



NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
GENERAL PSYCHOLOGY PROGRAM

**RELATIONSHIP BETWEEN CHILDHOOD
EMOTIONAL ABUSE, SELF-ESTEEM AND DEVIANT
BEHAVIOR AMONG UNIVERSITY STUDENTS'**

BELLO MUSA INUWA

MASTER'S THESIS

NICOSIA
2020

**RELATIONSHIP BETWEEN CHILDHOOD
EMOTIONAL ABUSE, SELF-ESTEEM AND DEVIANT
BEHAVIOR AMONG UNIVERSITY STUDENTS'**

BELLO MUSA INUWA

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
GENERAL PSYCHOLOGY PROGRAM

MASTER'S THESIS

THESIS SUPERVISOR
ASST. PROF. DR. EZGİ ULU

NICOSIA
2020

ADMISSION AND APPROVAL

This study, titled "Thesis Title" prepared by Name Surname, was accepted and found successful as a result of the defense examination conducted on day / month / year and accepted by our jury as Master / Doctorate / Proficiency Thesis.

JURY MEMBERS

Title, Name, Surname (Advisor)
University Name and Department

Title, Name, Surname (Head)
University Name and Department

Title, Name, Surname
University Name and Department

Title, Name, Surname
University Name and Department

Title, Name, Surname
University Name and Department

Title, Name, Surname
Director of the Institute of Social Sciences

DECLARATION

I Bello Musa Inuwa, hereby declare that this dissertation titled 'Relationship between Childhood Emotional Abuse, Self-Esteem and Deviant Behavior among University Students.' Has been prepared by myself under the guidance and supervision of "Assist. Prof. Dr. Ezgi Ulu" in partial fulfilment of The Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach any Law of Copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

- The full content of my Thesis can be accessible from anywhere.
- My Thesis can only be accessible from the Near East University.
- My Thesis cannot be accessible for (2) two years. If I do not apply for extension at the end of this period, the full extent of my Thesis will be accessible from anywhere.

Date:

Signature:

Name, Surname: BELLO MUSA INUWA

ACKNOWLEDGEMENTS

I thank Almighty Allah for making this work a success. This work would have not been successful without the support of my supervisor Assist. Prof. Dr. EzgiUlu. Thank you Ma for your patience, guidance and constructive criticism that made this work a success, I am deeply grateful.

To my Head of Department Prof. Dr. Ebru Cakici, the entire staff and students of General Psychology Department, thank you for your support and encouragement. I am really grateful.

My deepest gratitude goes to Niger State Polytechnic and Tertiary Education Trust Fund (**TETFUND**) for their financial support throughout my master's program.

My ultimate thanks goes to my family and friends for their prayers, encouragement and support. Thank you all.

ABSTRACT

**RELATIONSHIP BETWEEN CHILDHOOD EMOTIONAL
ABUSE, SELF-ESTEEM AND DEVIANT BEHAVIOR AMONG
UNIVERSITY STUDENTS**

Emotional abuse has an un-welcoming influence across ethnic groups, cultures and countries. This study has brought into lime-light that childhood emotional abuse still remains a social problem with devastating effects on the student's well-being and mental health, mostly associated with low self-esteem which consequently have a negative impact on the student's later social functioning given rise to some forms of psychological distress. A correlational study was used and the research was carried out in Ibrahim Badamasi University in Niger State, Nigeria. The study included 250 participants and each participant completed The Childhood Trauma Questionnaire developed by Bernstein and Walker, Rosenberg Self-Esteem Questionnaire as well as Deviant Behavior Variety Questionnaire developed by Sanches. The result revealed that there is a significant positive and a weak relationship between childhood emotional abuse, self-esteem and deviant behavior.

Keywords: childhood emotional abuse, self-esteem, deviant behavior, university students

TABLE OF CONTENTS

ADMISSION AND APPROVAL	
DECLARATION	
ACKNOWLEDGEMENTS.....	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	vii
ABBREVIATIONS	viii
CHAPTER 1.....	1
INTRODUCTION	1
1.1 Statement of the problem.....	4
1.2 Aim of the Study	4
1.3 Importance of the study	5
1.4. Limitations of the study.....	6
1.5 Definitions	6
CHAPTER 2.....	8
THEORETICAL FRAMEWORK AND RELATED LITERATURE REVIEW ...	8
2.1. Concept of Emotional Abuse	8
2.2. Causes of Emotional Abuse.....	11
2.3. Theories of Emotional Abuse	12
2.3.1 Types of Emotional Abuse	13
2.3.2. Consequences and Prevention of Emotional Abuse	14
2.3.3. The following are some of the consequences of emotional abuse:	14
2.4. Concept of Self-Esteem.....	16
2.5. Theories of Self-Esteem	17
2.5.1. Types of Self-Esteem.....	19
2.6. Concept of Deviant Behavior	20
2.6.1. Types of Deviance.....	21
2.6.2. Regulatory Theory of Deviance	22

2.7. Related Literature Review	23
2.7.1. Relationship between Emotional Abuse and Self-Esteem	23
2.7.2. Relationship between Emotional Abuse and Deviance	25
2.7.3. Relationship between Self-Esteem and Deviance.....	26
CHAPTER 3.....	28
METHODOLGY	28
3.1. Model of the study	28
3.2. Population and sample size	28
3.3. Instruments	29
3.3.1. Socio-Demographic Information Questionnaire.....	29
3.3.2 Childhood Trauma Questionnaire	30
3.3.3. Rosenberg Self-Esteem Scale	31
3.3.4. Deviant Behavior Variety Scale	31
3.4. Data Collection.....	31
3.4.1. Data Analyses	31
4. CHAPTER.....	32
RESULTS	32
CHAPTER 5.....	43
DISCUSSION.....	43
CHAPTER 6.....	48
CONCLUSION AND RECOMMENDATIONS.....	48
6.2. Recommendations	49
6.2.1. Recommendation for further research.....	50
REFERENCES	51
APPENDIX.....	64
BIOGRAPHY	69
PLAGIARISM REPORT.....	70
ETHICS COMMITTEE APPROVAL	71

LIST OF TABLES

Table 1. Socio-demographic variables of the sample.....	30
Table 2. Emotional abuse scores according to the age of the participants.....	32
Table 3. Emotional abuse scores according to the gender of the participants.....	33
Table 4. Emotional abuse scores according to the marital status of the participants.....	34
Table 5. Emotional abuse scores according to the income of the participants.....	34
Table 6. Emotional abuse scores according to the accommadtion of the participants.....	35
Table 7. Self-esteem scores according to the age of the participants..	36
Table 8. Self-esteem scores according to the gender of the participant.....	36
Table 9. Self-esteem scores according to the marital status of the participants.....	37
Table 10. Self-esteem scores according to the income of the participants.....	37
Table 11. Self-esteem scores according to the accommodation of the participants.....	38
Table 12. Deviant behavior scores according to the age of the participants	38
Table 13. Deviant behavior scores according to the gender of the participants	39
Table 14. Deviant behavior scores according to the marital status of the participants.....	40
Table 15. Deviant behavior scores according to the income of the participants	40
Table 16. Deviant behavior scores according to the accomodation of the participants	41
Table 17. The pearson correlation coefficient between CTQ, RSQ and DBQ scores.....	42

ABBREVIATIONS

CTQ	:Childhood Trauma Questionnaire
RSQ	:Rosenberg Self-Esteem Questionnaire
DBQ	:Deviant Behavior Questionnaire

CHAPTER 1

INTRODUCTION

Child abuse is considered to be a serious life stressor that has significant effects for several indices of mental health in adults (Joiner and Preacher, 2006). It is a major health problem that endangers the lives of so many children within and outside the family (Namderi, 2003). While the notion of child abuse and its associated factors has been extensively investigated in many fields of studies, therefore, the meaning of “child abuse” that is generally acceptable has yet to be given by scholars in the field of humanity. However, child abuse or child maltreatment is any sexual, physical, emotional, neglect or psychological maltreatment of a child or children, particularly by parents or a caretaker (Jamabo, 2012). It has also been described as an act or sequence of acts of omission or commission by a caretaker or parents that causes harm, threat for harm or potential of to a child (Leeb, Melanson & Simon, 2013).

Child abuse due occur in a home, in an organization, institution of learning, or in the society in- which a child interacts with others. Within this context therefore, one can empirically argue that there can be a strong relationship between childhood emotional abuse, self-esteem and deviant behavior among students since child abuse manifest its self in an organizations, schools or at home. Child abuse therefore, is usually more described as an intentional imposition of emotional, sexual, or physical pain to the child. In another vein, child neglect can be seen as a circumstance whereby there is a lack of provision for services that are important for the health of the child (Jones, David & Anne, 2009). The immediate negative effect of neglect or abuse on children is disastrous and has a long-term effects which in most cases serves as an impediment to the academic activities of many children thereby creating hindrance on the child, neighborhood and their society in general (Sarah,

Uchenna&Bisong, 2014). Child abuse is mostly concealed, it exist over time and normally it can be prevented. The World Health Organization (WHO) in 2001 approximated that every year, 310,000 of children die due to abuse and neglect (Johan & Michel, 2012). Excluding some similar cases such as, substance use, family violence, juvenile delinquency, poor academic performance, deviant sexual behavior, etc.

Child abuse is not restricted to a particular class, socioeconomic, race, religion or ethnicity (Omale, 2013). It is important however, to note that Age is significant in-relation to child abuse, for example, a child of 4 years is at a greater risk of serious damage or death. It is equally essential at this point to make mention of certain situations that place a child on a particular danger of been neglected or maltreated, these includes of parents that were themselves abused at childhood, parental depression, stress, parental family drug addiction and several mental health problems involving family violence, such as close partner cruelty, consequently, therefore lack of employment and impoverishments are at the very height of placing a child in a greater risk and damage of been abused in most developing countries like Nigeria. Going forward, one can argue that, there is a strong relationship between poverty and child abuse. In other words, a large number of children who are victims of child abuse in Nigeria consist of parents and caregivers from poor homes (Marzouki, 2002) the problem of intense hardship and deteriorated democratic principles hinders the development of the Nigerian child. (Ifeyinwa, 2004).

It is important also to explain child abuse from yet another perspective within the Nigerian context, in line with this view therefore; most Nigerian society's prevailing norms, customs and religion consider harsh retribution as a necessity for protecting, conveying educational values, customs, morals and religious beliefs (Radbill, 2004).

Child abuse is mostly categorized into three (3) major types: physical child abuse, Emotional and sexual abuse. Every one of these classifications has some identifiable features. Some of the indicators of physical abuse in a child as described by Sloan (2000) are: bruises, fractures, burns, lacerations, and abrasion, others are, stomach bruises and human teeth cut marks. The

behavioral signs of physical abuse includes, the child becomes afraid to associate with adults, the child may also become apprehensive when other children weep, he or she shows hostility in attitudes, she or he seems terrified and in some cases they are always scared to go home and weep whenever it is time to go back home.

Sexual abuse can be described as the involvement of immature and dependent children in sexual activities they do not completely comprehend in which they are incapable of given an informed consent (Kempe, 2000). The Juvenile Justice Act (2000) defined child sexual abuse as any intercourse involving a child (below the age of 18 years for female and 16 year for male) and an adult (that is considerably older than the victim and has a complete control over the child or may be familiar or an unfamiliar person) whereby the child has been utilized for sexual incitement by the culprit or another individual. Some of the behavioral signs of sexual abuse are: The sexual abused child may become unsocial, introverted or delay in terms of development or progress, the abused child may also express poor peer relationships, may be reluctant to engage in an enterprise, may derive pleasure in participating in an unwanted behavior, may show unusual or strange sexual skills.

Emotional abuse is the ill treatment or failure to look after a child. "Neglect" is hard to describe precisely because it may include an inattention for emotional, physical, social or moral requirements of a child. Physical neglect can be described as the omission in the provision of the basic needs for a standard life, such as shelter, care, food, supervision and prevention from bodily harm (Runtz, 2001). Emotional neglect involves both absence of affection and feelings of infatuation or an intentional denial of contact and acceptance. Moral neglect also involves vulnerability of circumstances such as, rudeness, alcoholism, unlawful sex affair, which indicates a guide for moral conduct which are inconsistent with the societal standards. Social neglect involves omission in the provision of necessary skills or correct obedience to the child (Krateoski, 2002).

Therefore, emotional maltreatment or neglect can be defined as "negligent behavior towards children under a particular years specified for children by a

given setting (18 for female and 16 for male in most developing countries like Nigeria) by someone that is in charge of the child's care, upbringing and well-being under conditions which signifies that the child's welfare and health is harmed or intimidated there by (Hart, 2000). Emotional maltreatment of the child involves, belittling, criticizing, rejection, continuously dealing with siblings unevenly or a repetitive absence of responsibility by the parents to their children's well-being. It is important to note that emotional maltreatment do not often manifest in physical signs; however a few physical signs of emotional maltreatment may include, speech disorder, lack of physical growth, or inability to show resistance vigorously in terms of trouble or ailment (Sloan, 2000). According to Danver (2001), the behavioral features of emotional maltreatment include habit disorder, (i.e. thumb-sucking, biting), conduct disorder (i.e. stealing, destructiveness, and cruelty), neurotic traits (i.e. sleeping disorder, inability to play in a relaxed mood), psycho-neurotic responses (i.e. Phobias, obsession and hysteria), extraordinary behaviors (i.e. appearing excessively as a litigant, highly non-resistant or intrusive, very oppressive and sometimes easygoing), lag in emotional and intellectual improvement and suicides ideation are some of the behavioral characteristics.

1.1 Statement of the problem

Child abuse is a significant contemporary problems, although children have been maltreated throughout history, our community has been silent. Child abuse is not a phenomenon of the 21th century nor is it unique to our society and culture alone. It occurred throughout the recorded history of man. The future of any nation depends on the capabilities for its children for this reason they must be given a full chance.

The problem sentence of this research is investigate if there is a relationship between childhood emotional abuse, self-esteem and deviant behavior among university students in Nigeria?

1.2 Aim of the Study

In this current research, we shall examine the impact of childhood abuse on the occurrence of internalizing disorder, therefore investigating the relationship between childhood emotional abuse, self-esteem and deviant behavior among

Nigerian university students despite the negative implications serves as the main aim of this research with a focus on seeking explanations on the possible connection between emotionally abused children and reduced self-esteem, in-between these lines objectives were also sets out to give answers to the following questions:

- (1) Are the demographic variable (i.e. age, gender, marital status, income, accommodation) of the participants related to childhood emotional abuse?
- (2) Are the demographic variable (i.e. age, gender, marital status, income, accommodation) of the participants related to low self-esteem?
- (3) Are the demographic variable (i.e. age, gender, marital status, income, accommodation) of the participants related to deviant behavior?
- (4) Are there any relationship between childhood emotional abuse, self-esteem and deviant behavior among students?

1.3 Importance of the study

The result of this study on the relationship between childhood emotional abuse, self-esteem and deviant behavior can provide a scientific information that can assist with abroad base solution in relation to individual's traumatic experiences and social disorder. The research on this field therefore, is demonstrating the experiences of emotional abuse and maltreatment as the major component of many children and adult who are mentally and behaviorally disordered. I.e. poor academic performance, depression, alcoholism, substance abuse, delinquency, delayed development, deviant, sexual abuse, domestic violence and criminal violence, just to mention but a few.

More so, this study can provide an opportunity for the Nigerian university commission to address and eventually prevent a range of individual's misconduct and social disorders that can impair the health and conducive atmosphere desired for learning.

Finally, this research can provide an insight and knowledge that can directly benefit victims of child abuse and maltreatment and their family through a

coordinated approach and general conceptual framework that add new depth to our understanding of child maltreatment in related areas such as, child development, deviant sexual behavior, family violence, domestic criminal violence, alcoholism, juvenile delinquency and poor academic performance, which have far negative implication on the child and the university community at large.

1.4. Limitations of the study

The present research involves a number of strengths such as comprehensive evaluation of emotional abuse in relation to lower self-esteem which has both individual and societal level of influences on deviant behavior found among young adults. It is therefore important to note some of the limitations of this study are:

(a) The study was limited to Ibrahim Badamasi University among numerous universities in the state, because of time consumption and financial involvement which makes it almost impossible to survey all other universities in Niger state, hence leading to a more objective and general conclusion.

(b) The study is narrowed to only fourth year psychology students of the university due to time and financial constraints which make it impossible to survey all of the students in other department in the university, hence resulting to an empirical conclusion.

1.5 Definitions

Child abuse: child abuse is any intentional, accidental harm or maltreatment of the child by parents, caregivers, employers, government or non-governmental body which results in temporary or indefinite impairment of the child's physical, sexual, mental, emotional and psychological disabilities (Allen, 2016).

Emotional abuse: Emotional abuse essentially involves a failure on the part of a parent or caregiver in the provision of basic psychological and emotional necessities which includes affection, love, family support and encouragement which in turn is detrimental to the child's development (Ward, 2014)

Self-esteem: Self-esteem is defined as a continued self-evaluation and belief of one's self which is strongly associated with self-worth, self-regard, emotional states, competencies and success that shapes how an individual views himself and conceptualizes a broader place within the society (Danialis, 2013)

Deviant behavior: Deviant behavior can be explained as any socially unacceptable behavior typically including acts of destruction, fighting with others and defying parents and teachers and other antisocial behaviors which is often of a preventive concern to parents, institutions and the society at large (Chung, 2000).

CHAPTER 2

THEORETICAL FRAMEWORK AND RELATED LITERATURE REVIEW

The main reason for this research is to investigate the phenomenon of childhood emotional abuse from a framework of attachment theory and construct a theoretical model of development that can account for the impact of childhood emotional abuse on self-esteem and deviant behavior among university students. In other words, a theoretical model grounded in attachment theory shall be presented describing the maladaptive interaction patterns and social behavior in adults among university students

2.1. Concept of Emotional Abuse

In the last decade, research into childhood emotional abuse has produced a consensus about its adverse psychological and social consequences in adulthood (Varia&Abidin, 200). However, despite the abundance of research on the various types of abuse, few studies have examined the long-term consequences of emotional abuse, and most of these are clinical reports. There has been no study examining empirically the psychodynamic processes that underline the psychopathology reported by adults who have been victims of childhood emotional abuse.

However, recent research into the prevalence of child abuse and neglect has found that 16% of children experience serious maltreatment by parents during childhood. A total of 6% of children experience frequent and severe emotional abuse (Cawson, 2002). Emotional abuse is viewed as both central to all types of abuse and as occurring as a distinct problem (Iwaniec, 2006). It is therefore difficult to disentangle components specific to emotional abuse when

investigating sexual or physical abuse and to be sure which aspects of abuse are felt more strongly by the child.

It is important to note that emotional abuse is central to the issue of childhood trauma (Hart, 2000). Consequently, therefore, it has been suggested that such exposure can be particularly traumatic for children aged 5 years and less because of a reduced repertoire of coping mechanisms and the increased vulnerability of this age group in terms of physical and emotional development (Kerig & Fedorowicz).

It is evident that previous research on childhood emotional abuse is related to some psychological disturbances in adulthood (Briere&Runtz, 2000). By definition therefore, emotional abuse is related to a severe hostile actions that have both short and long term consequences on the child's self-esteem and general well-being. Furthermore, childhood maltreatment has been linked to a cycle of later traumatic victimization and maltreatment among women by spouses or other domestic partners which in turn often leads to homelessness or intermittent periods of housing instability in the women's attempts to escape their abusive environments (Gilbert & Walker, 2001).

Emotional abuse can be defined as the persistent repetitive patterns of verbal and non-verbal behaviors that harms or are intended to harm the child (Keashty & Harvey, 2005). Emotional abuse mostly exist in conjunction with other forms of maltreatment. For instance, a vast number of children who were abused sexually, neglected physically were also identified to have experienced other forms of abuse (Tricker & Pocock, 2003).

It has generally been assumed that emotional abuse starts at birth, although there were clear circumstances when a child might not have experienced emotional abuse until later times when parental care and concerns shifts from acceptable to abusive treatment or when a new abusive caregiver enters their life, therefore, the impact of such emotional abuse will vary (Bowlby, 2000). However, emotional abuse does not have immediate distinct visible injuries or consequences (except in cases of failure to thrive), the impact and effect of emotional abuse often remains unrecognized for a considerable time (Herrenkohl, 1990). Even though, we know that as the child develops,

emotional abuse appears to have a more deleterious effect on adjustment than other types of maltreatment, and is associated with a host of developmental, psychological, social and behavioral problems that can result in long-term psychological damage as will be described in more detail later (Butler, 2001).

Emotional abuse is a common social problem with underlying effects of all kinds of abuse. For an example, emotional abuse creates fear and establishes dependency which results in low self-esteem. Children are the most vulnerable victims of emotional abuse, consequently therefore, emotional abuse leaves no physical marks on the victim, which makes it much more difficult for an outsider to spot and thereby making matters worse since the abuser is always conditioned to deny.

The “Transactional Model”, of Collins Sroufe, (2000) suggests that emotional abuse in infancy may be more destructive than emotional abuse occurring in adulthood because early experiences interact with later experiences to determine present day outcome. Consequently, therefore, early maltreatment by parents generates deficits in areas of interpersonal functioning which contributes to poor peer relationship and hostility (Carbone, 2006). Some scholars are of the opinion that some abusive patterns formed in early childhood becomes an important part of a person’s overall personality structure with a considerable influence on personality and individual ways of being. Cassidy (2000), argued that emotionally abused children are more likely to show unrealistic, unserious, hostile and negative attitudes towards their academic activities.

Emotional abuse has also been regarded as a form of manipulation use to exert control of the child in any parent child relationship (Collins, 2000). This kind of abuse may therefore involves intimidation, verbal and non-verbal attacks or bullying which may result in serious emotional injury on the part of the child and can last for several years.

It is significantly important at this point to note that, extreme forms of emotionally abusive parenting is more likely to strengthen and intensify a negative internal model of the “Self”, i.e. cruel, betraying, unforgiving and hateful. Going forward therefore, children who experienced a mixture of

intrusion or rejection with an inconsistency from their parents are also most likely to be doubly placed on an unfavorable negative patterns of both “Self” and this may lead to disassociation of mental representations that create a high risk for maladaptive social relation thereby leading to psychopathology (Riggs & Kaminski, 2010)

2.2. Causes of Emotional Abuse

It is difficult to determine the extent to which socio-demographic variables increase risk for emotional abuse and neglect in families (Cawson, 2000). However, a trend was identified by Sedlak (1997) suggesting an increased risk for psychological abuse for children from lower income families, children whose race was described as ‘other’ and older children.

Certain parental personality factors are also believed to increase the risk of emotional abuse. These include emotional disturbances, aggression, hostility, and lower self-esteem, social anxiety, less engagement in social activities, dysthymic symptoms, lower verbal reasoning and more illness. (Lennik, O. & Cohen, L. 1995). Emotional abuse has been associated with parents’ own histories of maltreatment and experience of less than optimal relationships with carers.

The quality of family relationships has also been linked to emotional abuse. Mothers classed as psychologically abusive have been found to have less affectionate relationships with their husbands and parents and to report greater levels of verbal and physical aggression (Lesnik, 1995). On a related note, domestic violence is a feature of many families in which emotional abuse occurs (Cawson, 2002). As described earlier, exposure to family violence is increasingly believed to be emotionally abusive. Butler (2001), for example, highlights a growing body of knowledge as to the short-term and long-term effects of domestic violence upon children's mental health and stability.

Family breakdown is a further factor that has been linked to an increased potential for emotional abuse (Mitchell, 2005). It has been observed that children are at increased risk of suffering emotional harm if involved inappropriately in the divorce process and subsequent disputes regarding residence and contact arrangements with the non-custodial parent (Iwaniec,

2006). Further factors such as physical and mental illness, disability, learning difficulties, parental preoccupation, substance misuse, early parenthood, larger families, poverty, and social exclusion may also increase the potential for emotionally abusive behavior (Mitchell, 2005).

2.3. Theories of Emotional Abuse

Social learning theory cited by Bandura (2005) generally conceptualized that, behavior is learned through two ways, that is:

- People learn by earning a reward for their actions (instrumental learning) or
- .People observe and copy the behaviors of those around them (modeling)

Proponent of this theory believed that emotionally abused children also learn to be abusive using these two methods and maintain such abusive behavior into adulthood. This type of learned aggression is generally referred to as “Violence of Cycle” or Transmission of Intergenerational violence” (Bandura, 2005). A wide range of application of the “violence cycle theory” was questioned, indicating on the findings that only 40-50 % of emotionally abused victims were involved in various anti-social behavior and abusive patterns. However, based on the assumption of social learning theory, most researchers holds the common view that, the theory has a preventive intervention strength capable of limiting or stopping future occurrences of emotional abuse and neglect and also serve as a platform for educating both the child and the parent by providing an appropriate knowledge and skills needed in any parent-child relationship within the family setting (Bandura, 2005). Therefore, the social learning theory as posited by Bandura (2005) presumes that, new attitudes can be internalized or acquired through observations and imitating the behaviors of others. It further maintain that learning involves a cognitive process which takes place in a social setting and consequently occur mainly through direct instruction and passive observation. They also posited that learning is influenced by some psychological factors. Accordingly, the social learning theorist maintained that they are four (4) requirements for learning. These are Observation, Reproduction, Retention and Motivation. Bandura

(2005) argued that children watched adults and model such character which could either be a passive behavior or violent behavior. In other words children who saw violent behavior are influence to imitate violence either verbally, physically or aggressively. On the other hand children who witness non-violent behavior tend to be less violent. He concluded that children learn violence, aggression and other anti-social behavior through observation and learned behavior.

2.3.1 Types of Emotional Abuse

There are six well known different kinds of emotional abuse (Sousa, Herrenkohl& Moylan, 2010). These are:

1. **Rejecting:** parents and caretakers who show rejecting attitudes towards their children most at times unconsciously allow them to know, that the child is un-wanted by been dismissive of the child's importance (Moylan, 2010). This type of emotional abuse can manifest in number of different ways. I.e. calling the child names, constantly blaming the child, favoring other family members and siblings over the child, letting the child to know that he is worthless (Oliver, 1999).
2. **Ignoring:** parents who show ignoring behavior towards their children most often denies them their emotional needs. I.e. parent's inability to show affection to the child, in ability to respond to the general needs of the child, parent's ability to display lack of interest on the child. Sometimes the parent may be physically present but emotionally absent, more so lack of a constant interaction with the child constitutes emotional neglect (Field, 2000).
3. **Terrorizing:** parents who display elements of threats, hostility, humiliation, are causing a severe psychological injury to the child (Sousa et al., 20010). In other words making the abusive child to feel terrified, by intimidating or threatening the child, these are some of the worst form of emotional abuse (Sousa et al., 20010).
4. **Isolating:** isolation as a form of emotional abuse is characterized by parent's inability to give the child an opportunity to indulge in an appropriate interactions with his peers, parents attitudes of keeping the

child in a room, parents behavior of preventing the child, to participate in social activities, restricted feeding etc. are all seen as destructive behavior should therefore be avoided (Garbarino, 2009).

5. **Corrupting:** parents who participate in this type of emotional abuse allow their children to engage in some unwanted acts. For instance, use of alcohol, smoking at a very tender age, watching films with sexual content which is inappropriate for the child's age (Oliver Tuthill, 1998). Therefore encouraging children to engage in such behavior are seen as harmful and inappropriate.
6. **Exploiting:** Exploitation as an abusive behavior is characterized by forced behavior or manipulating the activities of the child without considering his or her need for development. (Erikson, 2009).

2.3.2. Consequences and Prevention of Emotional Abuse

Emotional abuse is not a short-term crisis in a child's life. A number of immediate non-specific psychological, physical and behavioral consequences have been observed in childhood responses to emotional abuse. It is clear that emotional abuse may increase a child's vulnerability. However, the extent to which emotional abuse exerts an impact upon a child's life appears to be determined by a number of factors. For example, Emery & Laumann (2002) have identified at least five broad classes of variables that determine the consequences of emotional abuse for children. These include: the nature of the abuse, frequency, intensity and duration of the abuse; individual characteristics of the victim; the nature of the relationship between the child and the abuser; the response of others to the abuse; and factors associated with the abuse that might exacerbate its effects or account for some of the consequences of the abuse.

2.3.3. The following are some of the consequences of emotional abuse:

(1) Cognitive and Educational Consequences: Research has clearly indicated the detrimental effects of emotional maltreatment on cognitive and school performance. Difficulties in the acquisition of basic skills, specifically deficits in reading, languages and maths, are often observed (Doyle 2001). Teachers also report that children with a history of psychological maltreatment

often struggle to adapt to the demands of the school environment and to attend to tasks requiring cognitive skills (Kurtz, 1993)

(2) Social and Behavioral Consequences: Emotional maltreatment can have a serious negative effect on an individual's ability to manage emotional difficulties, cope with stressful situations and develop problem-solving skills (Sheilds, 1994). Although not immediately obvious at the time of the abuse, these difficulties may become more apparent throughout development, particularly in the teenage years. Children who experience emotional abuse may display behavioral extremes such as engaging in behaviors that can be described as overly adaptive, overly compliant or overly demanding.

(3) Physical and Health Outcomes: Although physical contact does not normally occur in emotional maltreatment, there can be several significant physical and medical outcomes which adversely affect the child's development. Children who are victims of emotional abuse are likely to be smaller in stature, weigh less than same age peers and often fail to meet expected developmental milestones (Iwaniec 2004). There also appears to be a significant neurological component to emotional abuse which has been linked to presentations of hyperactivity, sleep disturbance, anxiety, and learning and memory problems (Glaser, 2000; Dallam, 2001; Perry, 2001).

(4) Interpersonal and Mental-Health Difficulties: Several studies have reported that a history of emotional abuse in childhood is strongly predictive of mental-health problems, particularly low mood, hopelessness and low self-esteem (Brown, 1999).

Therefore, the general effect and consequences of emotional abuse have a destructive and have a negative impact on the society as well as the individual (Evans, 2004). Therefore, the treatment and intervention cannot totally repair the harm done on the child once abuse has already occurred (Seuss, 2010), thus, ultimately prevention is the only solution. However, despite the shortage of available resources and funding to address the consequences of emotional abuse, the significance of preventive measures is increasingly becoming aware (Meisel & Shonkoff, 1992).

The following measures should be indicated as preventive mechanisms:

(a) Early childhood preventive programs should be established in order to provide adequate opportunities for the prevention and identification of serious cases of emotional abuse (Diaz & Reid, 2002). Such program is normally aimed at targeting high-risk families and children between the ages of five and seven, thereby identifying some of the risk factors across different levels (Hecht & Hansen, 2001)

(b) There should be an establishment of a common preventive settings for early intervention services at schools, children care centers, homes, health care, mental health clinics and at community levels (Doro & Donnelly, 2002).

2.4. Concept of Self-Esteem

Self-esteem is regarded as one of the commonly researchable variables in social psychology, generally regarded as a part of the self-concept, for some scholars, self-esteem is seen as the main component part of the self-concept. Consequently for a long period of time much attention has been given to self-esteem that seems to be used interchangeably with self-concept in many literatures (Rosenberg, 1979). Much attention of self-esteem was largely as a result of the association of low or high self-esteem with a number of negative or positive social patterns of individual behaviors in the society.

Self-esteem can be seen as a continued self-evaluations and self-belief of one's self that is worthy, famous, strong and successful (Mostafavi, Daniali& Leila, 2013). Therefore, people with high self-esteem quite feel confident about their features and competencies which can positively influence their total well-being .while low self-esteem leads to a lot of emotional and behavioral problems I.e. substance abuse, rape, violent crime, poor academic performance (Arslan, 2014).

Many research have also assess the relationship between self-esteem emotional and behavioral problems (Arslan, 2014), reports from such research suggested that people with more emotional and behavioral problems have lower self-esteem. Therefore parents have a key role to play in the

development of the self-concept that indicates an individual's assessment of themselves and their capabilities (Seok, 2008).

Psychological maltreatment of children is widely spread across most of the developing countries including Nigeria and is believed to have an adverse impact on the overall psychological adjustment of the child (WHO, 2002), in view of this therefore victims of emotional abuse may experience symptoms of low-self-esteem which at times leads to some unwanted attitudes.

Most of the research carried-out in some of underdeveloped countries indicated a logical interconnection between the display of psychological maltreatment and low self-esteem (Seok, 2008), such studies concluded that most of the victims of abuse were expose to high level of psychological maltreatment. A recent research conducted in Nigeria reveals that parents mostly subject severe physical and emotional retribution practices with an elusive thoughts it is not detrimental to the mental health of their children which in most cases is negatively associated with low self-esteem. Consequently low self-esteem poses high risk of deviant behavior in some population including college students and adolescents. Therefore self-esteem is measured as the extent to which one's self-evaluations are positive or negative, in other words it is seen as the product of life time experiences distributed across different social strata and interpersonal associations.

It has also been argued that all human beings possess the "self-esteem motive", directing them towards minimizing negative self-attitudes and minimizing positive perception of the self(Kaplan, 2000). Therefore low self-esteem and lack of conformity were identified to be high risk factors strongly associated with deviant behavior like rape, delinquency, indiscriminate sexual behavior, homicide, violent crime, substance abuse(Ward,2002). In other words, there is a significant relationship between self-esteem and self-reported problems.

2.5. Theories of Self-Esteem

Coopersmith (1979) in his self-esteem theory advocated that "self-esteem" is developed from early childhood with a strong foundation of trust, security and unconditional love which is impacted on a child as life progresses by a

combination of both negative and positive evaluations, in other words, "self-evaluation" guarded the study of self-esteem in children and also assess parent child relationship in terms of up-bringing and care and practices for those children with a high sense of self-esteem. Theorist from this particular school of thought holds the view that, the genesis and history of high self-esteem is deposited in a clear limit and understandable principles governing the conduct and enforcement of rules and regulations by parents over their children.

Seligman (2009) further explains that self-esteem is firmly and deeply established in early childhood with an underlying basis and principles in trust, true altruism, complete affection and security which strongly affect the life of the child as he progresses into adulthood by a combination of either positive or negative evaluations.

Self-Determination Theory as cited in Ryan and Deci (2010), maintains that "self-determination theory" is a new approach of human directed behavior mostly use in schools to illustrate how students achieve their motivation in relation to their studies and offer suggestions that support such motivations. Niemiec (2009), asserted that the most frequent method of motivation is intrinsic (Independent and Self-determined), that is a kind of motivation that emanate within an individual's ability to make behavior pleasant and long lasting because of the person's appropriate self-worth. On the other hand of the spectrum is extrinsic. Extrinsic motivation can be limited in different ways including desire or ability to please others, desire to engage in high goals and giving recognition for an individual's effort of service or effort of achievement. It is equally essential to note that all these kinds of extrinsic motivation originated outside scope of an individual's understanding that human beings get engaged because of some significance rather than showing concern for the activity itself.

SDT further explains that extrinsically all controlled activities can be much more intrinsic through the process of internalizing an individual's psychological desire of self-evaluation (Ryan, 2009). Therefore the SDT can best be described as a collection of some psychological mechanisms that is related to

“Self”, which is founded on a series of general principles proved to be valid in many research investigations (Ryan & Deci, 2002). Although, it is almost impossible to explain the full findings richness of the writings of SDT but effort has been made to provide an overview.

2.5.1. Types of Self-Esteem

Basically there are three kinds of self-esteem, however, this does not explain that individuals can label themselves with only one distinctive form of self-esteem, because at times we feel much more excited while some times we gets depressed (Branden, 2012). However, individuals can be able to dictate the type which predominates in them.

1. **Inflated Self-Esteem:** Individuals with this type of self-esteem underestimate others and have an ultimate believe that they are better than the rest (Branden, 1995). This type of self-esteem is been accompanied by a negative thoughts which holds back the individual from establishing a healthy and affectionate relationship. Individuals with inflated self-esteem are described as poor listeners incapable of correcting their mistakes, constantly devaluing others and have hostile attitudes towards others (Branden, 1995).
2. **High Self-Esteem:** Individuals with this type of self-esteem have positive thoughts; they value and accept others (Branden, 1995). In others words individuals with this kind of self-esteem gets satisfied of their life style, they also have confidence and courage to handle any problem or issue that may arise in their life. It is important to note also that individuals with high self-esteem do not feel superior over others and do not desire to prove how valuable they are by measuring their self-worth against others, they derive pleasure in being who they really are and not trying to be better than anyone else (Branden, 2001).
3. **Low Self-Esteem:** individuals with low self-esteem are characterized by fear of failure, indecision, feeling of self-worthlessness, and feeling of insecurity and always underestimate their selves (Heufner, 1991). In

other words they the complete opposite of high self-esteem, a kind of model of un-happiness

2.6. Concept of Deviant Behavior

Studies of deviant behavior includes an understanding of how social norms are established, the circumstances in which social or legal norms are broken, those behaviors which are considered as deviant act, how society view and react to possible ways of controlling those norms violations(Humphrey, 2006). Deviant behavior includes acts such as delinquency, violence, vandalism, substance abuse etc. Deviant behavior referred to an individual's attitudes that departs from the general norms, which includes damaging of public properties, examine malpractice, telling lies etc. (McCord & Farrington, 2000).

Deviant behavior can also be explained as any socially unacceptable behavior typically including acts of destruction, fighting with others and defying parents and teachers and other antisocial behaviors which is often of a preventive concern to parents, institutions and the society at large(Chung, 2000). It is increasingly significant among university students due to juvenilization of deviance, clearly therefore deviance is a concern for educational, legal and public service and requires a great preventive intervention, because of the deleterious impact of deviant behavior on the child's social well-being(Stewart ,Bing & Davison, 2009).

Deviant behavior are the most controversial and problematic behaviors in our societies today. Students engage in deviant behavior in schools both independently such as theft, furniture destruction, verbal and non-verbal hostile behaviors and collectively such as deliberate and coordinated disturbances of their teachers, planned absenteeism (Kelloway, 2002). Consequently, therefore, deviant behavior results in high school dropout, leading to a greater involvement in interpersonal violence, greater prevalence of both licit and illicit substance use. It has also been argued that deviance is generated by the transmission of delinquent values within the disadvantaged groups.

Deviance is widely believed among professional psychologist, school administrators, and teachers that low self-esteem is associated with

juvenilization (Bakama, 2001). That is a poor self-concept and low evaluation of one's self-worth are posited to be related to some anti-social behavior like public properties destruction, fighting, stealing, substance abuse, violent crime, indiscriminate sex etc. proponent of this perception holds the view that most of the anti-social behavior are commonly associated among individuals with low self-worth.

2.6.1. Types of Deviance

In sociology deviance means any behavior or action that violates the societal cultural norms including existing rules and regulations (e.g. crime) it also involves the violation of informal norms (Merton, 1995). According to Merton (2000), there are five different kinds of deviance in relation to the following criteria. These are:

1. **Rebellion:** this is when an individual attempts not only to reject the norms and goals of the society but also deliberately attempts to change new norms and goals of the society. This also refers to as the behavioral deviance.
2. **Retreatism:** this is when an individual rejects both the institutionalized means and the cultural goal of the society. In other words when the individual tries to escape completely from the demands and pressure of a structured society. Merton (2000), refers to this as the "Deviance role and activities of an outcast, psychotics and substance use".
3. **Ritualism:** this completely represents a distinctive view point from the cultural goals and norms. This is characterized by an individual who is an over conformist and therefore pursue the dominant cultural norms and reject or abandoned the economic success.
4. **Innovation:** this is when an individual accepts the cultural norms but reject the institutional and legitimate means. In other words this type of deviance occurred when an individual have fully understood the cultural importance but could not internalized the institutional goal.
5. **Conformity:** this is when an individual accepts and strives for the cultural norms of success through an institutionalized means.

2.6.2. Regulatory Theory of Deviance

The regulatory theory as cited in Blanton (2008) specifically explains that people limit their actions to be in accordance with others. In other words individuals want to stand out in a good affirmative way and do not want to be associated with any negative thoughts. Regulatory theory of deviance has been clearly demonstrated to encourage other good behaviors and profound positive and unique ways of internalizing both acceptable and unacceptable social behavior (Blanton & Christre, 2005). The theory also maintain that individual's aim, desire and behavior vary as a factor for both understanding the rate of unwanted behavior and the evaluation of people who engaged or abstain from unacceptable behavior. In other words individuals are encouraged to participate in behaviors that are uniquely different from other people with the hope that such an act will increase their chances of been judged positively (Christre, 2005).

Therefore, regulatory theory of deviance can be used both as a descriptive and injunctive norms (Hall & Blanton, 2009). In other words the theory offers suggestions inform of integration between wanted and unwanted behaviors aimed at minimizing the rate of deviant behaviors in our schools. Furthermore, the theory maintains that the informative knowledge is aimed at influencing people to abstain from or engage in behaviors that are either termed as positive or negative base on the descriptive norms or rate of the perceived approved or disapproved norms governing a particular social behavior. The theory has therefore been criticized for been predictive over the behavioral intentions of individuals who engaged in some unwanted behavior.

Structural functionalism theory cited in Cynthia (2014) agrees with Emile Durkheim that deviance is necessarily essential and norm part of every society because it contribute to the survival of the social system and social order. The structural functionalist perspective maintain that, affirmation of cultural values and norms is an integral part of every heathy society (Cynthia, 2014), that is when an individual is been punished for a deviant behavior that serves as a reinforcement of what society judge as acceptable and unacceptable social behavior. In other words deviance defines the society's social norms. On the

other hand therefore, responses to deviant acts help people to differentiate between what is right and what is wrong. For example when a student cheat in an exam and is punished by receiving a failing grade other students therefore learn that cheating is not acceptable. It should be noted however from this perspective that norms and values are the blue-prints that determines the limit of the behavior within which an individual may seek an alternative means of achieving a particular goal.

General strain theory cited by Agnew (2001) identified the different types of strains that have an important effect on the child that creates negative emotions, in particular depression and anger, which in turn leads to deviant behavior (Agnew, 2001). Therefore they identified the different kinds of strains that most often result into deviance, these are: parental rejection, criminal victimization, abusive peer-relation, failure to achieve core values and racial discrimination. Furthermore the theorist found that there is a strong link between strains and deviance. For example, many studies acknowledged that strains resulted to negative feeling i.e. anger which in turn leads to deviant behavior (Baron, 2004).

2.7. Related Literature Review

2.7.1. Relationship between Emotional Abuse and Self-Esteem

Langevin & Hebert, (2015) observed that children who were exposed to some kind of rejection by their parents' exhibits some depressive symptoms in their adulthood. Similarly, Yılmaz (2008), found out that emotionally abused children were reported to have a greater rate of anxiety and depression. Several longitudinal researches have also reported that childhood emotional abuse leads to different behavioral and emotional problems. (Bayard, Varescon & Michel, 2010). Therefore children who were exposed to some kind of emotional maltreatment have a lower self-esteem in relation to those who were not emotionally abused. Prior, studies have also revealed that low self-esteem is negatively associated with emotional maltreatment (Sanders & Mazzucchelli, 2011). That is to say, there is a strong relationship between emotional maltreatment and lower self-esteem.

Self-esteem is a conceptual element in development and involves negative or positive evaluation of one's self (Zaff & Heir, 2008). Consequently, therefore, parents play a vital role in the development of a child's self-esteem. For instance, a warm and supportive parental care and family support helps in a great deal in shaping the child's self-esteem (Kupp, 2010). Emotional maltreatment experiences involves parental behavior which negatively affects the development and mental health of a child, such experiences have negative implications on the development of the child's self-esteem which in turn leads generally to a low self-worth (Verkuyten, 2003).

In a longitudinal research conducted by Gross & Perrin (2017), they observed that emotional abuse is a critical concept in determining the level of self-esteem and depression, however, the results of their research assumed that emotional abuse has a significant risk element for the development of self-esteem. Many studies conducted demonstrated that high self-esteem play a protective vital function in behavioral and emotional problems. Therefore children who can successfully and effectively deal with unpleasant situations generally have less emotional and behavioral problems (Stein & Rogers, 2018). In particular, low self-esteem is linked with behavioral and emotional problems. Children with high sense of self-esteem quite feel positive about their selves which in turn influence their well-being positively.

Sharma (2012), in investigating the factors of emotional maltreatment noted that, self-esteem plays a preventive role in psychological symptoms within the context of emotional abuse. Although, several research have assessed the relationship between emotional abuse and self-esteem and most at times the results of such studies indicated that children who exhibited the tendencies of attitudinal and emotional conflicts have a lower self-esteem (Irmak, 2008). Goldstein & Rogers (2013), observed that, self-esteem mediated the relationship between abuse experiences, anxiety, depression and other drug related problems. Findings have well been documented that parent's inability to understand the feelings of their children contributes strongly to the frequent reoccurrence of child abuse which is significantly associated with psychological maltreatment. In response to this therefore parents empathy is

been seen as a strong element of emotional abuse and an everlasting predictor of long term psychological maltreatment (Silvan & Deleo, 2006).

Researchers over the years have tried to understand and identify the mechanism between emotional abuse and psychopathology among students especially university students. Accordingly, therefore, Myers (2010) observed that a child that is emotionally abuse has a damaged self-esteem due to an existing injury affecting the conception of his wellbeing and this therefore has a long term negative effect on the child. In the same vein Tavares (2004) observed that, so many parents contributed in damaging their children's self-worth by constantly blaming them which makes the child to start developing the feelings of incapability of doing something correctly.

2.7.2. Relationship between Emotional Abuse and Deviance

Experience of emotional abuse have become increasingly aware by university students and I have been noticed as one of the factors on the alarming increase on the number of victims and the severity in presenting the numbers of deviant students seen at the college counseling department (Joetta & Ward, 2007). Many studies have documented the rate of childhood emotional abuse among university students with a great disparity when compare to those studied in a community sample (Cantor & Price, 2009). In a longitudinal study of the university counseling department, one third of the victims were recorded to have a history of different forms of abuse and the larger percentage were reported to have experiences of emotional maltreatment with a likelihood of school dropout, an increased rate of suicide ideation, an increased tendencies of rape, an increased tendencies of property crime, an increased tendencies of high rate of depression (Butler & Burton, 2009).

In particular, Dorothy (2016), recorded that victims of childhood emotional abuse were reported to have displayed some kind of anti-social behavior, personality disorder, high level of depressive symptoms. The findings further suggested the significance of clinicians in searching the history of emotionally maltreated university students and a means of an appropriate intervention.

Leeb, Melanson & Simon, (2009), in their studies observed that childhood emotional abuse becomes hidden and salient for university students especially

in association with the developmental transition which the university represents. They further argued that university students with such an experience of emotional maltreatment develop some kind of maladaptive coping techniques in an effort to meet up with the effect of their past experience and this undermines their capacity to negotiate important psychosocial activities, such as forming an intimacy with authority figure, experimenting maturity with an increased level of solidarity among colleagues.

Previous studies have identified significantly a negative association between childhood emotional abuse and some conditions seen as risk factors to deviant behavioral problems (Lake, Dobern& Montaner, 2015). However, it is difficult to ascertain the rate of childhood emotional abuse because of lack of clear evidence, although it is the most frequent type of child abuse due to its prevalent co-occurrences with other forms of child abuse (Kaplan, Dwolatzky & Witztum, 2013).

2.7.3. Relationship between Self-Esteem and Deviance

Over the years scholars have begun to study the impact of self-esteem and its related constructs in line with modern psychological factors to describe the relationship between self-esteem and deviance (Campbell, 2017). In a longitudinal study conducted by Osner (2006) in his attempt to explore the impact of self-esteem on a selected deviant acts, finds a mixed reaction and concluded that both low and high self-esteem leads to some anti-social behavior i.e. violence and aggression. Although there have been numerous discussions and studies on the significance of self-esteem in order to explain the differences in human behaviors specifically anti-social behaviors and other psychological behavioral problems.

Grantham & Ford (2003), in their research aimed at exploring the effect of “esteem stability” on the relationship between deviance and self-esteem found out that individuals with low and unstable self-esteem were more likely to respond aggressively to ego threats than those with high and stable self-worth. Self-esteem has been seen as an important concept in several theories over the last few years and many interventions were targeted at developing self-worth in order to avoid delinquent and deviant behavior, therefore the negative

effects of lower self-esteem in relation to deviant activities need to be adequately addressed in Nigerian universities with much attention to be paid on the possible ways to improve the concept of self-worth on the areas of personal development and individual rehabilitation, although so many therapeutic interventions has been taken with the sole aim of improving the student's self-worth that may be beneficial to them in number of different ways (Baumeister& Leary, 2000).

Steinke (2012), in his study explains that high self-esteem plays a protective role over the risk effect of some anti-social behavior like violence, aggression, malpractice, substance use. While other studies argued that delinquency and deviant behavior is an element of normal behavior among young adults therefore failure to cope with the demand of a normal life is more apparently associated with those who deviate from the institutional norms (Lewellyn, 2016). Therefore, the differences in the relationship between self-esteem and deviant behavior results from the variations of the type of anti-social behavior committed such as property crime versus violence.

The explanatory role of self-esteem and deviant behavior is a complex and inconclusive one with a lot of research findings searching for a positive link between self-esteem and deviant behavior while other research finds support for the existence of a negative relationship between self-esteem and deviant behavior (Osner, 2006).

CHAPTER 3

METHODOLOGY

This chapter shall discuss specifically on the model of the study. I.e. population and sample size, data collection techniques and data analysis.

3.1. Model of the study

This study adopted a quantitative research approach using a correlation study which provides the basis for making un-biased predictions, relationship among naturally occurring variables that are assessed with the sole aim of identifying predictive existing relationships (Shaughnessy & Zechmeister, 2000). Such process of measurement is central to this research study because it provides the fundamental connection between empirically observable variables which are evaluated with an aim of identifying the operationalization of the predictive relationship. Anikweze (2009) viewed correlational study to involve a preliminary way of gathering or collecting data about a topic or situation within a short span of time from a targeted population, this way the researcher can obtain the accuracy of the obtained data. Furthermore this design was considered be suitable because it involves collecting data in an attempt to establish the relationship between childhood emotional abuse, self-esteem and deviant behavior among university students, in Ibrahim Badamasi University Lafia, Niger State Nigeria.

3.2. Population and sample size

The population of this study consists of Nigerian university students. The study was narrowed to only Ibrahim Badamasi University Lafia (I. B. B. U.) out of the two existing universities in the state. This study adopted convenience sampling techniques, a sampling method that relies on collecting data from

participants who are conveniently available to participate in a research (Shaugness Zechmeister et al. 2009). Therefore 250 fourth year psychology students of Ibrahim Badamasi University, consisting both male and females were selected using this sampling techniques.

3.3. Instruments

For the purpose of this research four instruments where adopted and used for data collection. Therefore the first instrument is the socio-demographic information form, regarding the students, the second instrument is the childhood trauma emotional abuse questionnaire, the third instrument is the Rosenberg self-esteem scale and the fourth instrument is the deviant behavior variety questionnaire.

3.3.1. Socio-Demographic Information Questionnaire

The demographic questionnaire was developed by the researcher with multiple survey questions aimed at collecting information of the respondents such as age, gender, marital status, monthly income and accommodation.

Table 1.*Socio-demographic variables of the sample*

	n	(%)
Age	17 and below	4(1.6)
	18 – 24	143(57.2)
	25 – 30	93(37.2)
	31 and above	10(4.0)
Gender	Female	124(49.6)
	Male	126(50.4)
Marital Status	Single	221(88.4)
	Married	27(10.8)
	Others	2(0.8)
Monthly Income	€50 - €100	55(22.0)
	€101 - €150	17(6.8)
	€151 - €200	34(13.6)
	€201 - €250	36(14.4)
	€251 and above	108(43.2)
Accommodation	live with my parents	190(76.0)
	live in a flat or house alone	29(11.6)
	live in flat or house with my friends	24(6.2)
	stay in the dormitory	7(2.8)

3.3.2 Childhood Trauma Questionnaire

Developed by Bernstein, Stein, Newcomb & Walker (2003), as a frequently used and often cited scale, was also adopted, containing 10 items. The emotional abuse scale contains such items as “did people in your family say hurtful or insulting things to you? Did you feel disliked by either of your parents? How often your parents did get angry at you? Did your parents insult you or call you names? (And score one point for each of the 10 items answer YES or NO). The coefficient level of the childhood trauma scale is 0.80.

3.3.3. Rosenberg Self-Esteem Scale

The Rosenberg self-esteem scale was developed by Rosenberg (1979), which contained 10 items. Each item is related on a 4-point strongly agree to strongly disagree format. The scale present high rates in reliability areas: internal consistency was 0.77 and minimum coefficient was 0.90.

3.3.4. Deviant Behavior Variety Scale

The deviant behavior variety scale was developed by Sanches (2016). It contained 19 items and in each of the 19 deviant behavior questions participants were asked whether they have committed during the last years. Answers are given in Yes or No format. This scale accesses juvenile deviant behavior the coefficient level of deviant behavior variety scale is 0.70.

3.4. Data Collection

The researcher has to seek for permission from the university officially, (Ibrahim Badamasi University) through the Faculty Dean and permission was granted thereafter. Therefore, questionnaires were administered by the researcher individually to the consenting students after their lectures and it took each of the consenting students 10-15 minutes to fill in the questionnaires and the answered questionnaires were retrieved immediately for analysis with the goal of capturing quality evidence and analysis leading to a formulation of a convincing and credible answers to the questions that have been raised

3.4.1. Data Analyses

The data entry and analysis were done by using statistical package for the social sciences (SPSS), data were presented by using frequency and percentage independent sample T-test and ANOVA were used for comparison **and also parametric test as well as regression analysis** were used to measure the relationship between childhood emotional abuse, self-esteem and deviant behaviors.

4. CHAPTER

RESULTS

The section of this research represents the core findings of this study which is driven from the methods used and applied to gather information. This results therefor represents the research findings in a logical sequence without bias or misinterpretation of the results by the researcher. The major purpose of this result section was to break down the data into tables that shows its significance or non-significance to the research question.

Table 2.

Emotional abuse scores according to the Age of the participants.

	n	Mean	Sd	f	p
17 and below	4	13.75	0.5	1.393	0.245
18 – 24	143	15.01	1.64		
25 – 30	93	14.87	1.59		
31 and above	10	15.60	1.95		

Comparison of emotional abuse scores according to the age of the participants using ANOVA reveals that there is a statistical significant difference between emotional abuse of the participants ($F= 1.393$, $p \leq 0.05$). And also an advance analysis using tukey method revealed that emotional abuse scores of age 30 years and above (15.60 ± 1.95) is significantly higher than the scores of ages, 18-24 (15.01 ± 1.64) 25-30 (14.87 ± 1.59) and 17 years and below (13.75 ± 0.5).

This result reveals that there is a statistical significant difference between comparisons of emotional abuse scores according to the age of the participants, which means that emotional abuse is much more common within younger adults.

Table 3.

Emotional abuse according to the gender of the participants.

	n	Mean	Sd	T	p
Female	124	15.00	1.67	0.422	0.551
Male	126	14.95	1.59		

Comparison of emotional abuse scores according to the gender of the participants using t-test method revealed that there was no statistical significant difference between emotional abuse scores and gender of the participants ($t = 0.422$, $p > 0.05$).

This result further reveals there was no statistical significant difference between the comparison of emotional abuse scores according to the gender of the participants which means both male and female have experiences of emotional abuse and both male and female have traumatic resulting from abuse and neglect.

Table 4.*Emotional abuse scores according to the marital status of participants*

	n	Mean	Sd	f	P
Single	221	14.94	1.68	0.264	0.768
Married	27	15.14	1.16		
Others	2	14.50	0.70		

Comparison of emotional abuse scores according to marital status of the participants using ANOVA revealed that there is no statistical significant difference between the marital status scores of the participants single (14.94 \pm 1.68), married (15.14 \pm 1.16) and other participants (14.50 \pm 0.70). (t=0.264, p>0.05).

This result reveals that there is no significant difference between emotional abuse scores and marital status of the participants, initially the researcher thought there will be a significant difference between the marital status of the groups.

Table 5.*Emotional abuse scores according to the monthly income of the participants*

	n	Mean	Sd	F	p
€50 - €100	55	15.05	1.43	0.072	0.991
€101 - €150	17	14.88	1.57		
€151 - €200	34	15.00	1.85		
€201 - €250	36	14.91	1.50		
€251 & above	108	14.93	1.73		

Comparison of emotional abuse scores according to the income of the participants using ANOVA reveal that there is no statistical significant difference between the income scores of the participants €50 - €100 (15.05 \pm 1.43), €101 - €150 (14.88 \pm 1.57), €151 - €200 (15.00 \pm 1.85), €201 - €250 (14.91 \pm 1.50) and €250 and above (14.93 \pm 1.73) (F =0.072, p> 0.05).

The result reveals that there is no statistical significant difference between the comparisons of emotional abuse scores and monthly income of the participants, which means that there is no difference within the range of monthly income of the participants.

Table 6.

Emotional abuse according to the accommodation of the participants

	n	Mean	Sd	f	p
Live with my parents	190	14.88	1.59	4.395	0.005*
Live in a flat or house alone	29	15.93	1.73		
Live in a flat or house with friends	24	14.58	1.38		
Stay in dormitory	7	14.42	1.81		

* $p \leq 0.05$

Comparison of emotional abuse scores according to accommodation of the participants using ANOVA revealed that there is a statistical difference between the scores of the participants who live with their parents (14.88 ± 1.59), live in flat or house alone (15.93 ± 1.73), live in a flat or house with friends (14.58 ± 1.38) and those who stay in dormitory (14.42 ± 1.38) ($F = 4.395, p \leq 0.05$).

This result reveals that there is a significant difference between emotional abuse scores according to the accommodation of the participants, which means that there a relationship in the monthly income of the families and life-styles as well as availability of medical facilities.

Table 7.*Self-esteem scores according to the age of the participants*

	n	Mean	Sd	f	p
17 and below	4	20.25	2.06	1.118	0.342
18 – 24	143	21.44	1.63		
25 – 30	93	21.60	1.61		
31 and above	10	21.Eki	1.72		

Comparison of self-esteem scores according to the age of the participants using ANOVA method reveal that there was no statistical significant difference between self-esteem scores and age of the participants ($F = 1.118, p > 0.05$).

The result reveals that there is no significant difference between self-esteem scores and age of the participants, which means that in-regardless of the age of the respondents they experience the same state of self-esteem.

Table 8.*Self-esteem scores according to the gender of the participants*

	n	Mean	Sd	T	p
Female	124	21.29	1.57	0.148	0.700
Male	126	21.65	1.69		

Comparison of self-esteem scores according to the gender of the participants using t-test method reveal that there is no statistical difference between self-esteem scores and gender of the participants ($t = 0.148, p > 0.05$).

This result reveals that there is no significant difference between self-esteem scores and gender of the participants, which means that both male and female have equal experiences of either low or high self-esteem.

Table 9.*Self-esteem scores according to the marital status of the participants*

	n	Mean	Sd	f	p
Single	221	21.53	1.59	2.278	0.105
Married	27	20.88	1.92		
Others	2	22.50	0.70		

Comparison of self-esteem scores according to the marital status of the participants using ANOVA reveal that there is no statistical significant difference between marital status scores of the participants who are single (21.53 ± 1.59), married (20.88 ± 1.92) and other participants (22.50 ± 0.70) ($F=2.278, p> 0.05$).

The result reveals that there is no significant difference between self-esteem scores according to the marital status of the participants, which means that both single and married respondents as well as other respondents have experiences of equal self-esteem.

Table 10.*Self-esteem according to the monthly income of the participants*

	n	Mean	Sd	f	p
€50 - €100	55	21.72	2.00	1.624	0.169
€101 - €150	17	21.41	1.32		
€151 - €200	34	21.67	1.49		
€201 - €250	36	20.88	1.28		
€251 & above	108	21.48	1.60		

Comparison of self-esteem scores according to monthly income of the participants using ANOVA reveal that there is no statistical significant difference between the income scores of the participants €50 - €100 ($21.72 \pm$

2.00), €101 - €150 (21.41 ± 1.32), €151 - €200 (21.67 ± 1.49), €201 - €250 (20.88 ± 1.28) and €250 and above (21.48 ± 1.60) ($F=1.624, p> 0.05$).

This result further reveals that there is no significant difference between self-esteem scores according to the monthly income of the respondents, which means that regardless of the respondent's family monthly income they have equal experiences of self-esteem.

Table 11.

Self-esteem according to the accommodation of the participants

	n	Mean	Sd	f	p
Live with parents	190	21.54	1.63	1.218	0.304
Live in a flat or house alone	29	21.00	1.92		
Live in a flat or house with friends	24	21.33	1.12		
Stay in dormitory	7	22.00	1.82		

Comparison of self-esteem scores according to accommodation of the participants using ANOVA reveal that there is no statistical significant difference between the scores of the participants who live with parents (21.54 ± 1.63), live in flat or house alone (21.00 ± 1.92), live in a flat or house with friends (21.33 ± 1.12) and those who stay in dormitory (22.00 ± 1.12) ($F = 1.218, p> 0.05$).

The result also reveals that there is no significant difference between self-esteem scores according to the accommodation of the participants, which means that in regardless of where the respondents lives they experience the same level of self-esteem.

Table 12.*Deviant behaviour scores according to the age of the participants*

	n	Mean	Sd	f	p
17 and below	4	26.25	2.36	0.059	0.981
18 – 24	143	26.58	2.82		
25 – 30	93	26.66	2.67		
31 and above	10	26.40	2.67		

Comparison of deviant behavior scores according to the age of the participants using ANOVA method reveals that there was no statistical significant difference between deviant behavior scores and age of the participants ($F = 0.059, p > 0.05$).

The result also reveals that there is no significant difference between deviant behavior scores according to the age of the participants, which means that in regardless of the age of the respondents they may and they may not engage in deviant behaviors.

Table 13.*Deviant behaviour scores according to the gender of the participants*

	n	Mean	Sd	T	p
Female	124	26.79	2.93	0.295	1.102
Male	126	26.41	2.54		

Comparison of deviant behavior scores according to gender of the participants using t-test method reveal that there is no statistical significant difference between deviant behavior scores and gender of the participants ($t = 0.295, p > 0.05$).

The result further reveals that there is no significant difference between deviant behavior scores according to the gender of the participants, which means that both male and female respondents have experiences of some forms of deviant activities.

Table 14.*Deviant behaviour scores according to the marital status of the participants*

	n	Mean	Sd	f	p
Single	221	26.54	2.78	0.746	0.475
Married	27	27.14	2.46		
Others	2	25.50	0.70		

Comparison of deviant behavior scores according to marital status of the participants using ANOVA reveal that there is no statistical significant difference between marital status scores of the participants single (26.54 ± 2.78), married (27.14 ± 2.46) and other participants (25.50 ± 0.70) ($F=0.746, p> 0.05$).

This result also reveals that there is no significant difference between deviant behavior scores according to the marital status of the participants, which means that in respective of the marital status of the group they have equal level of deviation.

Table 15.*Deviant behaviour according to the monthly income of the participants*

	n	Mean	Sd	f	p
€50 - €100	55	26.34	2.45	1.283	0.277
€101 - €150	17	25.47	2.80		
€151 - €200	34	26.41	2.89		
€201 - €250	36	27.02	2.76		
€251& above	108	26.82	2.80		

Comparison of deviant behavior scores according to monthly income of the participants using ANOVA reveal that there is no statistical significant difference between the income scores of the participants €50 - €100 (26.34 ± 2.45), €101 - €150 (25.47 ± 2.80), €151 - €200 (26.41 ± 2.89), €201 - €250 (27.02 ± 2.76) and €250 and above (26.82 ± 2.80) ($F =1.283, > 0.05$).

This result reveals that there is no significant difference between deviant behavior scores according to the monthly income of the participants, which means that in respect of the family monthly income of the respondents they have experience of some forms of societal deviations.

Table16.

Deviant behaviour scores according to the accommodation of the participants

	n	Mean	Sd	f	p
Live with parents	190	26.54	2.66	0.476	0.699
Live in a flat or house alone	29	27.10	3.19		
Live in a flat or house with friends	24	26.33	2.91		
Stay in dormitory	7	27.00	2.58		

Comparison of deviant behavior scores according to accommodation of the participants using ANOVA reveal that there is no statistical significant difference between the scores of the participants who live with their parents (26.54 ± 2.66), live in flat or house alone (27.10 ± 3.91), live in a flat or house with friends (26.33 ± 2.91) and those who stay in dormitory (27.00 ± 2.58) ($F=0.476, p>0.05$).

This result reveals that there is no significant difference between deviant behavior scores according to the accommodation of the participants, which means that in respect of the dwelling place of the respondents they have the same level of societal deviation

Table 17.

The Pearson correlation coefficient between CTQ, RSQ and DBQ scores

	<i>n</i>	<i>R</i>	<i>p</i>
CTQ	250	0.059	0.000
RSQ	250		
DBQ	250		

The table above is related to the Pearson correlation coefficient between emotional abuse, self-esteem and deviant behavior scores which shows that there is a significant positive and a weak relationship between childhood emotional abuse, self-esteem and deviant behavior ($r = 0.059$, $p \leq 0.05$.)

CHAPTER 5

DISCUSSION

The present study primarily aimed to investigate the relationship between childhood emotional abuse, self-esteem and deviant behavior. It also examined how the student's demographic characteristics such as age, gender, marital status, monthly income and accommodation were associated in influencing emotional abuse, self-esteem and deviant behavior.

According to the present study there was no statistical significant difference between the comparison of emotional abuse, self-esteem and deviant behavior according to the gender of the participants.

This means that both male and female have experiences of emotional abuse and both male and female have traumatic experiences resulting from abuse and neglect which is negatively associated with self-esteem and positively associated with hostility and aggression as well as a negative attributional life-styles, as confirmed by (Brodski & Hutz, 2012).

In contrast with the above findings, Karakurt& Silver (2013) found a significant difference in their comparison of emotional abuse according to the gender of the respondents which reveals that men have higher risks of emotional abuse while women have lower risks of emotional abuse and this may be decreasing accordingly, due to some factors such as increased provisions of resources for female victims, the role of law enforcement as well as women empowerment through feminism.

The study further reveals that there is a statistical significant difference between comparison of emotional abuse according to the age of the participants and this finding is in agreement with Karakurt & Silver (2013) who found that age has significant on emotional abuse and they reported that young adults experience higher rates of isolation.

Isolation tactics are a form of emotional abuse and includes behaviors such as restricting a person. Isolation aims to undermine the victim's life and self-worth which foster a sense of dependency and aggressive behavior (Siver, 2013).

Overall emotional abuse is more common among younger participants, this means that emotional abuse is much more common within the age group 18-24 years. Young adults within this group have increased vulnerability to abuse which contribute to the formation of a negative attributional style thereby leading to a negative attitude towards self and others (Riggs, 2010).

The study also revealed that there is a statistical significant difference between the comparisons of self-esteem according to the age of the participants. This findings is in agreement with Gilbertson (2018) who found that age has significant on self-esteem, which means that older individuals score lower self-esteem when compare to young adults and this is simply due to the greater psychological insight of the older individuals related to their traumatic experiences of abuse.

The study further revealed that is a statistical significant difference between the comparisons of deviant behavior according to the age of the participants. This finding is in agreement with Stevenson (2009) who found that age has significant on deviant behavior and he observed that, more destructive behavior are common among younger than older adolescents and this is due to the differences in the developmental growth.

In contrast with the above findings Corey (2009) found that there is no significant difference between the comparisons of deviant behavior according to the age of the participants and is of the opinion that deviant behavior such as substance use, violence are usually associated with peer- influences because peers have high impacts on the behavior of an individual.

The present study also reveals that there is non-significant difference between both emotional abuse, self-esteem and deviant behavior according to the marital status of the participants.

Initially the researcher thought there will be a significant difference between the marital status of the groups but at the end of the research there is no any significant difference and this may be due to the fact that the number of the single participants is more than the number of the married and other participants combined together, may be if the number of the participants are the same we would have found some significant difference and another reason could be due to the fact that married and other participants have more experiences than the single participants.

In contrast with this findings, Merlyn (2004) found a significant difference in their comparison of emotional abuse according to the marital status of the participants which reveals that, married respondents especially women have higher experiences of emotional abuse because they are socialized to be subordinated to their male counterparts and also in the social hierarchy of most cultures, the needs and views of married women are considered less important than those of men.

The result also reveals that there is a significant difference between both in the comparisons of emotional abuse, self-esteem and deviant behavior according to the monthly income of the participants, which means that there is a difference within the range of monthly income of the participants.

In line with these findings Paul (2016) also found a significant difference in their comparison of emotional abuse according to the income of the participants which reveals that, those respondents whose parents earned lower monthly income have higher chances of having a sustained negative impact in number of different ways including reduced educational attainment, increased homelessness, low self-worth, lower socio-economic status and this may be due to low parenting capacity associated with poverty.

Also, Abernerthy and Vermeulen (2010) found a significant relationship in their comparisons of self-esteem according to the monthly income of the respondents which reveals that there is a relationship between the income of

the families and lifestyles as well as availability of health facilities. In other words, children whose parents earned lower monthly income are characterized as having low self-esteem due to the parent's inability to make adequate provisions of basic needs.

In contrast with our findings Alexander (1999) found that there is no significant difference between the comparisons of deviant behavior according to the monthly income of the respondents, he therefore asserted that the circumstances of low monthly earnings do not call for deviance and delinquent behaviors but rather by a negative interaction of peer-influence.

The result further revealed that there is no statistical difference between the comparison of both emotional abuse, self-esteem and deviant behavior according to accommodation of the participants, that is to say the participants are not influenced by their friends but rather they focused on what brought them to school.

In contrast with the above findings Carrie (2019) found a significant difference in her comparisons of emotional abuse according to accommodation of the participants and asserted that most students who lived with their parents often repeatedly experience negative comments about their abilities to accomplish academic excellence, such parents display their selfishness by forcing the child to meet-up to their expectations even if it means disregarding the health and priorities of the child.

Abernathy (2010) also found a significant difference in the comparisons of self-esteem according to the accommodation of the participants and observed that respondents who lived with their families have better access to a healthy social environment, good social lifestyles and have a better availability to health care which in turn increases their level of self-esteem.

In respect to the relationship between childhood emotional abuse, self-esteem and deviant behavior the result revealed that there is a little positive correlation between childhood emotional abuse, self-esteem and deviant behavior.

This findings is considered to be in agreement with Jonson (2004) who also found a positive correlation between childhood emotional abuse, self-esteem and deviant behavior and reported that childhood emotional abuse and inadequate child-raising induces low self-esteem and weakens social ties which consequently promote social maladaptive behavior and delinquency.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1. Conclusion

The study related to childhood emotional abuse, self-esteem and deviant behavior among university students in Niger State, Nigeria. To achieve the set objective and research questions, from the analysis of the data, the following were found:

The comparison of both emotional abuse, self-esteem and deviant behavior according to the gender of the participants reveals that there was no statistical significant difference, which means both male and female have experiences of emotional abuse and both male and female have traumatic experiences resulting from abuse and neglect which is negatively associated with self-esteem and positively associated with hostility and aggression as well as a negative attributional life-styles.

The result further revealed that there is a significant difference in the comparison of emotional abuse, self-esteem and deviant behavior according to the age of the participants which means that students within the age group 18-24 years had higher experiences of emotional abuse which has been identified as a significant risk factor of behavioral problems, low self-esteem, poor social skills and other forms of emotional disturbances in childhood as well as adulthood.

The result also revealed that there is no significant difference between both emotional abuse, self-esteem and deviant behavior according to the marital status of the participants, which means that irrespective of the respondent's

marital status they experience some form of emotional abuse which is accompanied by a higher risk of depression and low self-esteem in adulthood.

The present study reveals that there is no significant difference between both emotional abuse, self-esteem and deviant behavior according to monthly income of the participants. The study also found out that there is no statistical significant difference between the comparison of both emotional abuse, self-esteem and deviant behavior according to the accommodation of the participants.

We investigated the relationship between childhood emotional abuse, self-esteem and deviant behavior among university students and the result shows that, students who had early experiences of emotional abuse influence their later social functioning and causes some forms of psychological distress. The study further reveals that such negative experiences by the students are strongly associated with low self-esteem with some specific and Independent consequences. I.e. maladaptive behavior, poor interpersonal relationships.

6.2. Recommendations

The study recommended the following:

- . Schools should offer counselling services with therapist who are specialized in adults and children suffering from abuse, such professionals can help the child deal with the feelings of self-worthlessness.
- . Parent-child relationship should be characterized by a positive pattern of interaction and communication which will make the child to have a high sense of self-worth.
- . Parents and caregivers should ensure a healthy experience for children in early childhood so that they can be protected against the effects of emotional maltreatment and later maladaptive behavior.
- . Teachers and other important figures in the child's life should be vigilant so that they can become aware of the difficulties resulting from the abusive relationship, hence making it easier to take action.

. Parents and caregivers should develop a proper and suitable strategies for communicating with their children, including non-violent disciplinary methods and guidance on how to support and nurture their children.

6.2.1. Recommendation for further research

. The study should be expanded to other universities in Nigeria apart from Niger state.

. Further research needs to be conducted by psychologist in order to compare the differential effects among emotionally abused individuals.

. The study should be replicated using experimental research design with a large sample

REFERENCES

- Ajake, U. E, Bisong, N., & Etuk, G. R. (2011). Influence of Emotional Abuse on the Self-concept of Senior Secondary School Students in Cross River State Nigeria. *Global Journal of Educational Research*, 10(2), 111–120.
- Alexander, L. (1999). *The Poverty of Sociology of Deviance: social problem*. Oxford University press, 20 (1) 103-120.
- Arslan, G. (2016). Psychological maltreatment, emotional and behavioral problems in adolescents: The mediating role of resilience and self-esteem. *Child Abuse & Neglect*. Vol.52, 200–209.
- Artamonova, E. G., Efimova, O. I., & Khydyrova, A. V. (2016). Psychologist in the Educational Systems: The Role in the Prevention of Addiction and Deviance. *International Journal of Environmental and Science Education*, 11(17)
- Arditti, J. A (1995). Preventing Physical and Emotional Abuse of Children. (Book). *Family Relations*, 44(2), 225
- Branden, N. (2007). Healthy Self-Esteem. *Personal Excellence*, 12(11), 4.
- Brassard, M. R. (2001). Understanding the Six Forms of Emotional Child Abuse (Video). *Child Abuse & Neglect*, 25(3), 429–430.
- Branden, N. (2009). Self-Esteem. *Personal Excellence*, 14(9), 3.
- Brennan, P. O. (2001). Oliver Twist, textbook of child abuse. *Archives of Disease in Childhood*, 85(6), 504–505.
- Butler, S. (2001) Content and Domestic violence: family law: *Child Abuse & Neglect*. Vol.31 355-358.

- Brodski, S. K., & Hutz, C. S. (2012). The Repercussions of Emotional Abuse and Parenting Styles on Self-Esteem, Subjective Well-Being: A Retrospective Study with University Students in Brazil. *Journal of Aggression, Maltreatment & Trauma*, 256–276.
- Briere J. & Runtz M. (1990). Differential adult symptomatology associated with three types of child abuse histories: child abuse & Neglect. 14, 357-364
- Brassard, M. R. (2001). Understanding the six forms of emotional child abuse. *Child Abuse & Neglect*, 25(3), 429–430.
- Baumeister, R. F. (1982). Self-esteem, self-presentation, and future interaction: a dilemma of reputation. *Journal of Personality*, 50, 29–45.
- Banyard, V. L., Williams, L. M., & Siegel, J. A. (2001). The Long-Term Mental Health Consequences of Child Sexual Abuse: An Exploratory Study of the Impact of Multiple Traumas in a Sample of Women. *Journal of Traumatic Stress*, 14(4), 697–715.
- Bowlby John (2000). Attachment and Loss (Book). *British Journal of Psychology*, 74(2), 292.
- Blanton H & M Burkley (2008). Deviance regulatory theory: Applications to adolescent social influence (Book). The Guildford press New York Landon chapter 5 pp 304.
- Berliner, L. Cohen, J & Saywitz, K. (2000). Treatment of sexually abused children and adolescents. A Critical Review. *Journal of Child Sexual Abuse*, 13(2), 59–84.
- Byrd, P. D. (1983). Theory and Practice of Counseling and Psychotherapy (Book Review). *Journal of Rehabilitation*, 49(1).

- Carbone-López, K., Kruttschnitt, C., & MacMillan, R. (2006). Patterns of intimate partner violence and their associations with physical health, psychological distress, and substance use. *Public Health Reports, 121*(4), 382–392.
- Cawson, p. (2002) Measuring child maltreatment in the United Kingdom: A study of the prevalence of child abuse and neglect. *Child Abuse & Neglect, 29*(9), 969–984.
- Carton, S. solange. carton@univ-montp3. f., Bayard, S., Paget, V., Jouanne, C., Varescon, I., Edel, Y., & Detilleux, M. (2010). Emotional awareness in substance-dependent patients. *Journal of Clinical Psychology, 66*(6), 599–610.
- Campbell, J. D., Chew, B., & Scratchley, L. S. (1991). Cognitive and emotional reactions to daily events: the effects of self-esteem and self-complexity. *Journal of Personality, 59*(3),
- Campbell, N. J. (2017). 10 Books That Puzzle the Reader. *Publishers Weekly (Online)*, 25. Retrieved from <http://search.ebscohost.com.ezproxy.neu.edu>.
- Cantor, C. (2009). Post-traumatic stress disorder: evolutionary perspectives. *Australian & New Zealand Journal of Psychiatry, 43*(11), 1038–1048.
- Carr, J. L. & Robert Ward (2007). Campus Violence White Paper. *Journal of American College Health, 55*(5),
- Cast, A. D., & Burke, P. J. (2002). A Theory of Self-Esteem. *Social Forces, 80*(3), 1041–1068.
- Coopersmith, S. (1968). Studies in self-esteem. *Scientific American, 218*, 96.

- Chinawa, J. M., Aronu, A. E., Chukwu, B. F., & Obu, H. A. (2014). Prevalence and pattern of child abuse and associated factors in four secondary institutions in Enugu, Southeast Nigeria. *European Journal of Pediatrics*, 173(4), 451–456.
- Chung, H., & Steinberg, L. (2006). Relations between neighborhood factors, parenting behavior, peer-deviance and delinquency among serious juvenile offenders. *Child Abuse & Neglect*, 93, 119-127.
- Claros, E. E. ed., & Sharma, M. (2012). The Relationship between Emotional Intelligence and Abuse of Alcohol, Marijuana, and Tobacco among College Students. *Journal of Alcohol & Drug Education*, 56(1), 8–37. :
- Crisp, R. (2018). Rogers and Goldstein redux: the actualizing person responding to trauma and loss. *Person-Centered & Experiential Psychotherapies*, 17(1), 70–85.
- Crystal, D. S. (2000). Concepts of deviance and disturbance in children and adolescents: A comparison between the United States and Japan. *International Journal of Psychology*, 35(5), 207–218.
- Cynthia, S., Panchal, Y. T., & McCullum, R. (2015). Deviance and Structural Functional Theory- Root Thorough Analysis. *Scholedge International Journal of Multidisciplinary & Allied Studies*, 2(4), 1–5.
- Doyle, C. (2001). Surviving and Coping With Emotional Abuse In Childhood. *Clinical Child Psychology and Psychiatry* (6) 387-402
- Webster-Stratton, C., & Reid, M. J. (2003). Treating Conduct Problems and Strengthening Social and Emotional Competence in Young Children: The Dina Dinosaur Treatment Program. *Journal of Emotional & Behavioral Disorders*, 11(3), 130.
- Drye, S. L., Lomo, D. E. & Snyder, L. G. (2018). Normal Deviance: An Analysis of University Policies and Student Perceptions of Academic Dishonesty. *Southern Journal of Business & Ethics*, 10, 71–84.

- Evans, D., R. & Williams, D. M. (2014). Current Emotion Research in Health Behavior Science. International Society for Research on Emotion. *Child Abuse & Neglect*, 82, 92–101.
- Emery, R. & Laimann, L. (2002). Child Abuse: Child and Adolescent Psychiatry. 4th edition pp. 325-339. Blackwell Service, Oxford
- Henrich, C. C., Brookmeyer, K. A., Shrier, L. A., & Shahar, G. (2006). Supportive relationships and sexual risk behavior in adolescence: an ecological-transactional approach. *Journal Of Pediatric Psychology*, 31(3), 286–297.
- Ferrara, P., & Bernasconi, S. (2017). From “classic” child abuse and neglect to the new era of maltreatment. *Italian Journal of Pediatrics*, 43, 1–3.
- Festinger, T., & Baker, A. (2010). Prevalence of recalled childhood emotional abuse among child welfare staff and related well-being factors. *Children & Youth Services Review*, 32(4), 520–526.
- Froggio, G. froggio@progettouomo. ne. (2007). Strain and Juvenile Delinquency: A Critical Review of Agnew’s General Strain Theory. *Journal of Loss & Trauma*, 12(4), 383
- Gaon, A., Kaplan, Z., Dwolatzky, T., Perry, Z., & Witztum, E. (2013). Dissociative symptoms as a consequence of traumatic experiences: the long-term effects of childhood sexual abuse. *The Israel Journal of Psychiatry and Related Sciences*, 50(1), 17–23.
- Gifford, E. J., Eldred, L. M., Vernerey, A., & Sloan, F. A. (2014). How does family drug treatment court participation affect child welfare outcomes? *Child Abuse & Neglect*, 38(10), 1659–1670.
- Glaser, D. (2002). Emotional abuse and neglect (psychological maltreatment): a conceptual framework. *Child Abuse & Neglect*, 26(6–7), 697–714.

- Goldstein, A., Faulkner, C. &Wekerle. (2013). the relationship among internal resilience, smoking, alcohol use and depression symptoms. *Child & Neglect*. 37 (1) 22-32.
- Grantham, T. C., & Ford, D. Y. (2003). Beyond Self-Concept and Self-Esteem for African American Students: Improving Racial Identity Improves Achievement. *High School Journal*, 87(1),
- Gross, A. B., & Keller, H. R. (1992). Long-Term Consequences of Childhood Physical and Psychological Maltreatment. *Aggressive Behavior*, 18(3), 171–185.
- Herrenkohl, R. (1990). Research Directions Related To Child Abuse and Neglect In: *Children at Risk: An Evaluation of Factors Contributing To Child Abuse & Neglect*. pp. 85-108 Plenum Press:New York
- Hart, H., Chantiluke, K., Cubillo, A. I., Smith, A. B., Simmons, A., Brammer, M. J., Rubia, K. (2014). Pattern classification of response inhibition in ADHD: toward the development of neurobiological markers for ADHD. *Human Brain Mapping*, 35(7), 3083–3094.
- Hecht, D. B., & Hansen, D. J. (2001). The Environment of Child Maltreatment, Contextual Factors and the Development of Psychopathology. *Aggression and Violent Behavior*. (Journals & book). Vol. 6. 433-457
- Howard, M. C. (2019). The Measurement, Nomological Net, and Theory of Perceived Self-Esteem Instability: Applying the Conservation of Resources Theory to Understand the Construct. *Psychological Reports*, 122(3),
- Humphrey, J &Schmalleger, (2011). Deviant behavior: a new solution to old problem. (a book).*Royal Society (Great Britain)*, 36, 275–300

- Hund, A. R., & Espelage, D. L. (2006). Childhood Emotional Abuse and Disordered Eating among Undergraduate Females: Mediating Influence of Alexithymia and Distress. *Child Abuse & Neglect: The International Journal*, 30(4), 393–407.
- IfeyinwaAnnastasia Mbakogu (2004). Exploring the forms of child abuse in Nigeria. Efforts at seeking appropriate preventive strategies: international journal, v8 23-27.
- Iwaniec, D. (2006) Emotional Abuse and Neglect, 2nd edition. John Willey & Sons Chichester.
- Tony Cassidy (2000). Environmental Psychology: Behavioral and Experience in Context (a book). Psychology press. 289.
- Tregeagle, S. & H Ward (2019). Previous life experiences and the vulnerability of children adopted from out-of-home care: The impact of Adverse Childhood Experiences and child welfare decision making. *Children & Youth Services Review*, 96, 55–63.
- Tricker M & Pocock R (2003). Market research in health and social care: observation, focus and narratives. *Anthropology & Medicine*, 21(1), 8–26.
- Jamabo, A., Uchenna, A. ., & Ukpong, M. (2012). Sexual Abuse and Self-Concept among Senior Secondary School Students in Cross River State Nigeria. *Global Journal of Educational Research*, 10(2),
- Jonson, R. (2004). Child welfare services and delinquency: the need to more. *Child welfare*. (83) 157-173.
- Kurtz, P. (1993). Maltreatment and The School-aged Child: School Performance Consequences. *Child Abuse and Neglect*.(17) 581-589.
- Kerig, P. & Fedorowicz, A (1999) Assessing maltreatment of children of battered women: child maltreatment, (4) 103-115.

- Karakurt, G & Silver, E (2013). Emotional Abuse in Intimate Relationships: the role of gender and age. *Violence vict.* 28(5) 804-821.
- Keashty L. & Harvey, S. (1995). *Factors Associated with Sexual Behavior among Adolescents: A Multivariate Analysis.* *Adolescence* (Vol. 30, pp. 253–264). Retrieved from <http://search.ebscohost.com>.
- Kempe C. H. (1984). Common Secret: sexual Abuse of Children and Adolescent. Vol. 35, p60-60,
- Kim, J., Lee, Y., & Leban, L. (2017). A Comprehensive Investigation of Youth Deviance: Theoretical Distinction by Deviant Behavior Sub-Types. *Deviant Behavior*, 38(6), 684–697.
- Lake, S., Wood, E., Dong, H., Dobrer, S., Montaner, J., & Kerr, T. (2015). The impact of childhood emotional abuse on violence among people who inject drugs. *Drug and Alcohol Review*, 34(1), 4–9.
- Langevin, R., Hébert, M., & Cossette, L. (2015). Emotion regulation as a mediator of the relation between sexual abuse and behavior problems in preschoolers. *Child Abuse & Neglect*, 46, 16–26.
- Lesnik-Oberstein, M., Koers, A. J., & Cohen, L. (1995). Parental hostility and its sources in psychologically abusive mothers: a test of the three-factor theory. *Child Abuse & Neglect*, 19(1), 33–49
- Lim, Y., & Lee, O. (2017). Relationships between Parental Maltreatment and Adolescents' School Adjustment: Mediating Roles of Self-Esteem and Peer Attachment. *Journal of Child & Family Studies*, 26(2), 393–404.
- Mazzucchelli, T. G., & Sanders, M. R. (2011). Preventing behavioral and emotional problems in children who have a developmental disability: A public health approach. *Research in Developmental Disabilities*, 32(6),

- Meisel, S. & Shonkoff, J. (1992). Resiliency in Schools: making it happen for students and educators. (Handbook for early intervention). New York: Cambridge University Press. 97-116.
- Moylan, C., Herrenkohl, T., Sousa, C., Tajima, E., Herrenkohl, R., & Russo, M. (2010). The Effects of Child Abuse and Exposure to Domestic Violence on Adolescent Internalizing and Externalizing Behavior Problems. *Journal of Family Violence, 25*(1), 53–63.
- Merlyn, B. (2004). Professional Women as Victims of Emotional Abuse within Marriage or Cohabiting Relationships: A Victimological study (a book).
- McCord, J. (1999). Understanding childhood and subsequent crime. *Aggressive Behavior, 25*(4), 241–253.
- Mier, C., & Ladny, R. T. (2018). Does Self-esteem Negatively Impact Crime and Delinquency? A Meta-analytic Review of 25 Years of Evidence. *Deviant Behavior, 39*(8), 1006–1022.
- Mitchell, G. (2005). Emotional Abuse and Neglect: an overview part II. *Repressing Children, 17*(4) 252-262.
- Daniali, S. S., Eslami, A. A., Maracy, M. R., Shahabi, J., & Mostafavi-Darani, F. (2017). The impact of educational intervention on self-care behaviors in overweight hypertensive women: A randomized control trial. *ARYA Atherosclerosis, 13*(1), 20–28.
- Mruk, C. J. (2006). *Self-Esteem Research, Theory, and Practice : Toward a Positive Psychology of Self-Esteem, Third Edition* (Vol. 3rd Ed). New York: Springer Publishing Company.
- Mwakanyamale, A. A., & Yizhen, Y. (2019). Psychological maltreatment and its relationship with self-esteem and psychological stress among adolescents in Tanzania: a community based, cross-sectional study. *BMC Psychiatry, 19*(1), 176.

- Myers, R. K., Forke, C.M., Catalozzi, M., & Schwarz, D. F. (2010). Relationship violence among female and male college undergraduate students. *Archives of Pediatrics & Adolescent Medicine*, *162*(7), 634–641.
- Namderi, P. (2003). Child abuse Neglect: hand book for youth and justice. 31-47.
- Oates, K. (2015). Some reflections from the past and some ideas for the future: The 2014 Kempe Oration. *Child Abuse & Neglect*, *43*, 1–7.
- Otilola, O., Ayinde, O. O., Emedoh, C. T., &Oladimeji, O. (2015). State of the Nigerian child - neglect of child and adolescent mental health: a review. *Paediatrics and International Child Health*, *35*(2), 135–143.
- Oliver, T. (1998). Understanding six forms of Emotional Child Abuse: *Child Abuse & Neglect*, *25*(3), 429–430.
- Omole, C. (2013). *Physical and psychological health status of young people in Borstal Training Institute.* *Journal of Occupational Psychology*, *53*, 291–304
- Paul, B. (2016). The Relationship between Poverty, Child Abuse and Neglect: an evidence review, *19*(9), 1115–1130.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, *40*(3), 879–891.
- Richard R. (2000). Robert K. Merton: Sociology of Science and Sociology as Science. *American Journal of Sociology*, *117*(2), 703–705.
- Riggs SA. (2010). Childhood emotional abuse and the attachment system across the life cycle: what theory and research tell us. *Journal of Aggression, Maltreatment & Trauma*, *19*(1), 5–51.

- Riggs SA, & Kaminski P. (2010). Childhood emotional abuse, adult attachment, and depression as predictors of relational adjustment and psychological aggression. *Journal of Aggression, Maltreatment & Trauma*, 19(1), 75–104.
- Rodgers, S., Gross, C. L., Perrin, M.-P. F., Castelao, E., Tesic, A., Glaus, J., Preisig, M. (2017). Low emotion-oriented coping and informal help-seeking behaviour as major predictive factors for improvement in major depression at 5-year follow-up in the adult community. *Social Psychiatry and Psychiatric Epidemiology*, 52(9), 1169–1182.
- Rosenberg (1965). Society and Adolescent Self-Image. *Journal of Research in Personality*. Vol. 41 Issue 4, p977-982
- Sedlak, A. (1997). Risk Factor for The Occurrence of Child Abuse and Neglect, *Journal of Aggression, Maltreatment & Trauma*, 1 149-187.
- Sachs-Ericsson, N., Verona, E., Joiner, T., & Preacher, K. J. (2006). Parental verbal abuse and the mediating role of self-criticism in adult internalizing disorders. *Journal of Affective Disorders*, 93(1–3), 71–78.
- Samuel X, Red bill (2004). Children in the world of violence: the root of child maltreatment. A retrospective study. *International Journal of Psychology*, 52, 9–17.
- Sanders, M. R. & Mazzucchelli, T. G (2011). Preventing Behavioral and Emotional Problems in Children Who Have a Developmental Disability: A Public Health Approach. *Research in Developmental Disabilities: A Multidisciplinary Journal*, 32(6), 2148–2156.
- Seok, S. (2018). Early life stress, resilience and emotional dysregulation in major depressive disorder with comorbid borderline personality disorder. *Journal Of Affective Disorders*, 236, 113–119.
- Sharma, M. & Shaniya, P. (2012). Self-esteem and life satisfaction: implication for tobacco use. *Delhi psychiatry journal*, 15 (1) 172-174.

- Silvan, M., & DeLeo, V. A. (2006). A psychocutaneous approach to sunbathing behavior. *Archives Of Dermatology*, 142(2), 245; author reply 245-6. Retrieved from <http://search.ebscohost.com.ezproxy.neu.edu>.
- Simmons, R. G., & Rosenberg, F. (1973). Disturbance in the Self-Image at Adolescence. *American Sociological Review*, 38(5), 553–568.
- Stanko, E. (1985). Intimate Intrusions (Book). *Journal of Analytical Psychology*, 30(3), 336.
- Stanko, E. & Flitcraft, A. (1996). Women at risk of domestic violence and women's health. California: contrasting patterns at different hierarchical scales. *International Journal for Parasitology*, 48(12), 969–978.
- Steinke M. Camela. (2012). the role of self-esteem in the treatment of youth in residential treatment centers: an examination of delinquency and rearrests after discharge from treatment. State university of New York, 35, 74-97
- Stevenson, M. (2009). Perceptions of Juvenile Offenders Who Were Abused as Children. *Journal of Aggression, Maltreatment & Trauma*, 18(4), 331–349. <https://doi-org.ezproxy.neu.edu.tr/10.1080/10926770902901428>
- Ulmer, J. T. (2000). The Isolation of Crime, Law, and Deviance from the Core of Sociology. *American Sociologist*, 25(2), 5.
- Vallerand, R. J. (2000). Deci and Ryan's Self-Determination theory: A View from the Hierarchical Model of Intrinsic and Extrinsic Motivation. *Psychological Inquiry*, 11(4),
- Verkuyten, M. (2003). Positive and Negative Self-Esteem among Ethnic Minority Early Adolescents: Social and Cultural Sources and Threats. *Journal of Youth and Adolescence*, 32(4), 267–277.

- Wakefield, C., & Colorado State Dept. of Education, D. P. I. U. (2002). Preventing and Reporting Child Abuse and Neglect: Guidance for School Personnel. Retrieved from <http://search.ebscohost.com.ezproxy.neu.edu>
- Ward, B. E. (1916). Emotional element in our high-school classics. *English Journal*, 5, 684–695.
- Welsh, B. C., & Farrington, D. P. (2005). Evidence-Based Crime Prevention: Conclusions and Directions for a Safer Society. *Canadian Journal of Criminology & Criminal Justice*, 47(2), 337.
- Wright, M. O., Crawford, E., & Del Castillo, D. (2009). Childhood emotional maltreatment and later psychological distress among college students: the mediating role of maladaptive schemas. *Child Abuse & Neglect*, 33(1), 59–68.
- Zaff, J. F., Blount, R. L., Phillips, L., & Cohen, L. (2002). The role of ethnic identity and self-construal in coping among African American and Caucasian American seventh graders: an exploratory analysis of within-group variance. *Adolescence*, 37(148), 751–773.

APPENDIX

APPENDIX 1-

CONSENT FORM

Dear Participant,

I am a Masters Student in General Psychology at the Near East University. This study is designed to collect information on Childhood Emotional Abuse, Self-esteem and Deviant Behavior among University Students.

Please note that your participation is totally voluntary, and if you choose to take part in this study, you will be answering questions via this questionnaire. The questionnaire consists of questions relating to some background information about you, Emotional Abuse, Self-Esteem and Deviant Behavior.

All information received will remain strictly confidential, and no one will have access to them outside of the individuals involved. Your answers will remain anonymous and your name or student number is not required from you. By submitting your answers, you are consenting for your data to be used in my project, but you will not be individually identified and your response will be used for statistical purpose only.

Thank you for your time and participation.

Yours Faithfully,

Bello Musa Inuwa,
Masters Student of General Psychology
Belloinuwa1982@gmail.com

APPENDIX 2-**DEMOGRAPHIC INFORMATION QUESTIONNAIRE**

Kindly tick (√) or fill in the spaces provided in the questions below

1. Age

17 and bellow

18 – 24

25 – 30

31 and above

2. Gender: Female Male

3. Marital status

Single

Married

Others (please specify) _____

4. What is the monthly income of your parent?

€50 - €100

€101 - €150

€151 - €200

€201 - €250

€251 and above

5. Specify the accommodation facility you live in

I live with my parents

I live in a flat or house alone

I live in flat or house with my friends

I stay in the dormitory

6. Name of School _____

APPENDIX 3-

Childhood Trauma Questionnaire

Please read each of the statement and tick (✓) the appropriate options

	SATEMENTS	YES	NO
1	Did your parents often demean you, devalue you, swear at you or humiliate you?		
2	Did your parents physically abuse?		
3	Were you often physically neglected (e.g. not fed properly, forced to wear dirty clothes or not taken to doctor when ill)?		

APPENDIX 4

Rosenberg Self-Esteem Scale

Please read each of the statement and tick (√) the appropriate options

	STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I feel that I am a person of worth, at least on an equal plane with others				
2	I feel that I have a number of good qualities.				
3	All in all, I am inclined to feel that I am a failure				

APPENDIX 5**Deviant behavior variety scale**

Please read each of the statement and tick (✓) the appropriate options

	During The Last Year, Have You Ever.....	Yes	NO
1	Been to school or to class after drinking alcohol?		
2	Lied to adults (e.g., family members, teachers, etc.)?		
3	Used cocaine or heroin?		

BIOGRAPHY

Bello Musa Inuwa, was born on the 23/12/1980 in Kontagora, local government area of Niger state, Nigeria. He completed his college in the year 1999. Started his bachelor's degree at Bayero University Kano from 2001 to 2005, and he was awarded with a bachelor's of science in Sociology. He decided to pursue a master's degree in General Psychology at Near East University Cyprus from 2018 to 2020.

PLAGIARISM REPORT

RELATIONSHIP BETWEEN CHILDHOOD EMOTIONAL ABUSE, SELF-ESTEEM AND DEVIANT BEHAVIOR AMONG UNIVERSITY STUDENTS'
BELLO MUSA INUWA

TEZ

ORJİNALLIK RAPORU

% 13	% 5	% 4	% 11
BENZERLIK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	www.tandfonline.com İnternet Kaynağı	% 1
2	Submitted to University of North Texas Öğrenci Ödevi	% 1
3	Submitted to Rajiv Gandhi National Institute of Youth Development Öğrenci Ödevi	% 1
4	Gökmen Arslan. "Psychological maltreatment, emotional and behavioral problems in adolescents: The mediating role of resilience and self-esteem", Child Abuse & Neglect, 2016 Yayın	% 1
5	www.nap.edu İnternet Kaynağı	% 1
6	www.biomedsearch.com İnternet Kaynağı	% 1
7	Submitted to California State University, San Bernadino Öğrenci Ödevi	% 1

ETHICS COMMITTEE APPROVAL



BİLİMSEL ARAŞTIRMALAR ETİK KURULU

14.01.2020

Dear Bello Musa Inuwa

Your application titled **“The Relationship Between Childhood Emotional Abuse, Self-esteem and Deviant Behaviour Among University Students In Nigeria”** with the application number YDÜ/SB/2019/481 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.