

SELF-ESTEEM AND PHYSICAL ABUSE AS CORRELATES OF MALADAPTIVE BEHAVIOUR AMONG IN-SCHOOL ADOLESCENTS IN ANKPA EDUCATION ZONE, KOGI STATE

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Abstract

The study is investigating physical abuse and Self-esteem as predictors of maladaptive behaviours among in school adolescents in Ankpa Education Zone, Kogi State. The study adopted correlation research design and was guided by two research questions and null hypotheses. The population of the study is 5,340 senior secondary school students (SS1 and SS2) of all public secondary schools in Ankpa Education Zone (2,770 males and 2,570 females). A total of 381 in-school adolescents was used as a sample for this study using multistage sampling technique. The instrument used for data collection was the physical abuse questionnaire (PAQ), Self-esteem scale (SES) and the maladaptive behaviour questionnaire (MBQ). The questionnaires were structured on a four-point rating scale and validated by two experts in educational foundations and one from Measurement and evaluation unit all from the faculty of education. The instruments were subjected to internal consistency using Cronbach alpha method. The PAQ yielded a coefficient of 0.74 and the MBQ yielded a coefficient of 0.91, while the SES yielded 0.74. Data generated for the study was analyzed using simple regression which was also used to answer the research questions, simple regression was also used to test the null hypotheses at a 0.05 level of significance. The findings of the study indicated that there is positive predictive power of physical abuse on maladaptive behavior among in school adolescents. Based on the findings the researchers recommended that the impact of physical abuse on maladaptive behaviours of in school adolescents should be curbed using the tools of sensitization and workshops to spread the information to both parents, students and teachers.

Keywords: Physical Abuse, Self Esteem, In school adolescents and Gender

Introduction

Adolescence is a delicate and vulnerable time for the emergence of a wide range of behavioral patterns, including internalizing and externalizing symptoms, which frequently continue throughout adulthood. It is normal for problematic behaviors to surface within the framework of a normal development in adolescence, (Lanfredi, et al, 2021). Youth in schools go through a transitional phase known as "in-school adolescence." Thus, Hasmi and fayaz (2022) defined in-school adolescence as changes that occurs while a young person is still enrolled in school and is at a transitional stage between the physical and psychological changes that typically happen during puberty and adulthood. This time frame is most strongly linked to the adolescent years spent in secondary education. In a similar spirit, Jaworska (2015 (2016) proposed that adolescence is a stage of human development that spans from thirteen to nineteen years old while they are still in secondary or high school. For the purpose of this study In-school adolescents are individuals between 14-17 years within the school setting, undergoing transitional period of intensive physical, social, cognitive, emotional changes marked by self-discovery and self-independence.

According to the Ministry of Education and Human Resources (2014), secondary education offers instruction that supports the achievement of the Delores Report's four pillars: knowing, doing, being, and coexisting. Additionally, it ought to teach the adolescents the abilities needed to seamlessly and readily adapt to the quick changes in their physical, emotional, mental, and social environments (Kobak, et al, 2017). Kobak, R., Abbott, C., Zisk, A., & Bounoua, N. (2017). Adapting to the changing needs of adolescents: parenting practices and challenges to sensitive attunement. *Current opinion in psychology*, 15, 137–142.. Adolescent maladaptive behaviour is a concern for everyone involved in education. It is an intricate and comprehensive educational issue that takes many different forms (Ali, Dada, Isiaka, & Salmon 2014).

Generally, any behaviour that contradicts the shared rules and regulations is considered maladaptive. Maladaptive behaviour according to Mogbana et al, (2022) is defined as any behaviour that does not confirm to the conventional rules of a group of individuals or the society at large. This author noted that any criminal offences, illegal, anti-social and engaged by an individual constitutes a maladaptive behaviour. According to Fareo (2019), some common examples of maladaptive behaviour exhibited by in-school adolescents include being late for class, skipping lessons, abusing drugs or alcohol, bullying, having extramarital affairs, vandalism, assaults on school prefects, insulting teachers, wearing the incorrect uniform, using a phone in class, smoking, writing or using foul language in class, not finishing assignments, disrupting the classroom, and immoral acts. Aboagye et al,(2021) noted that in-school adolescent maladaptive behaviour is a behaviour exhibited by some adolescents towards their peers in school a school setting, aimed at causing harm deliberately either, physically, psychologically and verbally among others. In this study maladaptive behaviour is defined as those inappropriate behaviours such as bullying, cultism and drug abuse among others that inhibit in-school adolescent from adapting with others in the social environment.

The beliefs and assessment individuals hold about themselves determine their personality, actions and what they can develop into. These powerful inner influences provide an internal guiding mechanism that steers and nurtures individuals through life and as well as their behaviour, (Burger, et al, 2029). People's concept and feelings about themselves generally labelled as their self concept and self esteem. Self esteem according of Zhao et al, (2021) is defined as the sustained self evaluation and self belief that one is strong, admirable, eminent, and unbeaten. Self esteem in its broadest sense refers to how much value a person place on his or her self, (Baumeister et al, 2003). Self esteem is related to a person's ability to hold a favourable attitude towards oneself and to retain such positive beliefs in situations that are challenging, especially situations that include being evaluated by others, (Henrikson et al, 2017). Correspondingly Harris and Orth (2019) defined self esteem as the personal assessment of the overall worthiness of a person which is biased. Although self esteem is regarded as a rather stable part of personality, it also fluctuates dependent on recent failures or accomplishment, (Henriksen, 2017). For this study self esteem refers to in-school adolescents' overall evaluation under different conditions.

Physical abuse is an integral part of modern world including the African society and Nigeria in particular. Physical abuse is an operation which individuals' institutions engage in, which is harmful to the individual involved or damages the prospect of a safe and healthy development into adulthood. It is viewed as anything done to an individual that poses a considerable harm or damage to the physical, emotional and mental development of the individual, (Achema et al, 2014). Physical abuse according to Isiguzo et al, (2021) is an intentional use of unwarranted corporal punishment. Durantt and Rom, (2012) defined it as definite physical harm meted out on a child or inability to prevent physical injury such as

poisoning, suffocation, kicking and burning among others. Garba and Kantiok, (2015) described it as being deliberately hostile or inflicting of serious injuries on a child by an adult.

Sequel to the foregoing, in-school adolescents physical abuse involves causing bodily injury to an adolescent including hitting and burning. Such actions are considered physically abusive whether or not the parents or caregiver intended to inflict injury. Exposing adolescents to dangers through activities such as drunkenness and reckless driving are also forms of physical abuse, (Obadeji et al, 2021). Corporal punishment is widely prescribed and given in the African society for disobedience to adolescents. This includes brutal caning and in some communities in Nigeria, painful punishments such as rubbing pepper into genital regions are practised. Severe physical maltreatment also takes place outside family settings. Operationally physical abuse encompasses both deliberate and accidental acts directed towards in-school adolescents which results in bodily pains.

In spite of the alarming rate of maladaptive behaviours among in school adolescents, efforts to curb them have yielded little or no results more so though studies have attempted to find out the causes of adolescent's maladaptive behaviours, however, were unable to establish the extent of physical abuse and low self-esteem can predict maladaptive behaviour among in-school adolescents. More so these studies are largely outside the context of the present study with study samples that are not representative of studies of this nature, (Nelis & Bukowski, 2019) many studies related to this present study focused on a selected aspect of adolescent maladaptive behaviour unique to their study environment, as these behaviors appeared quite complex and its relationship with environmental stimuli appeared to be lateral. It is against this backdrop that the researchers decided to investigate physical abuse and self-esteem as predictors of maladaptive behavior among in school adolescents in Ankpa Education Zone of Kogi State under the following specific purposes;

1. The predictive power of physical abuse on maladaptive behaviour among in-school adolescents
2. The predictive power of self-esteem on maladaptive behaviour of ins-chool adolescents.

Research Question

The following research questions were posed to guide the study

1. What is the predictive power of physical abuse on maladaptive behaviour of in-school adolescent
2. What is the predictive power of self-esteem on maladaptive behaviour of in-school adolescent

Hypotheses

The following null hypothesis were formulated and tested at a 0.05 level of significance.

H₀₁: There is no significant predictive power of physical abuse on maladaptive behaviour of in-school adolescent

H₀₂: There is no significant predictive power of self-esteem on maladaptive behaviour of in school adolescents

Methods

The study employed a correlation research design for the study. Ezech, (2015) defined correlation design as a systematic study in which the researcher seeks to find out the association

between variables. The design was considered appropriate for the study because it enabled the researcher explore existing relationship existing between variables in order in other to determine the predictive power of physical abuse and low self-esteem as predictors of maladaptive behaviour of in-school adolescents in Ankpa Education Zone of kogi State. The population of the study comprises of 5,340 senior secondary in-school adolescents, (SS1 & SS2) of all public secondary schools in Ankpa education zone, (2,770 males and 2,570 females). Ankpa L.G.A has a total of 2,860 students, (1,423 males and 1,437 females). Olamaboro has a total of 1,543 students (865 males and 678 females), and Omala has atotal of 937 students. This statistic was generated from the Ministry of Education, science and technology, kogi State. The sample size consisted of 381 in-school adolescents (198 male and 183 females). this size was determined using Taro Yamane formula, multistage sampling technique was adopted to achieve this sample size. Three instruments were used for data collection and the are the PAQ, SES and the MBQ. These instruments were designed by the researchers and validated by three experts all from the faculty of education. The reliability of the instruments was determined using Cronbach alpha and they yielded a reliability coefficient of 0.86, 0.85 and 0.95 respectively. Simple regression was used to answer the research questions, in the same manner regression was used to analyze the null hypotheses.

Results

Research Question One

What is the predictive power of physical abuse on maladaptive behaviour of in-school adolescence

Table 1: Simple regression test of the predictive power of physical abuse on maladaptive behaviour among in school adolescents

Model	R	R Square	Adjusted R Square	Std Error of Estimate
1	.811 ^a	.507	.507	4.28168

Key: R=correlation coefficient of determination

The result in Table 1 shows the predictive power of physical abuse on maladaptive behavior among in-school adolescents. The result shows that correlation coefficient (R) obtained on the predictive power of physical abuse on maladaptive behaviour among in school adolescents was 0.81. Furthermore, the predictive power of 51% is gotten from the coefficient of determination associated with the prediction coefficient of 0.81. therefore, the coefficient of determination explains that 51% variation in the in-school adolescents' maladaptive behaviour is attributed to physical abuse experiences. This implies that 49% variation in the in-school adolescent maladaptive behaviour can be attributed to other variables order than physical abuse.

Hypothesis 1

There is no significant predictive power of physical abuse on maladaptive behaviour of in-school adolescent

Table 2: t-test associated with simple regression of significant predictive power of physical abuse on maladaptive behaviour among in-school adolescents

Model	Standardized				
	Unstandardized Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	28.112	1.341		20.968	.000
Physical abuse	1.345	0.050	.811	26.970	.000

Data on table two shows the simple regression Results of the predictive power of physical abuse on maladaptive behaviour among in-school adolescents. The result reveals that t-value =20.96, and p=0.000. since the associated probability (p) value is less than 0.05 level of significance at which the result is being tested, the null hypothesis one is rejected. Inference drawn is that the predictive power of physical abuse on maladaptive behaviour among in-school adolescents is statistically significant. This implies that physical abuse has significant predictive power among in-school adolescent maladaptive behaviour.

Research question 2

What is the predictive power of self-esteem on maladaptive behaviour of in-school adolescent

Table 3: Simple regression test of the predictive power of self-esteem on maladaptive behaviour among in-school adolescents

Model	R	R Square	Adjusted R Square
1	.747 ^a	.559	.557

The result in Table 3 shows the predictive power of self-esteem on maladaptive behaviour among in-school adolescents. The result shows that the correlation coefficient (R) obtained on the predictive power of self-esteem among in-school adolescents' maladaptive behaviour was 0.74. Furthermore, the predictive power of 55% is gotten from the coefficient of determination explains that 55% variation among in-school adolescent's maladaptive behaviour is attributed to self-esteem. This implies that 45% variation among in-school adolescent maladaptive behaviour can be attributed to other variables than self-esteem.

Hypothesis 2

There is no significant predictive power of self-esteem on maladaptive behaviour of in-school adolescents

Table 4: t-test associated with simple regression of significant predictive power of self-esteem on maladaptive behaviour among in-school adolescents.

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std.Error	Beta	t	Sig
1 (Constant)	29.66	1.58	18.80		.00
Low self esteem	1.28	.04	. 747	21.90	.00

Data on Table four shows the simple regression result of the predictive power of self-esteem on maladaptive behaviour. The result shows that t-value, $p=0.00$. since the associated probability (p) value of 0.00 is less than 0.05 level of significance at which the result is being tested, the null hypothesis two is rejected. The inference drawn is that the predictive power of self-esteem on maladaptive behaviour among in-school adolescents is statistically significant. This implies that self-esteem has a significant predictive power on in-school adolescents' maladaptive behaviour.

Discussion of Findings

the findings of this reveals that physical abuse has a positive relationship with in school adolescents' maladaptive behaviour. This implies that the more in-school adolescents are exposed to physical abuse experiences the more likely they engage in maladaptive behaviours invariably, the lesser the exposure to physical abuse the less likely the in-school adolescents engage in maladaptive behaviours invariably, the lesser the exposure to physical abuse the less likely the in-school adolescent engages in maladaptive behaviours. This finding is in line with the report of Alokun and Osakinle, (2015). These authors reported that there is significant positive relationship between child physical abuse and aggressive behaviour among students. Contributing Rode et al, (2019) reported that adolescents who experienced physical abuse showed higher levels of trait anxiety and outwardly directed anger and a lower sense of self-efficacy. This implies that adolescents exposed to physical abuse exhibit higher levels of maladaptive behaviour. More so Apeh and Eri, (2020) revealed that family violence significantly predicts maladaptive behaviour of secondary school students in Kogi State. The hypothesis tested shows that there is no significant predictive power of abuse on maladaptive behaviour among in-school adolescents.

The findings also revealed that self-esteem has a positive relationship with in-school adolescents' maladaptive behaviour. This implies that the more in-school adolescents experience lower level of self-esteem the more likely they engage in maladaptive behaviours. Invariably, the higher the self-esteem the less likely the in-school adolescents engage in maladaptive behaviour. This finding supports the earlier report of Olatunji, (2017). This author revealed that there was a significant relationship between aggression and self-esteem. This implies that the lower the levels of self-esteem, the higher the level of aggression. Precisely Nnaebue and Nwokolo, (2017). Reported that self-esteem is related to aggressive behaviours among adolescent supporting this Jamaludi and Nor, (2021) reported that the overall self-esteem and loneliness are linked to aggressive behaviour behavior of adolescents in Perak

Malaysia. Summarily, self-esteem has a predictive power on maladaptive behaviour of in-school adolescents in Ankpa Education Zone, Kogi State. The hypothesis tested shows that there is a significant predictive power of self-esteem on maladaptive behaviour among in-school adolescents.

Conclusion

From the findings of this study, the following conclusions were drawn; physical abuse and low self-esteem are significant predictors of maladaptive behavior among in-school adolescents in Ankpa Education, Zone of Kogi State.

Recommendation

The following recommendations were proffered based on the findings of the study.

1. The impact of physical abuse on maladaptive behaviour of in-school adolescent should be curtailed through organizing sensitization and workshops by school authorities for the students
2. Parents should Participate in ameliorating the effect of self-esteem on in-school adolescents maladaptive behaviour through developing the right attitude of love, trust tolerance and patience towards their children to ameliorate the extent of maladaptive behaviour among in-school adolescent.

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