thompson and Kaplan, 1996). There is lack of understanding of what constitutes emotional abuse in different cultural and societal contexts (Tang, 1998; Youssef & Atta, 1998). The fact that the definition of psychological abuse lacks consensus is not surprising because child abuse, under which psychological abuse is a subtype, is still battling with consensus definition among scholars. The National Society for the Prevention of Cruelty to Children (NSPCC), according to Cawson *et al.* (2000), identifies three reasons why child abuse does not easily lend itself to definition. These are- difficulty in identifying the boundaries between maltreatment and other forms of harm; variation in what is acceptable as treatment of children across cultures, countries and generations; and failure of policy and practice to develop a single definition of abuse or neglect which can be understood by all. This, notwithstanding, emotional abuse has been defined by different scholars and associations. Some of the definitions in existence include, but are not

limited to:

- *Psychological maltreatment' means a repeated pattern of caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another's needs
(The American Professional Society on Abuse of Children, APSAC, 1995).*

- *A pattern of behavior by parents or caregivers that can seriously interfere with a childY cognitive, emotional, psychological or social development
(The American Humane Association, 2010).*

- *Emotional abuse is a painfUL pattern of serious abuse of which the primary effort is to control someone by playing with their emotions
(Mathews, 2016).*

- *Psychological abuse occurs when one's feelings, thoughts, preferences, desires, needs, appearances or friendships are trivialized or made to appear inconsequential relative to the abuser's.
Direnfeld(2017)*

It is glaring from these definitions that psychological abuse is the controlling or overpowering of someone's emotion by a perpetrator. Feuerman (2017) argues that the abuse contains strong emotionally manipulative content and threats premeditated to force the victim to comply with the abuser's aspirations. Let me use the Yoruba analogy to drive home the concept of psychological abuse. In Yoruba language, the word 'gba' means hit. When the word is combined with some other words,

we can have something like "gba leti", or "gba loju" which means hit the ear or hit the face. Interestingly, in Yoruba language, the same word 'gba' has been combined with some other words like "mo foro gba ori e" (I hit his head with words). When you hit someone, you expect him to feel the pain. When you hit or slap someone's ear or face, you want him to feel the pain. When you now say that you hit someone's head with words, it means that those words have capabilities to cause pain just like someone will feel the pain from one dirty slap. This explains why 'ordinary' words will be spoken to somebody and he will be crying as if he has been beaten by someone. Correspondingly, Yoruba language also has what is known as "oko oro" (stone of words). From this, we have statement like "mo so oko oro si" (I throw stone of words to him). When stone of words is thrown to somebody what is the intension? To be used to kill Goliath?

When you see children or even adult crying at times and you ask- 'who beat you? The response might be 'nobody'. Of course, it is possible that nobody **has** beaten him physically, but somebody has beaten him psychologically. I hope you are aware that some do weep in and not out, especially men. I hope you are also aware that "weeping in" is more dangerous than "weeping out". Hence, psychological beating could equally generate pains that produce cries just like physical beating will generate pains. Captivatingly, we have people who prefer physical beating to abusive words. Why? Could it be that physical beating is equal to or more painful than psychological beating? Amazingly, empirical study by Khaleque & Rohner (2011) **has** discovered that the human brain processes pains received from physical assault and pains from social rejection the same way. Differently put, the same regions of the brain that become active in response to painful sensory experiences are activated during intense experiences of social rejection. These regions of the brain are the secondary somatosensory cortex and the dorsal posterior insula.

Krossa, *et al* (2011) further discovered that there is neural overlap between these experiences in the brain regions that become active when people experience painful sensations in their body.

One other statement from Yoruba analogical explanation of psychological abuse is "mo nu loro" meaning that I fed him with words. When you are fed with words in Yoruba Language it means that you have been abused with words that will make you see real food and your soul will reject the food. The soul is rejecting food because a virus has been introduced into it through those painful words. I hope you are also aware that women have the mouths to feed you with words that will make your soul reject the most delicious meal.

I am also aware that Yorubas used to say "oro wuwo" (words are heavy). For instance, in an attempt to settle a dispute between two persons, they may discover that what one partner in the dispute said was too heavy. In other words, there are words that an individual can utter that will transform into heavy load on the hearers. The question begging for answer now is, when you put heavy words on someone, what is the intention? Cause joy or pain? In the context of psychological abuse, we talk of heavy negative words intended to hurt someone's feelings or soul, not heavy positive words intended to reveal the truth. It is also interesting to note that in most cases, when heavy words causing psychological pains are employed, the abuser tends to enjoy a feeling of internal satisfaction. Some abusers tend to regret their heavy words later and pray for forgiveness. Surprisingly too, children and adolescents who seemed not to understand one's language or deep meaning of one's words tend to show signs of emotional disturbance.

Yoruba cultural system also believes in concepts such as "ogbe okan" (sore heart/ soul), "okan wiwuwo" (heavy heart), "okan to nse are"

(heart/soul that is sick), "irewesi okan" (weak soul/heart), and "okan to gba ogbe" (soul that receives sore) to drive home the point that human soul can be afflicted. An individual will not experience sore heart or heavy heart without antecedent events that have injected pains and injury into his/her soul. One of such antecedent events is strain relationship with significant and non-significant others.

Besides Yoruba analogy, biblical accounts of events could also be used to derive home the concept of psychological abuse. In the book of 2 Samuel 6: 20 Michal, the daughter of Saul and David's wife, said to David her husband:

How glorious was the king of Israel today, who uncovered himself today in the eyes of handmaids of his servant, as one of the vain fellows shamelessly uncovereth himself

These heavy words made Michal to be the only barren woman in the Bible. Why? Could it be just because she spoke her mind to her husband?

Kindly allow me to sound a note of warning at this juncture. These analogies are not to say that it is only when you utter abusive or heavy words that you can psychologically harm someone. Someone might even say heavy negative words mean nothing to me (I hope such individual is psychologically and spiritually normal). Good, but failure to even utter positive words to you when you need it, or the wrong use of body language can also lead to psychologically-inclined abuse as further discussion on the subject matter will reveal later. In order to drive this assertion home, we may need to attempt the following questions:

- > Why is it that your spirit is troubled when someone you love is not talking to you or refused to pay you a visit in your home or office?
- > Why is it that you become sad when your boss or subordinate lied

against you in your presence or/ and absence?

- Jo> How do you feel when you are not allowed to say your mind in an issue that primarily concerns you?
- > What will be the condition of your mind if you consistently witness your mother beating your father or vice-versa?
- Jo> Why is it that a child will not want to eat after witnessing physical combat or heated argument displayed by his/her parents?
- > Why is it that your soul is distressed when your husband consistently refused to eat the food you cook for him when he is not physically, spiritually, and mentally sick?
- Jo> What is the difference between the pains you experienced when someone you love so much ignored you and when you are hit with painful words?

It also interesting to note that in the school of psychological abuse there are events or occurrences that will not cause pain at all or cause immediate pain but have controlling power over the direction of your future behaviour. Ironically, an individual tends to derive pleasure in such events but the harmful effect on the soul is inevitable in the nearest future.

(d)What Psychological Abuse is not?

There is the need to make a demarcation between occasional and constant negative outbursts of some parents on their wards if emotional maltreatment concept is to be well defined. The American Humane Association (2010) posits that there are times when the best of parents momentarily "lost control" and from there, emotionally maltreat their children. This might be in form of uttering hurtful comments about their children, failing to give necessary attention to them, or intentionally scaring the children. The question that arises from here is this: Can

momentary outburst of parents be termed emotional abuse? Garbarino (1994), as cited in the American Humane Association (2010), provided an answer to this when he reiterated that parental negative outburst becomes a psychological abuse when it is persistent and chronically patterned in such a way that it eroded and corroded the child. Mathews (2016) equally observes that the following acts should never be mistaken to be emotional aggression. It is not emotionally abusive to:

-)> break up with a partner;
- » argue with your partner;
-)> when someone reacts to what you have done with hurt; and
-)> speak one's mind with blunt honesty.

Conceptual Attributes of Psychological Abuse

Some attributes distinguish psychological abuse from other abuses. These include, but are not limited to the following:

- (i) Of all the types of human abuse, emotional abuse is recognized as silent epidemic because its often subtle nature goes unnoticed and untreated (Alkema, 2009).
- (ii) It appears to be the most prevalent form of child maltreatment (Tomison & Tucci, 1997).
- (iii) It is also **co=only** found in homes, schools and workplace (Goldsmith & Freyd, 2005; Keashly and Harvey, 2005; Jolly et al., 2009; World Health Organization, 2002).
- (iv) It is, however, unfortunate to know that child emotional maltreatment lagged behind when compared with the other forms of child abuse in research funding, publishing and practice as well as a social problem requiring attention (Behl et al., 2003; Egeland, 2009).

- (v) Emotional abuse has been described as more dangerous than the other forms of abuse, not only because it is the least visible, but also because it has serious long-term consequences on children (Government of Alberta, 2007).
- (vi) Psychological abuse, unlike physical abuse, leaves no visible scars or bruises, making it harder to detect (Cahill, Kaminer, & Johnson 1999).
- (vii) There is lack of understanding of what constitutes emotional abuse in different cultural and societal contexts (Tang, 1998; Youssef & Atta, 1998).
- (viii) It has also been pinpointed that emotional abuse accompanies other forms of abuse and can as well occur on its own (Stevens, 2006; American Humane Association, 2010).
- (ix) Emotional maltreatment, being less visible in its impact, can be underestimated in its impact (Wekerie, 2012).

Signs and Symptoms of Psychological Abuse

Victims of psychological abuse tend to manifest a number of observable symptoms. The National Society for the Prevention of Cruelty to Children (2017) identifies recognizable physical symptoms of emotional abuse or neglect in babies and older children:

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long time;
- lack confidence or become wary or anxious;
- not appear to have a close relationship with their parents, e.g. when being taken to or collected from nursery, etc.; and
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to;
- struggle to control strong emotions or have extreme outbursts;
- seem isolated from their parents; and
- lack social skills or have few, if any, friends.

Goodtherapy (2015) submits that the emission of the following behaviours attest to onset of emotional abuse:

- The behavior in question does not stop or even pause when the recipient begins crying or asks for time to cool down. In fact, abuse may escalate as the recipient of the abuse becomes more vulnerable and upset.
- The behavior is frequent, occurring several times in a month or less.

- Vulgar language, insults, and demeaning language are used or baseless accusations are made.
- "Arguments" are one-sided: one person does all the talking, never listens, and is not kind to the other.
- Threats of violence are made.
- The person who is abusive does not apologize.
- The person who is abusive will not recognize the validity of anything his or her victim says.
- Sexual or physical abuse is also present.

The following pictorial illustration drives home the emotional expressions of children and adolescents who are psychologically abused by their parents.





Who Abuses Children?

The perpetrators of child abuse sometimes depend on the type of abuse in question. Generally, however, the perpetrators have been classified into four namely: parents, other relatives, caretakers/caregivers, and non-caretakers. According to statistics, 77% of perpetrators are parents, 11% other relatives, 2% caretakers and about 10% non-caretakers (MedicineNet, 2004; Thomson Corporation, 2004). Parents or caregivers are the first set of significant others that neonate has to relate with, and as

such, they have greater tendency to influence his/her emotional status. This continues until late adolescent period and even beyond. It has been pointed out that parents exert so much emotional power over their children and this has significantly contributed to the emotional turmoil and abuse being experienced by the adolescents. May (2010) makes this submission more meaningful when she points out that in, an attempt to discipline children, parents lose control and have no respect for the children. By so doing, simple parenting crosses the line and becomes emotional abuse.

There is no gainsaying in the fact that fathers are doing a lot for the normative development of their children and families in general. However, it has also been realized that, despite all the positive things they do, they are not always an asset to households, according to Makusha & Richter (2014). Diverse reports from empirical studies have indicted fathers as perpetrators of child abuse and neglect. For instance, in 2003, CPS reports, as cited in Rosenberg & Wilcox (2006), that fathers were the sole perpetrators of child maltreatment in 18.8 % of substantiated cases of abuse, while in 16.9 %, they were perpetrators in conjunction with mothers and, in 1.1 %, they acted with someone to abuse or neglect the children. Fathers' maltreatment in this context, though not clearly stated, likely covers all the four major dimensions of child abuse namely physical, emotional/psychological, sexual, and neglect.

Correspondingly, empirical studies have also established the fact that children and adolescents do suffer psychological abuse from their biological fathers and others representing father figure. For instance, a study on the prevalence of physical, psychological, and sexual abuse among 4,467 Arab high school students by Al-Fayez, Ohaeri & Gado (2012) revealed that:

➤ In the past 12 months, 7.3-27.2%, 8-21%, and 12-28%, of the

participants admitted that they had experienced some forms of psychological abuse at least six times by their mothers, fathers and others, respectively.

- Similarly, in the past years, 7.9-32.7%, 8.2-25%, and 12-23% of the participants reported that, for at least six times in a typical year, they experienced psychological abuse by their mothers, fathers and others, respectively.
- ⋘ The average proportion of those who had never experienced psychological abuse was 57.9%, 62%, and 58.3%, from their mothers, fathers and others, respectively.

The perpetrators of physical abuse have been specifically pinned down to a family member or other caregiver who is more likely to be male (Thomson Corporation, 2004). Sexual abuser, on the other hand, is mostly relatives (Medinus and Johnson, 1976; Thomson Corporation, 2004; Ajufo, 2006). Ajufo further reported that 85% of sexual offenders are known to the child while 50% are parent figures. It has also been estimated that about 115 of sexual abusers are underage (Thomson corporation, 2004). Studies have shown that, on very rare occasions, children suffer sexual abuse from strangers (Medinus & Johnson, 1976; PsyNet in Ajufo, 2006).

Travers (2017) asserts that there are three personality disorders that are associated with emotionally abusive behavior: These are narcissistic personality disorder, antisocial Personality disorder, and borderline personality disorder. Narcissistic Personality Disorder is characterized by envy, arrogance and lack of empathy for others. People in this category have an unwarranted sense of entitlement and exploit other people by controlling their behavior. Antisocial Personality Disorder consists of people who disrespect other people's right and societal norms and lack remorse about lying against you. Borderline Personality Disorder is characterized by uncontrollable impulses, emotional

instability, anger and paranoid.

Children Characteristics and Abuse

If we are to agree with the fact that parents, guardians, non-caregivers, strangers are perpetrators of child abuse, a fundamental question that is begging for answer is- Does a child contribute in any way to the incident of abuse? Busari, Danesy, & Gesinde (2007) have pointed out that there are factors resident in the child that tends to increase the chances that a child will suffer abuse from others. Some of the child characteristics include:

- (i) any factors which intrude into the early bonding and attachment of mother to child (such as premature separation of mother and newborn);
- (ii) any child who is more difficult to care for and gives less reinforcement for good parenting; This may be a normal child who is more difficult to feed or soothe than most babies. It may be a child with neurological maturity or dysfunction who, typically, is less gratifying and more difficult to care for;
- (iii) any child who does not meet the expectations of the parents; This may be as simple as the child being of wrong sex, or more often, a normal child who does not measure up because the parents expectations are so unrealistic and distorted. Perhaps, the imperfect newborn with anomalies or illness represents such a disappointment. Hence, the parent transfers his/her aggression to the child; therefore, the child, among other children, is maltreated;
- (iv) The developmental level of the child may represent special stress to a specific parent. There are some children who are only abused during the toddler's stage, preschool age, or during latency or teenage years. The

marginal parent may be able to parent the child at other stages adequately, but the normal behaviours of a specific developmental stage may elicit psychological, emotional and physical attacks. Almost all parents find some developmental stages more stressful than others.

{v) There are cases of children who deliberately invite or provoke abuse through their actions or/ and inactions.

Abusers'Tactics

Psychological abusers employ two major tactics to exert their controlling power over their victims of abuse. These, according to Doherty & Berglund (2008), are neglectful and deliberate tactics. In neglectful tactics, the abuser withholds normal human interaction while in deliberate tactics, the abuser employs more aggressive forms of control. In either case, tactics may be adapted depending on victim's gender, age, health, place of residence, etc. From the Table V below specific behaviours of the abuser under each classification is described:

Table V: Specific Neglectful and Deliberate Tactics of Abusers

Neglectful Tactics	Deliberate Tactics
<p>Denying Emotional Responsiveness</p> <ul style="list-style-type: none"> + failing to provide care in a sensitive + interacting in a detached and uninvolved manner + interacting only when necessary. 	<p>Accusing, blaming and jealous control</p> <ul style="list-style-type: none"> + telling a person repeatedly that he/she has caused the abuse + blaming the person unfairly for everything that goes wrong + using anger to control the other person + checking up on their activities
<p>Discounting</p> <ul style="list-style-type: none"> + not giving any credence to the person's point of view; + not validating the person's feelings; + claiming the behaviour was meant as a joke 	<p>Criticizing behaviour and ridiculing traits</p> <ul style="list-style-type: none"> + continuously finding fault with the other person + setting unrealistic standards; + belittling the person's thoughts, ideas and achievements; + mimicking him/her

<p>Ignoring</p> <ul style="list-style-type: none"> ÷ purposefully not acknowledging the presence, value or contribution of the other; 	<p>Degrading</p> <ul style="list-style-type: none"> ÷ insulting, ridiculing, name calling, imitating, or infantilizing; ÷ yelling, swearing, publicly humiliating or labelling the other person as stupid
<p>Minimizing / trivializing</p> <ul style="list-style-type: none"> ÷ refusing to validate the other person's feelings of hurt; ÷ suggesting that nobody else would be upset by the same treatment 	<p>Terrorizing</p> <ul style="list-style-type: none"> •inducing terror or extreme fear •placing or threatening to place a person in an unfit or dangerous environment; •threatening to hurt or kill a pet or loved ones; •threatening to destroy possessions
<p>Rejecting</p> <ul style="list-style-type: none"> ÷ refusing to acknowledge a person's presence, value or worth; ÷ communicating to a person that he/she is useless or inferior 	<p>Isolating</p> <ul style="list-style-type: none"> •physically confining the person; •restricting normal contact with others; •limiting freedom and excluding an older adult from personal decisions; •refusing a person access to his/her own or jointly owned money

Source: Doherty & Berglund (2008)

Dimensions of Psychological Abuse

The emotional maltreatment meted out to children and adolescents at home comes in different forms and diverse circumstances. They are so numerous to the extent that it becomes imperative to broadly classify them for the purpose of in-depth study and clear distinction between one form of emotional abuse and the other (Gesinde, 2011b). Warner & Hansen (1994) assert that identification and reporting of maltreatment are two critical steps in improving the health status of maltreated children. Consequently, several attempts have been made by scholars to have an unambiguous classification. Although, there is lack of consensus on which classification is supreme, the following classification that had been documented in literature includes:

Garbarino et al. (1986) in Iwaniec (1997) and Tomison & Tucci (1997) proposed five categories of emotional abuse to include rejecting, isolating, terrorizing, ignoring and corrupting; coldness, corrupting, cruelty, extreme inconsistency, harassment, ignoring, inappropriate control, isolating, rejecting, terrorizing (Newton, 2001); rejecting, degrading, terrorizing, isolating, corrupting/exploiting, denying (Stevens, 2006). Others include rejecting, isolating, ignoring, corrupting, exploiting, terrorizing (Barriere, 2009); ignoring, rejecting, isolating, exploiting/corrupting, verbally assaulting, terrorizing, neglecting the child (American Humane association, 2010).

Gesinde (2011b; 2013c), however, proposed seven dimensions of emotional maltreatment that are culturally relevant to black race. These include isolating, degrading, exploiting, rejecting, corrupting, terrorizing, and ignoring. All of these are psychologically destructive as discussion on each is made below:

(a) Emotional Isolation: This is restraining or putting a limit to individual's ability to socialize with others. It has also been described as a state where a person is emotionally isolated though he may have a well social functioning (Kaplow et al., 2007). An individual who is emotionally isolated is confined to a specified physical environment and deliberately made to suffer mental disconnection or distance from others. Some of the parental behaviours that constitute emotional isolation of the child include preventing the child from having friends, especially the opposite sex; confining the child to a dark room for hours/days due to misbehaviour; hindering the child from attending outside functions/ceremonies.

(b) Emotional Degradation: This occurs when an individual's self-worth is reduced to nothingness and dignity trampled upon. It aims at humiliating or destroying the self-concept of the victims. The damaging

impact of emotional degradation is made poignant when Norische (2008) remarks that degradation wears down someone's self-esteem, respect, worth to a point of vulnerability and reducing him or her to mass of self-doubt and uncertainty. He added that it tears apart the delicate fibers that create the human ego. Emotional degradation has been interchangeably used as emotional or psychological humiliation. **It** involves name-calling, insulting, yelling, and mimicking a person's disability among others. Studies conducted among parents have shown that they emotionally degraded or humiliated their children. For instance, Chen's (2007) study on parents of pupils showed that 13.5% of them revealed that they had humiliated their children in front of other people, 7.0% had said that they wished their children were never born or dead, and 14.1% had threatened to banish their children from the house. In an exploratory study of narratives, Hartling (2007) reports that respondents who completed humiliation inventory and scored high vividly described their painful experiences as if it happened yesterday whereas it may have occurred several years ago. Humiliation has been found to provoke social pain and makes victims to be prone to aggressive behaviour and vulnerable to depressive mood (Hartling, 2007).

I attended a conference outside the country sometimes ago and one of participants confessed that his wife told him in a particular day that "you think you are a man, you are not a man, not at all, you are just a human being in trousers". A statement like this is psychologically degrading or humiliating. **It** appears as if story will explain the concept of psychologically degradation than grammar. Consequently, I present the following stories:

- a) There are cases of parents that have undressed their grown-up adolescents in the public as a means of punishment.
- b) A woman nick-named her daughter's child 'school cert' because her daughter got pregnant when she was to write WASSCE.

- c) A man was in the hospital with his wife who had just been delivered of a baby. After he had paid the hospital bills for delivery, he was asked to go and bury the placenta and get back for the baby and the mother. When he got back, the baby and the mother had disappeared from the hospital. He later found out that the wife had taken the baby to another man's house who supposedly owns the baby.
- d) On the day of the naming ceremony, the mother of the new baby started crying that something was wrong with the baby that they needed to rush the baby to the hospital. The husband wanted to go with them to the hospital but the woman claimed it was not necessary. After several hours, the man discovered that the woman had taken the baby to another man who had already organized another naming ceremony for the baby.
- e) There are cases of men who have children outside marriage and their wives got to know several years later.
 - 1) There are cases of men who still doubt the paternity of their children while some get to discover that they are not the biological father of a child they have spent all their life on after 32 or 40 years through DNA test or the wife's revelation or confession. One can only imagine the pains such father and children will pass through.

(c) Emotional Exploitation: This involves manipulating child's activities or forcing the child to carry out certain activities that would benefit the manipulator. The American Bar Association Commission on Law and Aging (2007) submits that exploitation is "the unjust or improper use of another person or another person's resources for one's own profit or advantage". In most cases, the child performs functions that are beyond his capabilities or forbidden by the laws of the land. Vohs & Baumeister (2007) proposed that when decisions culminate into taking advantage of other people, they tend to cause a specific (an aversive)

emotional response that will affect cognition and emotion. The aversive reaction tends to arouse counterfactual ruminations that may intensify sugrophobia but could also aid in extracting valuable lessons. Parental or care givers' behaviours that constitute emotional exploitation include preventing the child from crying when physically or verbally assaulted; forcing the child to care for siblings; blaming the child for an offence not committed.

I have listened to many stories of husbands requesting their wives to befriend other men for money purposes. Similarly, there are mothers who openly coerce or discreetly encourage their daughters to marry a particular man because of monetary gains that the union will generate for them.

(d) Emotional Rejection: Rejection from the dictionary meaning is an act of refusing to accept somebody or something. It is also an act of turning someone down or not believing in someone or something. Emotional rejection, therefore, would be deliberate actions of casting away children and adolescents. Blackhart, *et al* (2009) literally defined it to mean a refusal of social connection in which one person seeks to form and maintain at least a temporary alliance or relationship with someone else and the other person says no implicitly (at least). Rejection, in the submission of Leary, *et al* (2012), could be classified into actual, expected, and perceived. They further stated that it could be felt implicitly through behavioural patterns, verbal communication, and removal of membership from an organization.

It has been established through research that irrespective of gender, race, and culture children and adults respond in the same way when they perceive themselves to be rejected by their caregivers and other attachment figures (Khaleque & Rohner, 2011). A meta-analysis study on the effects of parental rejection involving about 10,000 participants

conducted by Khaleque & Rohner (2011) revealed that:

- (i) the pain of rejection—especially when it occurs over a period of time in childhood—tends to linger into adulthood, making it more difficult for adults who were rejected as children to form secure and trusting relationships with their intimate partners;
- (ii) the same parts of the brain are activated when people feel rejected as are activated when they experience physical pain, and
- (iii) while children and adults often experience more or less the same level of acceptance or rejection from each parent, the influence of one parent's rejection — oftentimes the father's — can be much greater than the other's.

Rachel (2018) gives the following as examples of rejection within the family set up:

- preferring one child to another,
- not being fair when extending privileges,
- spending too much time on your phone or online,
- interrupting or not letting your child speak,
- not showing interest in what makes your child tick,
- withholding compliments and praise, or
- never coming to your children's events.

Besides these, there are countless teenagers whose parents have turned to 'orphan' because of unwanted pregnancies.

(e) *Emotional Corruption*: This is an emotional missocializing. Corruption in relation to psychological abuse is perceived to be "the action or effect of making someone or something morally depraved"

(English Oxford Living Dictionary, 2018). The Transparency International (2017) equally defines corruption as "the abuse of entrusted power for private gain". Emotional corruption is, therefore, the abuse of emotional control which a caregiver or parent has over children. The emotional power is the weapon being used to make children morally degenerated or engages in harmful or illegal activities.

Caregivers and parents who are emotionally corrupt or are missocializing their wards, promote developmentally inappropriate behaviours such as prostitution, condoning of alcohol consumption, they encourage gambling, allow pick-pocketing, pornographic materials, and so on. I remember listening to the Radio programme and one woman exclaimed that she parted with her friend the day her friend's mother told them in Yoruba Language that "kosemani ni ale nini" meaning, 'as a married woman, you cannot do without concubines'. This is a clear-cut case of emotional corruption. Let me draw this point home with this illustration. If a woman, for whatever reasons, marries somebody she doesn't like, not to talk of love, and by divine 'arrangement', meets with true love in the journey of marriage, and her mind has been corrupted to believe going that "kosemani ni ale nini". What is likely going to be the psychological impact of that statement on her future behaviour? Kindly complete the rest of the story. If you like, say that it can never happen.

(t) *Emotional Terrorism*: An act of terrorism is the use of extreme fear to intimidate people. When caregivers and parents engage in acts that would terrify children and adolescents, their emotional state is disturbed and rendered impotent. The use of harsh words, verbal threats of abandonment, unreasonable public criticisms, and engagement in violent acts are events that could terrify children and adolescents. Others include:

- excessive teasing, screaming
- threats to harm or kill

- > threats of ejection from home
- > excessively apportioning blames
- > displaying inconsistently consistent emotions
- > forcing the child to make unreasonable decisions.

(g) *Emotional Ignoring*: To ignore is to intentionally disregard someone or something. Psychologically, it is to be emotionally unavailable to perform lawful responsibilities, thereby exposing children and the adolescents to dangers of lack of psychological care. For children and the adolescents to develop intellectually and socially, parents must be emotionally available. When parents and caregivers emotionally ignore their wards, it means that the wards are permitted to act anyhow. The following actions or omissions by parents constitute emotional challenges for the children:

- > Denial of pleasant and unpleasant emotional responses to the children;
- > Lack of protection against external attacks or assaults;
- > Inappropriate or lack of supervision of children's actions and inactions;
- > Lack of interest in the educational, medical, religious, and social needs of the children;
- > No positive response to children's attempt to interact;
- > Planning major events meant for children without their input; and
- > Not interested in the children's achievements.

Figure II below presents the pictorial illustration of typology of psychological virus:

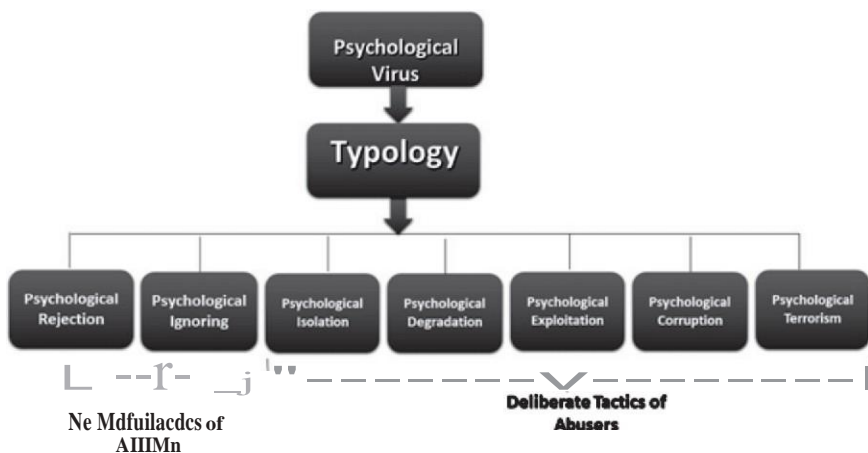


Figure II: Diagrammatical representation of the Concept of Psychological Virus.

Measurement of Psychological Abuse

From relevant review of literature, researchers have developed diagnostic tools to identify and treat emotional abuse (American Humane Association, 2010) but a critical analysis of these diagnostic tools showed that most of these tools are inadequate in that their diagnostic attempt of emotional abuse is generally inclined and not specifically addressed. This implies that existing diagnostic tools of emotional abuse are inadequate because they failed to take into cognizance diverse dimensions of emotional abuse. Differently stated, there was a holistic approach identification rather than specific approach identification method. Consequently, some dimensions of emotional abuse are left unobserved or underemphasized. There is therefore the need to design a holistic diagnostic instrument that would pin down all dimensions of emotional abuse at all developmental phases of life.

Realizing these basic facts, I (Gesinde, 2012d) developed a scale that is not only designed to measure psychological abuse in general but specifically addressed seven diverse dimensions of the abuse. The scale is known as Parental Psychological Abuse Multidimensional Scale (PPAMS). It is an improved version of Questionnaire on Seven Dimensions of Emotional Maltreatment at Home (QSDEMH) developed by me. One major deficiency that led to the jettisoning of QSDEMH is the inability of the scale to pin down the perpetrator of psychological abuse to either of the parents. Unlike PPAMS which separates the psychological abuse of father from that of the mother QSDEMH combined the psychological abuse of father and that of mother under the umbrella of being parents.

Parental Psychological Abuse Multidimensional Scale (PPAMS)

Parental Psychological Abuse Multidimensional Scale is an instrument designed to measure seven dimensions of psychological abuse being perpetrated by fathers and mothers. It is designed to elicit information from children and adolescents on how parents respond to their diverse emotional needs at home. The scale is sub-divided into two parts. Part A sought for personal information from the respondents. These include Sex, Age, Religion, Class/Level, Department/School, State of Origin, LGA, Tribe, Father's and mother's occupations, and Father's and mother's educational qualifications. This part also sought for information on whether the respondent lives with both parents or one of the parents and whether the family type is monogamous or polygamous.

Part B has separate sections for the father's and the mother's psychological reactions to the children and the adolescents at home. Each section has 49 items covering the seven dimensions of

psychological abuse namely emotional isolation, degradation, rejection, corruption, exploitation, ignoring, and terrorizing. The items were on four points Likert rating scale of-Very often =3 Often= 2, Sometimes = 1, Never =0. For scoring purpose, items 11, 20, 31, 33, 41, and46 are to be reversed. Respondents' scores were summed up to determine those who are moderately and severely abused by fathers and mothers.

The maximum score obtainable for all the items under father's section is 147 (3 x 49) while the minimum will be 0 (0 x 49). Ditto for mother's section. In order to determine psychological abuse on the basis of dimensions, 7 items for each dimension are to be identified and the response summed up. For each dimension, the maximum score obtainable will be 21 (3x7). The higher the score the more psychologically maltreated the respondent is. Lawshe's (1975) method was employed to measure the content validity of the 49 items. The formula for the method= $CVR = (n - N) / (N + J)$ yielded positive values for all the items for more than half of SMEs rated them as essential. The split-half reliability of the instrument analyzed from 500 children and adolescents in 3 States in Southwest, Nigeria yielded a Pearson Moment Coefficient Correlation of .89 for father's psychological abuse .87 for mothers. On the basis of dimensions, reliability index ranges from .68 to .84

As at today, PPAMS has been administered in Oyo, Ogun, Lagos, Kaduns, Ahuja, Akwa-Ibom, and Abia States. The scale is to be administered in at least three West Africa countries with a view to determining the norm for the African children and adolescents.

One other interesting part of the PPAMS is that from the way the items on the scale are, structured it is practically possible with little modification for:

- (i) Children/adolescents to know if anybody is psychologically abusing them;
- (ii) parents/adults to discover whether they have been psychologically abused during their childhood and adolescent days;
- (iii) parents/caregivers to discover whether they are abusing their wards psychologically; and most importantly
- (iv) parents and children/adolescents to respond to the items on the scale and compare scores.

Researches Conducted on Psychological Abuse

As part of my little contributions to the academic world, I have conducted some researches alone and jointly with others that have their primary focus on the psychological virus at homes and schools. I hereby present a brief of these studies under the following sub-headings:

- 1) Prevalence of generalized emotional Abuse,
- 2) Frequency of occurrence of seven dimensions of emotional abuse and their influence on gender and family type,
- 3) Impact of seven dimensions of emotional maltreatment on self-concept of school adolescents in Ota, Nigeria,
- 4) Correlates of emotional isolation, degradation, and exploitation on adolescents' self-concept,
- 5) Paternal psychological abuse and psychopathology in children and adolescents,
- 6) Paternal emotional rejection, corruption, and terrorism among adolescents,
- 7) Psychological abuse among Adolescents in Secondary Schools,

8)
Con

ceptual framework on the effects of psychological abuse.

abuse by
parents:

(1) Prevalence of Generalized Emotional Abuse

The study I (Gesinde, 2008b) carried out among 205 (92 males representing 44.87% and 113 females representing 55.12%) primary and secondary school students randomly selected from Afijio Local Government Area of Oyo State, Nigeria also included findings on specific ways students are emotionally abused at home. For the purpose of harmony with other researches on psychological abuse, I hereby present the findings in the Table below:

Table VI: Percentages and rank order of responses to items on emotional abuse by parents:

SN	Statement on Emotional Abuse	Often	Sometimes	Never	% of Agree	Rank order
1	My parents are fond of raining curses or abusing me at any slightest mistake.	11%	49%	40%	60%	1 st
2	When I misbehave at home, my parents confine me in a dark closet/tie my legs to a chair for a period of time.	4%	30%	66%	34%	6 th
3	I have been unjustly humiliated by my parents in the presence of others.	18%	44%	48%	52%	3 rd
4	My parents blamed me for offence I did not commit.	9%	28%	63%	37%	5 th
5	My parents cannot see anything good in whatever I do.	17%	42%	41%	59%	2 nd
6	I have seen my parents engaging in physical combat.	9%	29%	62%	38%	4 th

Summary of Findings

- i. The analysis of the respondents' rating patterns clearly proved the fact that children and adolescents used for this study experienced emotional abuse at home.
- ii. More than 50% of the respondents agreed to have suffered emotional abuse in three of the six items identified on the list.

(2) The frequency of occurrences of seven dimensions of emotional abuse and their influence on gender and family type

The prevalence of psychological abuse/maltreatment of children, adolescents, women, men in the developed and developing countries of the world is not imagined but real as evidences abound in the review of relevant theoretical and empirical literatures. The emotional maltreatment meted out to adolescents, in particular, at home, comes in different forms and diverse circumstances. They are so numerous to the extent that it becomes imperative to broadly classify them for the purpose of in-depth study and clear distinction between one form of emotional abuse and the other. When dimensions of psychological abuse are properly classified, we need to ask the adolescents to identify which of these are employed by their parents and the differences associated with them. It is on this proposition that I (Gesinde, 2011b) conducted a study among 480 (215 representing 44.79% are males while 265 representing 52.20% are females) students purposively selected from senior secondary schools in 15 private schools in Ota. The study aimed to determine the frequency of occurrence of seven dimensions of emotional abuse and their influence on gender and family type bases. The measuring instrument used for the data collection was a structured inventory developed by me named 'Questionnaire on Seven Dimensions of Emotional Maltreatment at Home' (QSDEMH) (Gesinde, 2010d).

Summary of Findings

- (i) Adolescents who participated in this study confirmed the existence of the seven dimensions of emotional maltreatment at home though at different mean levels.
- (ii) Emotional Isolation ($x=9.62$; $SD =2.57$) tops the list of the seven dimensions while emotional corruption ($x = 7.15$; $SD = .961$) occupied the last position.
- (iii) The comparison on gender basis revealed that there was no statistical significant gender difference ($t = 1.56$; $df = 478$; $p > 0.05$) in emotional maltreatment at home.
- (iv) The males ($x = 60.53$; $SD = 11.27$) are frequently abused emotionally than the females($x = 59.02$; $SD = 9.93$).
- (v) The comparison on family type basis revealed that there was a statistical significant difference ($t=-.574<$; $df=478$; $p > 0.05$) in the emotional maltreatment experience of adolescents from polygamous and monogamous families.
- (vi) Adolescents from the polygamous family type ($x = 66.85$; $SD= 17.57$) experienced more emotional abuse than their counterparts from the monogamous type ($x = 58.69$; $SD= 8.74$).

Table VII: Mean, Standard Deviation, and Rank-order of Dimension of Emotional Maltreatment of Adolescents at Home (N=480}

Table VII: Mean, Standard Deviation, and Rank-order of Dimension of Emotional Maltreatment of Adolescents at Home (N=480)

S/N	Dimension of EM	Mean	SD	Rank-Order
1	Degrading	9.58	2.97	2nd
2	Exploiting	8.56	1.99	3rd

3	Corrupting	7.15	.961	7th
4	Isolating	9.62	2.57	1st
5	Ignoring	8.47	2.11	4th
6	Rejecting	7.86	1.64	6th
7	Terrorizing	8.39	1.97	5th

A bar chart of the mean, standard deviation, and rank-order of the trend of emotional maltreatment of adolescents at home is shown below:

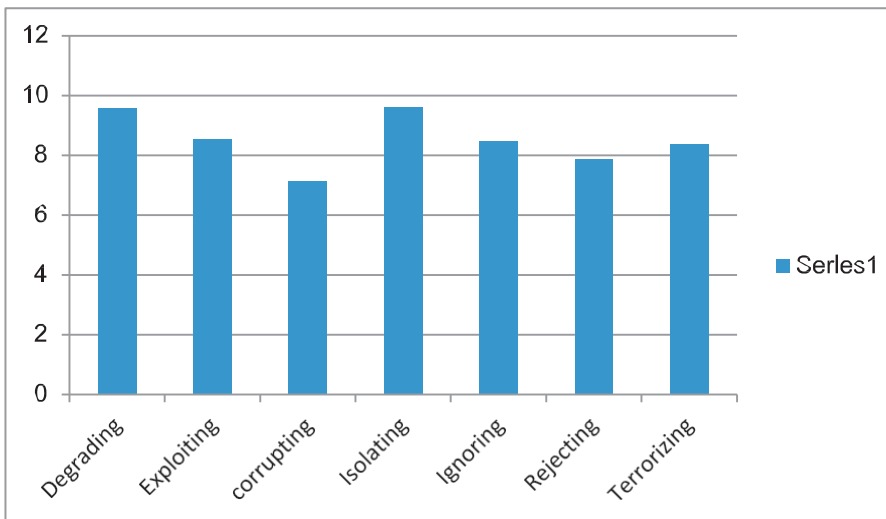


Figure 1: Bar Chart of Dimensions of Emotional Maltreatment

(3) Impact of Seven Dimensions of Emotional Maltreatment on Self-Concept of School Adolescents in Ota, Nigeria

Emotional abuse has been defined as the systematic, patterned and chronic abuse that is used by a perpetrator to lower a victim's sense of self, self-worth and power (Mezey *et al*, 2002 in Court Watch, 2007) and self-respect and independence of the sufferer (Sandhyarani, 2011). Kuppaswamy as cited in Kaur, Rana, & Kaur, (2009) argues that self-concept is an unfinished product at birth but its development depends on the family wherein an individual is brought up.

Despite the fact that there are consistent theoretical and empirical supports for causal association between emotional abuse and self-concept, most studies that had established cause and effect relationship between emotional abuse and self-concept failed to take into cognizance the existence of diverse forms of emotional maltreatment. Emotional abuse was thus treated as a single entity which did not give room for comprehensive knowledge of the contributions and relationships of diverse dimensions of emotional maltreatment to self-concept. Consequently, it has been difficult to ascertain the contributions and relationships of different forms of emotional abuse to self-concept. Consequently, I (Gesinde, 2011c) carried out a study among adolescents in Ota which tested the following hypotheses:

- (1) The seven dimensions of emotional maltreatment will not make significant combined contributions to adolescents' self-concept.
- (2) Each of the seven dimensions of emotional maltreatment will not make relative contributions to adolescents' self-concept.

(3) There is no significant relationship among the seven dimensions of emotional maltreatment and adolescents' self-concept.

Summary of Findings

(i) The seven independent variables, when put together, could only account for 28% of the total variance in self-concept ($R^2 = 280$).

(ii) Emotional isolation is the best predictor of adolescent self-concept ($P = -.173$; $t = -3.670$). Similarly, only degrading, exploiting, isolating, and terrorizing out of the seven dimensions of emotional maltreatment were found to be significant. Corrupting, ignoring, and rejecting could not enter the regression equation at alpha level of .05.

(iii) Negative significant relationship between the predictors and independent variables ranges from $r = -.155$ to $.441$, $p < .05$. The degree at which the negative relationship existed varies from one form of emotional maltreatment to the other. It is evident from this study that, as emotional abuse rises, so also will the individual self-concept experience a downward trend.

(4) Correlates of Emotional Isolation, degradation, and exploitation on Adolescents' Self-concept

When the outcome of my research on combined and separate contributions of the seven dimensions on self-concept revealed that the seven independent variables, when put together, could only account for 28% of the total variance in self-concept ($R^2 = 280$), I was disappointed to say the least. I was expecting something higher than this. I mirrored my mind back to the study conducted on frequency of occurrence of the seven dimensions of emotional abuse (Gesinde, 2011c) and realized that isolation, degradation and exploitation, in this order, were the most common dimensions of emotional abuse among adolescents. If they are

the most common dimensions being used at home then the combination of the three should produce higher percentage. Consequently upon this, I (Gesinde, 2013c) investigated the combined and separate effects of emotional isolation, degradation and exploitation on the self-concept of the adolescents as well as the significant relationship that exists among emotional isolation, degradation exploitation and self-concept. Questionnaires on Seven Dimensions Emotional Maltreatment at Home (QSDEMH, $\alpha = 0.84$) and Self-concept section of Adolescent Personal Data Inventory (APDI, $\alpha = 0.81$) were used to generate data and Multiple Regression (Stepwise) was employed this time around to analyze the data.

Summary of Findings

(i) When the first variable (Isolation) was entered into the regression model, a significant contribution was shown ($R = .391$; $R' = .153$; $F(1, 478) = 86.141$; $p < .05$). This implies that isolation was able to explain 15.3% of the variance in adolescent self-concept.

(ii) When the second variable (Degradation) was entered into the regression model, the prediction level improved ($R = .494$; $R' = .244$; $F(2, 477) = 76.831$; $p < .05$). Degradation was able to contribute 9.1% to the prediction while the addition of isolation and degradation were able to explain 24.4% of variance in adolescent self-concept.

(iii) The addition of the third variable (exploitation) to the regression model showed a significant contribution ($R = .512$; $R' = .262$; $F(3, 476) = 64.163$; $p < .05$). Hence, emotional exploitation has contributed 1.8% to the prediction of the dependent variable while the three variables put together could only explain 26.2% of the variation in adolescents' self-concept.

(iv) Specifically, about 74% of the variations could only be explained by the other variables not given considerations in this study. One would have expected that the impact would be greater than this considering the established causal relationship between emotional abuse and self-concept development that have been reported in the literature.

(v) Emotional isolation was the most potent predictor of adolescents' self-concept ($\beta = -1.415$; $t = -9.281$; $p < .05$). This was followed by degradation ($\beta = -1.049$; $t = -7.574$; $p < .05$) and exploitation ($\beta = -.789$; $t = -3.438$; $p < .05$) respectively.

(vi) Inverse relationship exists between the predictors and the criterion variable. Out of the predictor variables, degrading negatively correlated most with self-concept while relationship between isolation and self-concept was weak.

5) Paternal Psychological Abuse and Psychopathology in Children and Adolescents

Psychopathological challenges among children and adolescents have been reported worldwide in diverse empirical studies. Children and adolescents from homes exemplify with parental abuse have been identified to reflect symptoms of psychopathology. Psychopathology is defined as the manifestation of psychological disorder or syndrome that tampers with an individual's capability to function effectively in the society. A child or an adolescent, just like an adult, with psychopathological challenge manifests a number of symptoms which included hallucination and withdrawal symptoms.

Biological fathers have been indicted in some studies for perpetrating four major dimensions of abuse which include physical,

emotional/psychological, sexual, and neglect. While it is evident from studies that abuse has been linked with children and adolescent psychopathology, it is important to note that available studies did not explore all the dimensions of abuse. Aside this, attention has not been focused on the correlates of paternal and maternal abuse on children and adolescents psychopathology. Findings from most studies on emotional or psychological maltreatment of children and adolescents have shown that abuse emanating from the father and that from the mother are combined together which made it impossible to demarcate the contribution of either of the two.

Phares & Compas (1992) reviewed and analyzed studies from 1984-1991 involving parents and adolescent psychopathology. A total of 577 articles were analyzed and it was discovered that fathers were underrepresented on the list of psychopathology studies. With a view to closing this gap, ■ (Gesinde, n.d) carried out a study that examined the predicting value of paternal psychological abuse on children and adolescents' psychopathology as well as the influence of gender. Participants for the study were 120 purposively sampled children and adolescents from secondary schools in Akwa Thorn State, Nigeria. Section F of Adolescent Personal Data Inventory (APDI) which has 30 items on adolescents' psychopathology and Parental Psychological Abuse Multidimensional Scale (PPAMS) developed by me (Gesinde, 2012d) were used to collect data.

Summary of Findings

- (i) Paternal psychological abuse did not contribute to the prediction of participants' psychopathology;
- (ii) There was no statistical significant gender difference in psychopathology of children and adolescents ($t=1.194$; $df = 118$; $p >$

- 0.05) although the mean rating of male participants is higher than that of female participants for psychopathology;
- (iii) There was no statistical significant gender difference in paternal psychological abuse of children and adolescents ($t = .140$; $df = 118$; $p > 0.05$) although the mean rating of female participants is higher than that of male participants for psychopathology.
 - (iv) The males exhibited more symptoms of psychopathology than the females while the females suffered more psychological abuse from their fathers than their male counterparts.

(6) Paternal Emotional Rejection, Corruption, and Terrorizing among Adolescents

Fathering is an act that has long historical root in the human genealogy. Lamb (2010) observed that in psychological literature, the father's presence is seen as an asset to child development. Parents have been recognized as perpetrators of child abuse but it is unfortunate that most existing studies concentrate on mothers and ignore the abusive fathers. Most studies that involved fathers in their studies examined issues on sexual abuse. When Haskett, Marziano, & Dover (1996) reviewed a total of 126 articles on child abuse and neglect from 1989 to 1994, they realized that male perpetrators were underrepresented. Emotion dysregulation that diverse dimensions of psychological abuse by fathers could generate for children signaled the need for more researches in that area. There is the dearth need of literature in Nigeria and other developing countries to support or debunk theoretical postulations on fathers' role in psychological abuse of children and adolescent. Armed with this background knowledge, I (Gesinde, 2014b) conducted a study which sought to investigate the degree to which adolescents in Abia State, Nigeria have suffered psychological abuse dimensions of rejection, corruption, and terrorism from their fathers and the interface of

gender in this. Participants for the survey design study were 200 adolescents (98 males and 102 females) randomly selected from secondary schools in Umuahia, North Local Government in Abia State. Parental Psychological Abuse Multidimensional Scale (PPAMS) was employed for data generation by Gesinde (2012d). The result of the analyzed data revealed that:

Summary of Findings

- (i) The participants moderately suffered emotional rejection and terrorism while severe experience of emotional corruption was reported.
- (ii) In addition, no significant difference existed on gender basis when the dimensions were jointly tested.

(7) Psychological Abuse among Adolescents in Secondary Schools

Teachers are employed in schools to perform specific roles that will support students' crave for academic excellence. For students to realize this, the academic environment must be devoid of psychological disturbances and intimidation. Disappointedly, studies have shown that emotional abuse existed in schools and perpetrators included teachers. However, it is to be noted that there is paucity of empirical studies on correlates of psychological abuse in schools, especially in Nigeria. Thus, there is a need to execute a research that would provide information in this direction. Consequent upon this need, I and one of my students (Gesinde & Sanu, 2013b) conducted a survey study which aimed at determining the influence of four psycho-institutional variables namely: gender, age, class, and school type on psychological abuse inflicted by teachers. The participants for the study were 500 students (male-280; female- 280) randomly selected from public and private secondary schools in Ado-Odo Ota Local Government Area of Ogun State, Nigeria. Ex-post facto design was adopted for the study because the event under

investigation has already occurred. "Teachers' Psychological Abuse Rating Scale" developed by the researchers was employed for data generation. It is an adapted version of Questionnaires on Seven Dimensions Emotional Maltreatment at Home (QSDEMH) by Gesinde (2011b).

Summary of Findings

- (i) The combination of gender, age class, and school type could only account for 16.2% of the variance in teachers' psychological abuse
- (ii) The class of the participants (Junior and secondary schools) was found to be the most potent predictor.
- (iii) The variables predictive ability could probably not go beyond this contributory level because there are other contending variables whose influences are also germane to the determination of teachers' psychological abuse among which are age, parental educational background, family type and size, peer group, academic performance, and behavioural disorders.

(8) Conceptual framework on the Effects of Psychological Abuse

The depressing effects of child abuse on the victims vary depending on the type of abuse suffered. While some of these negative effects are evident in all forms of abuse, some are restricted to a particular form of abuse. At times, a child may suffer a combination of abuses. Consequently, he/she manifests combination of adverse consequences. These negative effects, in general, could be short-lived or long-lived on the abused child. Isangedighi (2004) stressed that child abuse consequences come in varying degrees and the associated dangers hinge on a number of factors among which are age of the abused child, the duration of the abuse, the abusive person, the ability of the child to share

his/her experiences among others. The conceptual framework below developed by me (Gesinde, 2012c) provides a diagrammatical representation of the impacts of abuse on children:

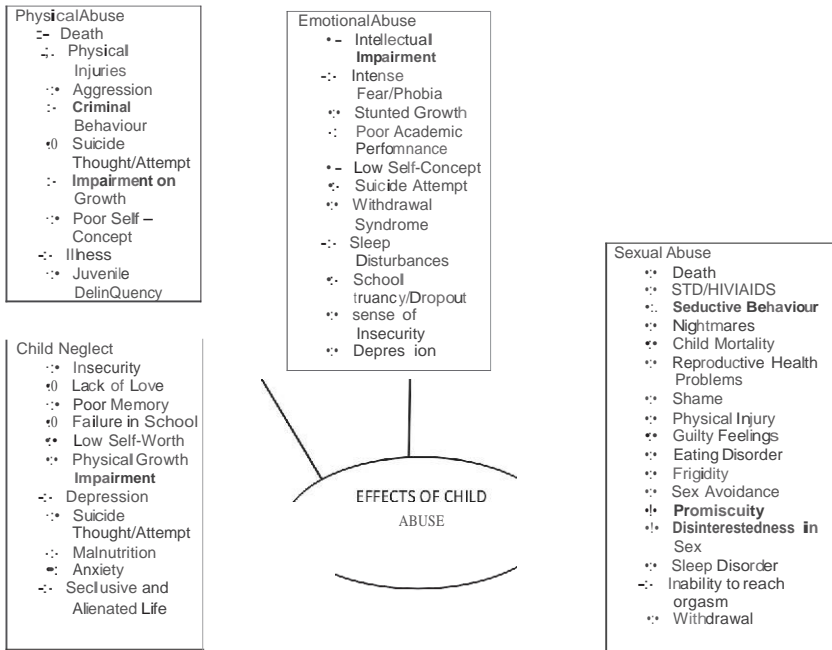


Figure III: Conceptual Framework of the Effects of Child Abuse

Influence of Psychological Virus on Children and Nation's Development

From the way the concept of psychological virus has been described so far, it will be self-deception to expect that its influence will be positive on the children and the nation. Its effects on the children and adolescents undermine cognitive/ mental, psychological and social development of the victims. Cognitive development involves child's ability to acquire language, use his/her mental capabilities to construct ideas, solve problem, and make decisive decisions. Social development involves

child's abilities to learn societal values and skills that would enable him/her have positive and gratifying relationship with others as well as make impact in the society. Psychological development involves management of emotions in different contexts. The National Scientific Council on the Developing Child (2004) identifies the core features of emotional development to include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one's own behavior, to develop empathy for others, and to establish and maintain relationships.

Quite a number of studies have established the devastating impacts of psychological abuse on children's diverse areas of development. These various areas of human development are interrelated and in most cases do not function in isolation. Therefore, what affects one will affect the smooth development of other areas of development. For instance, the interrelationship between emotional development and physical development has been empirically proven. Widdowson (1951), in an attempt to increase the weight of some orphanage children, provided an enriched diet for the orphanage children in the experimental group for six months while the children in the control group were not provided with such an enriched food. The comparison of the two groups after the experiment however revealed that the experimental group (children with enriched food) gained less weight than the control group (children without enriched food). On enquiry, she discovered that the orphanage children in the experimental group were severely and publicly rebuked during meal times for any offence they committed during the period of experiment by a supervisor. She, therefore, concluded that the experimental group did not eat much of the enriched diet provided because they were emotionally tensed-up and upset whenever the food was served.

Egeland, *et al* (1990) longitudinal study has established a correlation between psychological maltreatment and cognitive development, on

one hand, and correlation between psychological maltreatment and emotional development of children whose mothers were psychologically unavailable on the other hand. In the first instance, it was found out that cognitive skills of the children declined from ages 9-24 months while school age children demonstrate lower scores on achievement and intelligence tests and poorer school performance when compared to non-abused children. On the other hand, it was also established that psychologically unavailable mothering was associated with the most devastating developmental consequences (declines in competence and increases in self-abusive behavior and serious psychopathology) for children (toddler and preschool) throughout the early years.

Apart from the above, the short and long term effects of different dimensions of emotional maltreatment in diverse aspects of human development have received considerable attention of researchers. Generally, the effects of emotional abuse depend on the dimensions, nature and rigorousness of the abuse. Rejection from parents has been found to be predictors of internalizing and externalizing problems (Nishikwa *et al*, 2010); terrorizing predicts anxiety and somatic concerns, ignoring predicts scores of depression and features of Borderline Personality Disorder (BPD), and degradation predicts BPD features only (Allen, 2008).

A study conducted in the United States of America on the effects of rejection on students according to Baumeister (2002), as cited in Barriere (2009), showed that rejection can dramatically reduce IQ in students and their ability to reason while increasing aggression. The predictive ability of caregivers' emotional terrorizing, degradation, ignoring, and isolating on anxiety, depression, somatic complaints, and borderline personality disorder (BPD) has been established in a study of 256 University students by Allen (2008). The result of the study showed that terrorizing predicted anxiety and somatic complaints, ignoring predicted depression

and BPD, while degradation predicted features of BPD only. A longitudinal study by Herrenkohl, *et al*, (1997) revealed that children subjected to parental criticism, rejection, and terrorism demonstrated low-self and heightened aggressiveness during the school-age period.

In this same vein did Stevens (2006) report that emotional abuse can severely damage a person's sense of self-worth and perception. It could also impair children's psychological development in the areas of intelligence, memory, recognition, perception, attention, imagination and moral development. It also has the tendency to influence a child's social development negatively and may result in an impaired ability to perceive, feel, understand, and express emotions. Logistic regression analyses have also indicated that school absenteeism, deliberate self-harm, substance use and family conflict were associated with emotional abuse (Perera et al., 2009).

Correlation studies have consistently demonstrated that emotional abuse is associated with psychological disorder such as suicidality (Briere & Runtz, 1988); depression (Rich. *et al* 1997; Anthonysamy & Zimmer-Gembeck, 2007); low self-esteem (Sackett & Saunders, 1999). However, quite a number of studies have established a causal relationship between emotional abuse and self-concept development (Government of Alberta, 2007; Romeo, 2000; Shumba, 2002; Qates, *et al*, 1985).

From the foregoing, injection of virus into human soul has its overbearing impacts on human development. The United Nations Development Programme (1997) defines human development as *"the process of enlarging people's choices," said choices allowing them to "lead a long and healthy life, to be educated, to enjoy a decent standard of living," as well as "political freedom, other guaranteed human rights and various ingredients of self-respect."*

If this definition is universally accepted, it means that people that are psychologically abused would find it difficult to expand their freedom,

choices, and capabilities because of viruses that have been injected into their souls by their abusers or the controlling capabilities of their abusers. In fact, it will not be out of place to say that they have been psychologically imprisoned. An individual that is psychologically imprisoned or poisoned cannot enjoy complete development in all dimensions of developments. The United Nations Development Programme (2016) identifies two critical dimensions of human development as depicted by this diagram below:

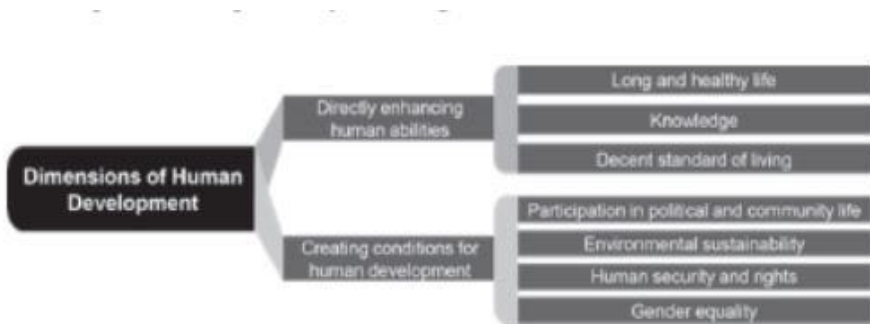


Figure IV: Dimensions of Human Development United Nations Development Programme

Source: <http://hdr.undp.org/en/content/what-human-development>

From the perspective of UNDP, human development is about:

- (i) expanding the richness of human life, rather than simply the richness of the economy in which human beings live;
- (ii) improving the lives people lead rather than assuming that economic growth will lead, automatically, to greater opportunities for all;
- (iii) giving people more freedom and opportunities to live lives they value; and
- (iv) providing people with choice and opportunities, not insisting that they make use of them.

If we are to compare these with consequences of psychological abuse that have been scientifically proven before, then, psychologically abused persons' development in the areas of health, knowledge, security and so on will experience a downward trend.

The negative consequences of psychological abuse extend beyond the individual who is abused. It also has its ham-fisted impact on national development. All the countries in the world have been classified into two major divisions namely: developed and developing countries. However, the universal definitions of these umbrella terms remain indefinable or elusive. Khokhar & Serajuddin (2015) assert that the United Nations have no formal definition of developing countries, but still use the term for monitoring purposes. Fernholz (2016) argues that nobody has ever agreed on a definition for these two terms. He reiterated that the World Bank is eliminating the terms 'developed' and 'developing' countries in the presentation of its data. Richmond (2016), in the same vein, submits that some organizations which included the World Bank have discarded the term 'developing country' from their data vocabulary. This is mainly because using this term and parameter to group countries together ignores the heterogeneous nature of the global community.

The above arguments against the usage of the term, 'developing countries', notwithstanding, attempts have been made to give a definable meaning to it by some persons. For instance, O'Sullivan & Sheffrin (2003) state that a developing country is a nation or a sovereign state with a less developed industrial base and a low Human Development Index (HDI) relative to other countries. Apart from this major difference, some of the features that distinguished one from the other are revealed in the Table VIII below:

Table VIII: Differences between Developed and Developing Countries

Sl. No.	Category	Developed Countries	Developing Countries
1.	Definition	Industrialized with higher Human Development index	Less industrialized with low Human Development Index
2.	Poverty Level	Extremely Low	Extremely High
3.	Mortality	Low birth and death rates	High birth and death rates
4.	Living Standard	High	Low to medium
5.	Per capita Income	Equally distributed	Unequally distributed
6.	Education	High literacy level	High Illiteracy level
7.	External Debt	Low	Very high
8.	Health	Advanced medical services	Poor medical services
9.	Factors of Production	Fully utilized	Underutilized
10.	Housing Conditions	Good	Poor
11.	Employment rate	High	Low
12.	Technology	Modern	Traditional
13.	Governance	Stable	Unstable
14.	Social Infrastructure	Adequate	Inadequate
15.	Economy	Booming	Weak
16.	Research	Advanced	Elementary
17.	Examples	Germany, USA, Britain, Australia, Japan, etc.	Nigeria, Iran, Mozambique, Chad, Ethiopia, etc.

Nigeria, which is the primary focus of this lecture, has been classified as one of the developing countries of the world. This means that all the features of developing countries are resident in our nation. Even if we are to be classified under the developed countries of the world, we all know that it will be a deception because all is not well yet. Even this classification of Nigeria under the developing countries, I still have my reservations. Can a country recycling presidents be said to be developing? If all the features of developing countries are real with us in Nigeria, then some questions are begging for answers: (1) Will a country with these train-load of developmental challenges have any plan to meet all the psychological needs of all her children and adolescents? (2) Will the children and adolescents that have been psychologically imprisoned, battered and shattered make meaningful and adequate contributions to the national development?

Apart from studies that I have carried out, there are other studies that have confirmed the prevalence of diverse dimensions of emotional maltreatment of young adults at homes and schools. These include, but not limited to:

- 1) In a study conducted by Durosaro (1993) on the effects of child abuse on the academic performance of secondary school students in Oyo State, it was discovered that physical abuse such as beating, corporal punishment, excessive workload, neglect as well as emotional and psychological abuses were prevalent.
- 2) In a study conducted in Edo State, Nigeria among 1,537 secondary students drawn from multistage proportionate sampling technique by Okoza, *et al* (2011) it was revealed that male students unlike their female counterparts experienced more emotional abuse dimensions of terrorizing, isolating, ignoring, and verbal assaulting. While more senior secondary school students than the junior secondary school students experienced dominating and terrorizing, the junior students more than senior students suffered from isolation.

- 3) In a study conducted in Okene town in Kogi State of Nigeria to examine perceived prevalence of child abuse and neglect among 128 parents/guardians selected via two stages of sampling, Daniel (2004) found that emotional abuse tops the list of other abuses for it ranges between 68.0 to 92.2%. When emotional abuse prevalent level was tested among low-income residential areas and exclusive residential areas, it was found that emotional abuse dropped to 4th position (neglect 96.3%; physical abuse 95.1%; child labour 90.2%; emotional abuse 72.0%; and sexual abuse 4.9%) in low income residential areas. It however, retains the topmost position in exclusive residential areas (emotional abuse 69.6%; physical abuse 60.9%; child labour 28.3%; neglect 23.9%, sexual abuse 4.3%).
- 4) A survey study of 2,000 senior secondary two (SSII) students in Cross River State, Nigeria by Ajak, *et al* (2011) showed that emotional abuse has a significant negative influence on the students' five dimensions of self-concept (social-self, physical-self, moral-self, family-self and financial self-concept respectively).

If it is only psychological virus that children and adolescents are grappling with, I would have been the happiest man on the earth but studies conducted by me solely and with others have established other challenges that children and adolescents are contending with at homes, school, and correctional centres. These include, but not limited to:

- (i) Prevalence of cheating during internal and external examinations by students with hearing impairment (Gesinde & Busari, 2007b; Gesinde, Adejumo & Odusanya, 2011a);
- (ii) Pervasiveness of conduct disorder among adolescents in special correctional centres. (Adeusi, Gesinde, & Adekeye, 2015);
- (iii) Prevalence of depressive symptomatology among Nigerian university students (Gesinde, & Sanu (2014a);
- (iv) Risk of child trafficking (Busari & Gesinde, 2009);
- (v) HIV/AIDS risks among hearing impaired persons and commercial

- sex workers (Gesinde, 2008b; Busari, Gesinde, & Emerole, 2008);
- (vi) Non-bonded child labor practice impact on child psychopathology (Gesinde & Sanu, 2013a);
- (vii) Challenges associated with psychological and educational assessment of the gifted and talented children in Nigeria (Gesinde, 2010a);
- (viii) Selection and maintenance of career (Gesinde, 2009a);
- (ix) Unprofessional conducts of teachers that promote examination malpractice (Gesinde, 2006a&b; 2012b);
- (x) School as enabling factor of students' illegal absenteeism (Gesinde, 2005a);
- (xi) Truant behaviour among secondary school students (Gesinde & Falaye, 2003, Gesinde 2004a, 2005b); and
- (xii) Learners' disruptive behaviours in Nigeria (Gesinde, 2000).
- (xiii) Sexuality education challenges (Gesinde, 2010c)

THE ANTI-VIRAL IN COUNSELLING PSYCHOLOGY

From what we have discussed so far, you will agree with me that psychological virus should not be allowed to continue its operation in the lives of our children and adolescents and even among adults and the aged. From empirical studies, children and adolescents suffered abuse from homes and schools. These two places (at least for in-school children and adolescents) are the most significant places for total man development. They spend nothing less than six to eight hours in five out of the seven days in a week and six out of seven days in a week for those that attend schools on Saturday and they spend the rest hours at home.

For children in boarding schools, they spend more than half of the year with their teachers. It, therefore, turns out to be double tragedy if they have to battle with psychological virus in both significant places. For out-of-school children and adolescents, the time they spend at home is determined by whether they are apprentices or not.

It is, therefore, unreasonable to keep watching while our children and adolescents' development is being jeopardized by one small invisible

'devil'. Something must be done. Where there is virus, there must be antiviral. Antiviral is an agent that kills a virus or counters virus effects. Dictionaries interpretation of the word 'anti' includes against, hostile to, contrasting, opposite, neutralizing while viral is described as something that is relating to or caused by virus. Hence, antiviral is something that is opposed to or against action of virus. Antiviral, is something that:

- interferes with the growth and reproduction of virus;
- weakens or halts virus' action;
- prevents the symptoms of virus;
- alleviates the symptoms of virus; and
- checks and eliminates the effectiveness of virus

For us to put a final stop to unwarranted activities of virus directed towards human souls, there must be an agent of antiviral that has been 'divinely' sent to deal with it. In cases of virus in the soul or mind, I strongly believe that computer software and medical prescription or drugs will be helpless but an applied field of Psychology such as Counselling Psychology will do wonders to liberate the victims of the abuse as well as the abusers. Antiviral has been defined as an agent sent to destroy the works of virus. In cases of virus in the soul, I make bold to profess that the agent is in Counselling Psychology. There are psychotherapeutic interventions inherent in Counselling that will provide the needed healing. Psychotherapy, as a term, is derived from two Greek words translated to mean psyche (soul) and therapy (healing). However, before we talk about healing power in counselling profession, it is necessary for us to have conceptual description of the field and some other inherent ingredients that will make counselling psychology deliver human soul from virus.

The meaning of Counselling

The term 'counselling' has a very long historical antecedent. It has been speculated by Gibson & Mitchell (1986) that it is quite possible that when Adam reaped the consequences of eating forbidden apple in the

Garden of Eden, he went in search of a counsellor. Although there is no proof of this, they observed that persons throughout the ages have sought the counsel of others. **If** it is impossible to prove that Adam sought counselling after eating the forbidden fruit, the need to seek counsel has been repeatedly stressed in the following verses of the holy Bible:

- (i) Where no counsel is, the people fall: but in the multitude of counsellors, there is safety (Proverbs 11:14).
- (ii) The way of a fool is right in his own eyes: but he that hearkeneth unto counsel is wise (Proverbs 12: 15).
- {iii} Without counsel, purposes are disappointed: but in the multitude of counsellors, they are established (Proverbs 15:22)
- (iv) Hear counsel, and receive instruction, that thou mayest be wise in thy latter end (Proverbs 19:20).
- (v) Every purpose is established by counsel: and with good advice, make war (Proverbs 20:18).
- (vi) For by wise guidance you will wage war, and in abundance of counsellors, there is victory (Proverbs 24:6).
- {vii} With Your counsel You will guide me, and afterward receive me to glory (Psalms 73: 24)

It is also written in the book of Isaiah 9:6 about the birth of Jesus Christ, our Lord and Saviour that:

For a child will be born to us, a son will be given to us; And the government will rest on His shoulders; And His name will be called Wonderful, COUNSELLOR, Mighty God, Eternal Father, Prince of Peace (KJV)

Jesus further proclaimed in Luke 4:49 that:

How is that ye sought me? Wist ye not that/ must be about my Father's business (KJV).

In my Bible too, precisely in the book of John 14: 26 Christ informed His disciples that:

But the Counsellor, the Holy Spirit-the Father will send Him in 11zname-will teachyou all things and remind you of everything I have told you. (KJV)

I, therefore, make bold to declare, without fear of molestation, that counselling is a recognized profession in heaven. Father, Son and Holy Spirit are all Counsellors. However, I also need to point it out that when the Holy Bible is used as point of reference, please, note that we are not making reference to Ahitophel counsel.

From derivative point of origin, the term 'counsel' is taken from the Latin word 'consulere' which in English Language translation implies 'to seek advice'. The most common synonym that is usually used as a substitute for the term is advice-giving. As such, it connotes a relationship between an individual who is experiencing a difficult time or having a specific problem being given advice by a superior and knowledgeable individual on what to do in order to overcome the problem. At times, the superior and the knowledgeable one may give advice to a group of individuals experiencing difficulties in their life endeavours. This clearly demonstrates to many laymen that the act of counselling is ordinary advice-giving.

From professional point of scrutiny, however, there is much to be desired from the interpretation of counselling as ordinary advice-giving. The proposition that counselling is ordinary advice-giving is deceptive. **It** gives impression that whosoever gives advice is a trained counsellor. The truth of the matter is that everybody cannot be counsellors. Counselling, as a professional discipline, is more than advice-giving (Gesinde, 1991; Gesinde, 2008d). If counselling is just advice-giving, then prospective counsellors in the field would not need to undergo several years of training in the university (Gesinde, 2008d). Gesinde

(1991) even argued that counselling involves something more than a solution to an immediate problem. Idowu (2014) has this to say about counselling profession:

"Counselling is not an all-comers affair. It is a specialized concept and requires skills and expertise on the part of the counsellor to be effectively carried out. It is common these days to hear of all sorts of individuals who call themselves counsellors - a visit to our churches, mosques, playgrounds, youth centres etc. will give us ample examples. Are these really counsellors? This is the crux of the matter".

Counselling and Counselling Psychology Defined

Arising from the above, it is imperative to conspicuously define counselling in a manner that would unequivocally expose the distinction between layman and professional conceptions. From the review of literature, the following definitions have been highlighted from a professional position:

Counselling is a formalized one-to-one, or one-to-many helping relationship in which a counsellor (a skilled and an emotionally stable individual) helps a client (a maladjusted individual) to better understand himself/herself with a view to living a fit/filled and adjusted life.

(Aremu, 2000).

Counselling is a process that enables a person to sort out issues and reach decisions affecting their life. it involves talking with a person in a way that helps that person solve a problem or helps to create conditions that will cause the person to understand and or improve his behaviour, character, values or life circumstances.

(Woods, 2005)

Counselling is a liberating effort made by a trained individual (counsellor) to enhance intra-individual and inter-individual development in all areas of human endeavour. Its primary focal point is to enable counsellees experience a positive developmental change that would bring about the fulfillment of destinies and aspirations. (Gesinde, 2008d)

On the other hand, counselling psychology, just like counselling, has been defined in several ways with an attempt to make it project professional responsibilities as shown below:

A speciality in the field of psychology whose practitioner, help people improve their well-being, alleviate their distress resolve their crises, and increase their ability to solve problems and make decisions. Counselling psychologists utilise scientific approaches in their development of solutions to the variety of human problems resulting from interactions of intrapersonal, interpersonal, and environmental forces. Counselling psychologists conduct research, apply interventions, and evaluate services in order to Stimulate personal and group development, and prevent and remedy developmental. educational. Social and vocational problems and adhere to strict standard... and ethics.

(American Psychological Association, 1985)

Psychological specialty that facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Through the integration of theory, research and practices and with a sensitivity to multicultural issues, this specialty encompasses broad range of practices that help people improve their well-

being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives.

(Academy of Counselling, 1994)

It is the contention of Gelso and Fretz (2001) that counselling psychologists' diverse roles could be broadly classified into remedial, preventive, and educative developmental. Remedial practices involve working with individuals or groups with the sole purpose of remediating problems while preventive involves anticipating and preventing problems from occurrence using outreach programmes or career workshop or team building. Educative-developmental, on the other hand, helps an individual not only to remediate problems but to foster total development. On the premise of the fact that it encompasses a broad range of practices, the practitioners work in a variety of settings depending on the type of services demanded and the client population involved. Some of their work settings include community mental health services, teaching and research in institutions of learning, employment agencies, research centres, marriage and family centres, rehabilitation agencies, industrial organizations, consulting firms, and private counselling clinics among others (Gesinde & Odusanya, 2006c). Areas of specialization in counseling psychology include marriage and family counselling, pastoral counselling, mental health counselling, rehabilitation counselling, school counselling, vocational or career counselling, addiction counselling, forensic counselling, grief counselling, and so on.

Features of Counselling Psychology

The professional definitions above by experts have so far demonstrated that the discipline has a number of inimitable characteristics some of which I (Gesinde, 2008e) identified to include:

- a structured professional activity;
- a helping profession;
- a continuous, complex and learning process;
- designed to alleviate clients existing problems;

- > designed to provide personalized and environmental information;
- > a structured programme resolutely designed to attain voluntary change in behavior;
- > a profession systematically planned to offer both private as well as public services;
- > a helping profession which aims at preventing as well as treating maladaptive behaviours;
- > an interactive profession between a trained counsellor and persons in need of help; and
- > essentially programmed for normal or functioning persons and not for neurotic and pathological persons.

Personality characteristics of a Counsellor

Counselling is a helping profession in which the helper is expected to possess certain attributes that would distinguish him as a professional capable of meeting the needs of the clients and thereby necessitate the positive transformation of behaviour in clients. The qualities expected of a counsellor when available would also increase the trust of the clients in counselling relationships. Some of these tested qualities (with their appropriate dictionary interpretation) of a counsellor which I (Gesinde, 2018) recognized include but not limited to:

- > *Above average intelligence*- person's mental age divided by chronological age and multiplied by 100;
- > *Sincerity*- being free from pretense, deceit, or hypocrisy; being open and truthful;
- > *Objectivity*- judgment not influenced by emotions, personal prejudice;
- > *Genuineness*- Not counterfeit or adulterated; being believable or trustworthy;
- > *Sense of humor*- a disposition to find (or make) causes for amusement;
- > *Caring and loving*- displaying kindness and concern for others;

- > *Empathic understanding*- understanding from the internal frame of reference;
- > *Patience-bearing* of provocation, misfortune, pain, without complaint;
- > *Congruent*- outward responses consistently match the inner feelings and sensations;
- > *Broadmindedness*- tolerant of opposing viewpoints; openness to new ideas;
- > *Non-judgemental attitude*- avoiding judgments based on one's personal principles;
- > *Sociable*- inclined to associate with or be in the company of others;
- > *Flexible*- capable of being bent, not rigid;
- > *Self-confidence*- belief in one's ability to succeed;
- > *Honesty*- communicating and acting truthful and with fairness;
- > *Tolerance*- capacity to endure pain or hardship; and
- > *Emotional stability*- ability to remain calm or even keel when faced with pressure or stress

Counselling Skills

The personality attributes of the counsellor only could not be sufficient enough to bring about the positive transformation in the behaviour of the client. Consequently, the counsellor is expected to exhibit a number of counselling skills in addition to the personality characteristics highlighted above. Generally, skills are often classified into domain general and domain specific. Domain general skills will include: communication skill, time management skill, computer literacy etc. Basic Counselling Skills include but not limited to:

- (1) *Paraphrasing*- This is a restatement of words listened to. The counsellor represents the content of the message of the client in a different or better way for clarification.
- (2) *Reflection of Feelings*: The counsellor repeating or rephrasing the client's last statement that emphasizes the state of feeling (affective).

(3) Open-Ended and Close-Ended Questions- the counsellor asks the clients questions that will generate free-form or yes/no response. At times, close-ended response from the client may include I don't know.

(4) Summarizing: Counsellor combines or condenses two or more thoughts or paraphrases and feelings from the client to form a major theme for the counselling session.

(5) Confrontation: This is otherwise known as challenging or caring confrontation. It is used when a counsellor exposes discrepancies and inconsistencies in the client's narration, beliefs, and behaviour in a gentle or professional manner.

Counseling Psychology Techniques for Healing the Soul with Virus

When it is established that someone is psychologically imprisoned, the next reasonable thing to do is to gain freedom through appropriate treatment. Interestingly, and good enough, the focus of treatment in cases of psychological aggression is not restricted to the victims of abuse but also to the abusers.

Counselling is designed to neutralize the evil effect of poison-like or virus-like injection in the soul of the victim of abuse and make abuser acquire psychological skills that will remove tendencies to abuse. It is also necessary to make it abundantly clear that virus in human soul is not easy to treat. This is because what to treat is internal wound in the soul of an individual manifesting some outward destructive consequences. Basically, counselling techniques are used to eliminate the traumatic experience brought about by the abuse. In achieving this great task, the counsellor and the client have a lot to do. For the client, Forgart (1983) has this to say:

To avoid fasion and the loss of oneself emotionally, each person must be aware of his "insides" and the insides of others. He must be able to define boundaries, where he ends and the other begins. He must be tuned into the emotional climate between himself and

others and the sensitivities that lie within the person and in the emotional field between people.

The major responsibilities of the counsellor or therapist, according to Hermam (1997), are to establish safety, reconstruct the trauma story, and restore connections with the community. Urquiza & Winn (n.d) also maintain that providing therapeutic interventions for abused and neglected children requires:

- 0:• an understanding of normal child development and the processes of abnormal development or psychopathology as well as an ability to assess the severity and types of behavioral, emotional, developmental, and psychological problems that abused children present;
- familiarity with the major issues common to abused children; and
- the skills necessary to manage these types of cases.

There are countless counselling interventions that could be used to alleviate virus in the soul. These counselling interventions have diverse theoretical foundations for operation. For the purpose of this inaugural lecture I will only focus on three. These include:

- 1) Cognitive-Behavioral Therapy (CBT)
- 2) Sand Tray Therapy
- 3) Assertiveness Training



Figure V: Diagrammatical representation of Counselling Psychology Interventions for the Victims of Abuse and the Abusers. Treatment on the Basis Perception of the Neglectful and Deliberate Tactics of the Abuser

Stevens' (2006) research finding revealed that emotional abuse can severely damage a person's sense of self-worth and perception just as Gesinde's (2011c); Government of Alberta 2007; Romeo 2000; Shumba 2002; Qates et al., 1985) studies established correlation between self-concept and various dimensions of psychological abuse. Consequently there are counselling therapies that have been designed to cognitively restructure the perception of the victim of psychological virus as well as abusers on the neglectful and deliberate tactics of the abuser. One of such dependable therapies is Cognitive-Behavioral Therapy (CBT). Coincidentally, Paul, in the book of Romans 12: 2 instructed the brethren "not to be conformed to this world: but be ye transformed by the renewing of your mind (KJV).

(1) Cognitive-Behavioral Therapy (CBT)

Cognitive-behavioral therapy (CBT) is one of the psychotherapies that can be used to assist victims of abuse and perpetrators of psychological abuse. It is regarded to be a talking therapy. CBT combines principles, tenets, theories and research findings in cognitive and behavioral psychologies to effect healing of wounded souls. As a result, CBT is a

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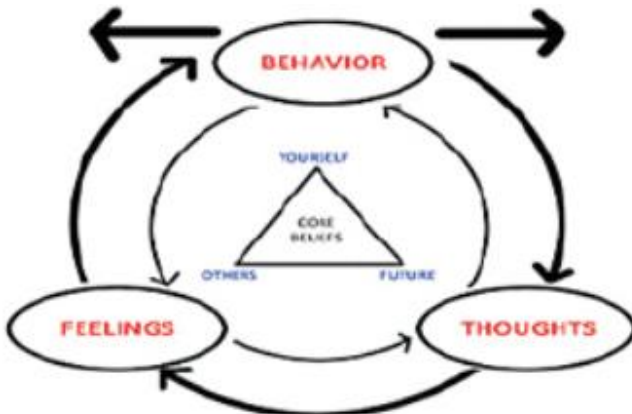


Figure VI: Cognitive Behavioural Therapy diagram of interaction among behavior, thoughts and beliefs

It also recognizes the part of core beliefs which is generally divided into three namely self, others, and the future. When effectively employed,

(f) Post-treatment assessment follow-up.

Typically, healing processes through CBT programme will involve the clients visiting the counselling clinic for 6-18 sessions of not less than an hour per visit depending on the severity of the psychological abuse and cooperative attitude of the clients.

Treatment on the Basis of Psyche Natural Capacity to Heal Itself of Psychological Virus

(2) Sand Tray Therapy

In the book of Luke 4:23a Jesus was quoted to have said "Ye will surely say unto me this proverb 'Physician heal thy self'. This statement, in the context of healing the wounded soul, caused by different dimensions of psychological abuse will be 'soul heal yourself. Put in another way, there is this assumption in the school of psychotherapy that the psyche has natural capacity to heal itself provided the enabling environment is created or the environment is stimulus-controlled by the counselling psychologist.

Let me start my discussion on the Sand Tray Therapy with your entry behavior (previous knowledge) on the subject matter as we are taught to teach in Education courses. No doubt, you are familiar with children playing with sand, toys, and miniature objects. You must even have done that several years ago. But, have you ever wondered why children devote 100% attention to what they are doing? Do you agree with the fact that when children play with sand, toys, and miniature objects, something is going on in their mind? Is it possible that what is going on in their mind is a reflection of what they do with those materials? Is it also possible that antecedent events before playing with sand, toys, and miniature objects interfere with what is going on in their mind while playing? Have you ever bothered to compare their mood when they play with sand, toys, and miniature objects after they have been psychologically abused and

psychologically motivated by their parents or caregivers?

Sandy Tray therapy, which is also known as World Technique, is a non-verbal but creative arts form of therapy that has been used to overcome virus injected into the soul of children in particular. Unlike CBT which is talking therapy, I refer to this as performance therapy or action therapy since the client will act out his/her inner feelings. Ordinarily, one will expect that healing of the soul can only be made practicable if only the client could express his/her feeling to the counsellor. As rightly observed by Fitzpatrick (2018), many of our childhood's psychological wounds are hard to describe or even access in words. In Sand Tray Therapy, language skills are needless since the client will express his/her feelings through play.

The origin of Sand Tray Therapy is traceable to H. G. Well, who discovered that his sons worked out of their emotional challenges through playing with toys. However, Margaret Lowenfeld, a British pediatrician, was the first person to use sand tray as therapeutic option to talk therapy.

For Sand Tray Therapy to be employed at all by counsellors, Webber & Mascari (2008) submit that clients should be responsive to the following features and prevailing conditions:

- 1) When tactile, multi-sensory, or holistic modalities may be more accessible to the client;
- 2) When talk therapy is not appropriate for jump-starting treatment without using words;
- 3) When safe distance and physical boundaries are needed to deal with emotional pain;
- 4) With clients who are very resistant or fearful;
- 5) With clients who need control and power over the environment to address graphic memories of abuse, injury, or death;

6) When the trauma is so unmentionable and unspeakable that client cannot begin the process of healing through traditional verbal interventions.

Bertenthal-Smith (2015) generates eight reasons why counsellors employ Sand Tray Therapy to heal wounded soul. These include the fact that it:

- 1) gives expression to non-verbalized emotional issues;
- 2) has a unique kinesthetic quality;
- 3) creates necessary therapeutic distance for clients which creates safe place;
- 4) naturally provides boundaries and limits;
- 5) provides a unique setting for the emergence of therapeutic metaphors;
- 6) overcomes client resistance and provides the needed communication vehicle for clients with poor verbal skills;
- 7) cuts down on verbal defensiveness; and
- 8) gives room for the thorough assessment of intrapsychic issues.

It is an undisputable fact that most children cannot vocalize their thoughts and emotional states; hence, they require techniques and threat-free environment that will expose their inner feelings. This explains why the therapy is also known as expressive therapy. Interestingly, instruments of therapeutic intervention are: sand that is coloured and free of contaminants, box, rectangular trays, toy, water, colourful miniatures of people, buildings, animals, transport, etc. which children naturally want to play with. They are employed to create their world with these instruments without rules and definite purpose thereby expressing the inexpressible inner thoughts and repressed emotions. Jung, cited in Friedman (2017), was of the opinion that most times, our hands can solve a riddle which our mental ability has wrestled with in vain. Similarly, Fitzpatrick (2018) asserts that "sometimes trying to "figure things out" intellectually can pull us away from the soul's natural, intuitive process

ofhealing"

The client uses materials provided to create and communicate an imaginary world of his or her own. In this creation, deep thoughts and conflicts are expressed. Webber & Mascari (2008) observe that figures and objects selected for the sand tray and the arrangement of miniature figures in sand reflect the client's inner world and evoke spontaneous metaphors and healing narratives that provide understanding of the trauma story. Specifically, they identified some of the worlds that clients can create and the interpretation that counsellors should give to them:

- 1) Empty world symbolizing sadness and depression.
- 2) Unpeopled world symbolizing pain or abuse.
- 3) Fenced world or closed world symbolizing compartmentalized or protected issues.
- 4) Rigid or schematic world or world of rows symbolizing control or hiding abuse.
- 5) Disorganized world, incoherent world, or chaotic world symbolizing chaos.
- 6) Aggressive world, with no humans except soldiers, symbolizing violence, anger.

The assumption in this creation is that there is psychological connection between imaginary world and the real world. Hence, in the process of healing the wounded soul, clients are encouraged to effect changes in their real world to reflect their imaginary world. In the process of client's self-exploration too, it is expected that counsellors actively demonstrate the fundamental conditions of empathy, unconditional positive regard and genuineness (congruence).

After the client has created his or her world the photograph is taken for more analytical interpretation that will reveal the unconscious part of the client. It is also important that the sand pictures, when completed, are not

interpreted during the tray making process so that the client can stay close to the living experience and not be distracted (Friedman, 2017). However, a client can make comments about his/her creation after completion.

Treatment on the Basis of Abuser's and Victims of Abuse Lack of Requisite Psychological Skills

(3) Assertiveness Training

Assertiveness training was introduced by Andrew Salter but was made popular by Joseph Wolpe. To assert is to state an opinion or establish authority from the dictionary point of examination. It is, therefore, a method that is used to demand one's rights without violating other peoples' rights or in socially acceptable manner. This therapeutic intervention would assist the victim of abuse as well as the abuser. Dorland's Medical Dictionary for Health Consumers (2007) attest to this assertion when it defines assertiveness training as "a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view". Nugent (2013) sees it as a method of teaching individuals to change verbal and nonverbal behavioral patterns with the aim of enhancing communication in a way that will help individuals express their emotions, opinions, and preferences. Behaviour is said to be assertive when it has the following characteristics (Master, et al 1987):

- (i) It is interpersonal and involves the honest and relatively straightforward expression of thoughts and feelings;
- (ii) It is socially appropriate; and
- (iii) It takes other people's feelings and welfare into account.

There are three major types of Assertiveness Training. These are refusal,

commendatory, and request (Christoff & Kelly, 1985).

- a) *Refusal Assertiveness*: This is politely refusing to obey directives from others most especially when they interfere with personal agenda. It is a method employed to skillfully reject requests that will frustrate a personal plan or personal goals directed behavior, or allow others take advantage of you.
- b) *Commendatory Assertiveness*: This is the ability to successfully express appreciation or positive feelings towards events, people, objects.
- c) *Request Assertiveness*: This is ability to make request from others with a view to meeting or facilitating personal needs.

The method involved in the assertiveness training has been categorized into 4 (Masteretal, 1987) viz:

- > Identification of problem areas;
- > Formulation of assertive statements which are appropriate for the problem situation;
- > The counsellee rehearsing these statements several times until he is able to say them without difficulty and with good emphatic tone of voice or appropriate emotional expression; and
- > The counsellor prompting, correcting, and reinforcing the counsellee's responses until he can say the statements with ease and appropriately.

These three therapies discussed about, and many others not mentioned, in this lecture have been successfully used by Counselling Psychologists to liberate souls that have been psychologically battered and imprisoned by virus thereby creating room for all round human development

Ph.D Supervision and Professorial Assessment

By divine privilege, and as part of my humble contributions to academic endeavour, I have completed the supervision of four PhD theses and also assessed applicants for professorial cadre, who are now professors in their respective universities:

Ph.D Supervision

- 1) Adeusi Sussan Olufunmilola Efficacy of Cognitive Restructuring and Behavioural Disorder on Conduct Disorder in Adolescents in Special Correctional Centres in Lagos.
- 2) Sholarin Muyiwa Adeniyi Customer Expectation, Perceived Service Quality and Satisfaction as Predictors of Loyalty in Hotel in Lagos State.
- 3) Akomolafe Clement Adebayo Perceptions and Interpretations Associated with Indigenous Psychotherapeutic Practices of Traditional Healers in Southwest Nigeria.
- 4) Igbokwe David Okechukwu Influence of Fatigue and Sleep Beliefs on Sleep Habits of Secondary School Adolescents in Southwest Nigeria.

Professorial Assessment

I have been privileged to assess candidate for professorial position from the following universities:

- 1) Covenant University, Ota, Ogun State.
- 2) Michael Okpara University of Agriculture Umudike, Abia State.
- 3) University of Ilorin, Ilorin. Kwara State.
- 4) Afe Babalola University, Ado- Ekiti, Ekiti State.

Future Academic Projection

From the discussion so far it is evidently clear that I have focused my research attention on psychological virus at home between the parents

and children. For the future, I intend to complete psychometric properties of PPMAS after data have been collected from other African countries. My academic projection will still remain in the family but with a shift in paradigm. I intend to move away from parent-child psychological abuse or shift to husband-wife psychological abuse. In fact, the ball has even been set rolling with the paper I (Gesinde, 2016) presented at the 41st Annual Conference of Counselling Association of Nigeria (CASSON) held at the University of Lagos from 21st -25th August, 2016. The title and the abstract of the paper presented below capture my future academic projection:

Title: Victimization of Men in Spousal Abuse Reports: The Reality and Implications for Domestic Violence Counselling

Abstract

Spousal abuse is not a recent phenomenon in the history of human existence. Researchers and media reports have proved beyond reasonable doubt that all is not maritally healthy for most men and women. A critical review of these reports, however, revealed that spousal abuse is often presented as a female victim/male perpetrator problem. It appears from these reports and stories that male victim/female perpetrator problem does not exist anywhere in the world and if they do at all such is not an issue. Women and girls are also portrayed from these reports and stories as the only gender facing the regime of terror in the family. The reality of the matter, however, is that both sexes are culpable as far as spousal abuse or violence is concerned. When lopsided report is presented in favour of wives or women then husbands or men are victimized or ill-treated. Correspondingly, when spousal abuse is "genderized" to be male maladjustment behavior and similar behavior emission is ignored in female, it means that husbands will continue to suffer in silence under the torture of their wives and wives will continue to oppress their husbands without considerable challenges from others in the society. Spousal abuse in families, especially through counselling

intervention, could only be minimized or eradicated on the basis of equality and fair play. Consequently, this paper presents the reality of women abuse or violence on men with a view to balancing reports on spousal abuse. Specifically, the conceptual attributes of the term 'spousal abuse' is examined, typology of spousal abuse is discussed and the extent of women abuse on men revealed. A list of factors that could make husbands vulnerable to wives abuse is also briefly examined. The implications of this on domestic counselling are also discussed.

Recommendations

on the basis of the revelations coming from what we have discussed so far, I hereby humbly make the following recommendations:

- As we have family doctors and pastors so do I recommend that we have family counsellors who will diagnose the existence of psychological virus in families among other professional responsibilities. Virus in the soul is more dangerous than virus in the computer.
- Premised on my strong belief that all human problems cannot be spiritual, I want mission schools to review the way they under-utilized counselling services in their respective institutions with a view to maximizing its overall benefits.
- Since ignorance has been identified as one of the causative factors of psychological abuse, the government and non-governmental agencies should intensify their efforts in educating the public on the dangers inherent in it.
- Lack of parenting skills has been identified as the first factor sustaining abuse of children; consequently, periodic training and retraining should be organized by the government and religious bodies for parents.
- Premarital counselling for would-be couples should also have its focus on child rearing practices since lack of appropriate parental skills has been recognized as the topmost factor sustaining child abuse.

- More researches should be conducted on the psycho-socio-medical effects of psychological abuse especially in Nigeria where there paucity of empirical information and the government and non-governmental agencies must be ready to sponsor these researches.
 - Teachers are potentials abusers, hence, teachers' training curriculum should incorporate fundamentals of psychological
- VIFUS.

Acknowledgements

First and foremost, I respectfully acknowledge my all-sufficient creator for the opportunity to be an ambassador on earth. Without His permission or endorsement, I would probably be somewhere else in heaven having a different assignment and having a nice time. Although, I cannot see your face but your footprint is on every phase of my existence. Particularly, I noticed that at every critical point or crossroad of my life, you have the habit of sending divine helpers as at when due. You are indeed "arannise banise".

The critical roles that the following people have played in my life from birth till date attest to this observation. The first phase of people in this category include Mr & Mrs George Gesinde; Prince A. Olanite, Professor Samuel Adebayo Gesinde, Professor Samuel Tunde Bajah, Dr Taiwo Olaniyi Oladokun, Mr Israel Femi Ogunsola, Mr Jimi Iretola Olukoya, Professor Aize Obayan, Pastor Ntia Ubong Ntia, Professor Charles Korede Ayo, Professor Amos Adeboye Alao, and Professor Kayode Oguntunase. Time will never be enough for me to tell tales of what God has used them for in my life. For instance, I was born by parents (Mr & Mrs George Gesinde) who did not attempt to abort my pregnancy but also set the pace for my academic attainment in life. My Uncle, Professor Samuel Adebayo Gesinde, brought me into the field of Counselling Psychology. There will be an empty story to tell if these "divine angels" in human form have not been sent to make indelible impacts on my life. I appreciate you all from the depth of my heart.

I wholeheartedly thank the Chancellor of the University, Dr David Oyedepo, for allowing himself to be used for the establishment of this University. I used to say jokingly that if not for the Chancellor, I might need to wait till when I establish a university before I become a professor. I am grateful most especially for the spiritual impartation... hmmm... too weighty to be described with words. I am grateful once again, Sir.

Indeed, I agree with the slogan of my Vice-Chancellor that we are in a very good place. I also thank the Vice-Chancellor, Professor A.A.A Atayero, for creating the enabling environment especially for this Inaugural Lecture. I appreciate the Deputy Vice-Chancellor, Professor Shalom Chinedu for his prayers and support. At a point in time when my paper was needed for printing he said in a very humble manner "I hope we are not putting too much pressure on you?" I thank my registrar, Dr Muyiwa Oludayo (Emeritus Prof. in waiting), my one time neighbour and the one that appended his signature on my professorial letter, for his love and prayers. I appreciate the love and prayers of the Chaplain, Pastor Segun Omidiora and other members of the management including Deans, Directors, Heads of Departments and Esteemed Professors.

I also appreciate the efforts of the wife of my youth and first love Abidemi through whom my status changed permanently from Daddy nobody to Daddy Abisolu, Abisola and Abisoye. What a 'trinity' in council!!! I cannot count the number of times I had to be 'alone' just to ensure that Ph.D programme was completed, articles and books were written, and conferences were attended both locally and internationally. I almost turned out to be an absentee father. I tender my unreserved apology. However, if my being alone has brought us thus far, I am tempted to withdraw my apology. Indeed the scripture cannot be broken for in the book of Psalms 26: 6, it is recorded that *"He that goeth forth and weepeth, bearing precious seed, shall doubtless come again with rejoicing, bringing his sheave with him"* I also extend my heart of gratitude to all my childhood friends for those sweet memories of childhood period. Specifically, I thank Pastor Tunde Micheal Ayoola, my best man, Segun Adewale, Soji Adekunle, Dr Abolade Oladepo, Ruth Adigun (now Adika), Funke Omotoso (school mother), Pastor Biyi Adeleke, Reverend Lekan Fatiloro, Pastor Kehinde Babalola, Foluke Okediji, Engr Toyin Adedotun, and so on. I also recognize the support of all my siblings to my psycho-social development and the care and love

extended to my godly heritage.

I also want to acknowledge the positive impact of all my teachers in all strata of my educational journeys. At the elementary level, I respectfully salute the contributions of all, but most importantly Deaconess Motunrayo Bankole whom I still relate with till today. At the secondary level, I thank my role model teacher and choirmaster in the church Deacon Yinka Dosunmu (Egbon) and Mr Akinola and a host of others I cannot even remember their names. At the university level, I appreciate the immense contribution of my supervisor, Professor (Mrs) Jibola Falaye and the then HOD, Professor Charles Uwakwe, the current NECO Registrar. I can never forget the maximum support I received at the peak of the completion of my Ph.D programme. I appreciate the intellectual contributions of Professors C.G.M Bakare, Bayo Gesinde, Julius Akinboye, Amos Alao, Helen Nwagwu, Bridget Sokan, Jonathan Osiki, D. A. Adeyemo, Ayo Hammed, Samuel Salami among others.

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I cannot but remember wonderful people that I worked with at the Federal College of Education (Special), Oyo, especially when I was the

Head of Department for the Part-Time Programme. I thank God for making our paths to cross. I enjoyed the passion, commitment, dedication, unity of purpose, and loyalty you demonstrated in the course of working with you. I will never recover from those sweet memories of working with you. You are wonderful people. I talk of people like Mr Kayode Omoniyi and Ms Busola Shada (Directors), Drs Kunle Adebisi, Femi Quadri, Olubukola Christiana Dada, and Wale Oladejo. The list also includes Messrs Kayode Bolarinwa, Henry Alilonu, I. Oseni, Yemi Ogundele, and Alabi. Others are Mrs Bolanle Adedapo, Mrs Agbaje, Idowu, Ronke, among others.

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I appreciate you all and I pray that you shall see and enjoy God mercies in all you lay your hands upon and you shall not have any reason to shed tears of sorrow and regret over your children in Jesus name.

Today in history, I remember fierce battles of life and irreversible victories that God has granted us on a platter of gold. I also, with gratitude of heart, recall that I started my academic journey in 1996 with an upgrade of appointment and became a professor in 2013 through an accelerated promotion. This can only be the handiwork of the All-sufficient God.

It is also very clear to me that without you by my sides, front, and back I can only do NOTHING. I cannot thank you enough and so I remain indebted until I get to heaven. Jesus I love you. So far, so awesome!!!. Olorun ti a ko le daduro e rna seun seun seun seun seun seun seun. I thank you Lord for making me a LIVING TESTIMONY.

Thanks for listening and God bless u all.

Abiodun Matthew Gesinde

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