

## **EFFECT OF CHILD MALTREATMENT ON SOCIAL WELL-BEING, PSYCHOLOGICAL AND ACADEMIC PERFORMANCE OF STUDENTS**

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### **Abstract**

Child maltreatment (CM) is a wide term that comprises both child abuse and neglect of child. The WHO (2006) categorized CM into four main types, physical abuse (PA), emotional abuse (EA), neglect and sexual abuse. Examining risk factors for child abuse as well as how such abuse may affect a person's predisposition for depression, substance misuse, suicide, risky sexual conduct, smoking, etc. was the goal of this work. This study was done to determine the effect of child maltreatment on social well-being, psychological and academic performance of students.

This study followed the quantitative method research design and conducted the survey through a questionnaire. The whole data was collected from 2 public and 2 private secondary schools of Lahore City. This study suggests that institutes should conduct some training programs, seminars and workshops for parents, caregivers, guardians, about social support and resources that may help prevent maladaptive behaviors among their kids.

**Keywords:** *Child Maltreatment, Physical Abuse, Emotional Abuse, Sexual Abuse, World Health Organization*

## **Introduction**

Child abuse is a widespread issue which has an essential influence on both victims and society. Child maltreatment is basically any kind of ill-treatment or neglecting towards a child. It includes physical, emotional, and sexual abuse, as well as neglect and exploitation. The effect of child maltreatment on social well-being, psychological and academic performance of students has been extensively studied by researchers. Several studies have shown that children who experience abuse and neglect are at increased risk of developing a range of psychological problems, including depression, anxiety, post-traumatic stress disorder (PTSD), and suicidal thoughts and behaviors (Felitti et al., 1998; Anda et al., 2006; Gilbert et al., 2009). In addition to psychological problems, child maltreatment can also have a significant effect on social functioning. Children who experience abuse and neglect are often unable to form healthy relationships with others, and may struggle to establish and maintain friendships (Cicchetti & Valentino, 2006; Pears & Capaldi, 2001). Child maltreatment has a significant negative effect on the social and psychological well-being of students. The effects of child maltreatment can be long-lasting and can have serious implications for health and well-being throughout the lifespan. It is important to take steps to prevent child maltreatment and to provide effective interventions to address the needs of those who have experienced abuse and neglect. They may also experience difficulties in school, such as poor academic performance, behavioral problems and absenteeism (Gonzalez et al., 2013; Harford et al., 2012).

## **Review of Literature**

The dynamics of child abuse are seen as a worldwide social issue closely linked to child deprivation (Goldman, Salus, Wolcott & Kennedy, 2003). Because of its harmful effects on

development of child including his health risk, brain structure, behavior, social functioning and psyche of child, it has become a global health priority. Kid abuse is describing any willful, harmful, or offensive conduct that comes into touch with a youngster body and humiliates, embarrasses, or frightens the child, as well as any instance of cruelly inflicting non-random behavior on the child. This is typically carried out by the person in charge, such as the child's parents, careers, or a close friend. This frequently occurs either by commission or omission (abuse). World Health Organization [WHO], 1999; Leeb, Paulozzi, Melanson, Simon & Arias, 2008; Giardino, Christian & Giardino, 1997; the term “child abuse” has different regional and cultural connotations (Afridi et al., 1998).

In the context of Worldwide, Global, Pakistan, child abuse is stated as a willful use of any corporeal power intended to inflict a great deal of discomfort or pain while reprimanding, controlling, or altering a child's behavior in the hopes of their education, which can result in physical damage more often, mal-development or deficiency, and psychological injury. (2010) (Government). According to study, there are several factors operating simultaneously to cause child abuse. Individual qualities, the family system, the society, and culture can all serve as triggers for child abuse, according to a Bristol, UK, cohort research (Sidebotham & Heron, 2006). According to an ecological Belsky model of interactions, parental interactions, the socioeconomic environment, family relationships, and child features all contributed to child maltreatment. From a social-psychological perspective, child abuse is understood. Rather than focusing solely on individual characteristics, this model identifies aspects associated to child abuse in the broader context of society, family and community (Sidebotham & heron, 2006, Goldman, Salus, Wolcott & Kennedy, 2003b;). The original Sterling psychological wellbeing measure was translated into Urdu, the country's official language. According to empirical research findings, SCWBS is a standardized measure that may be applied in any type of educational environment (Sarfaraz, Iqbal et al. 2022). Increased motivation in the classroom is correlated with better emotional intelligence scores (Shinwari, Iqbal et al. 2023). Evidence from empirical research revealed that children's emotional and psychological wellbeing was not linked with teacher rejection (Sarfaraz, Iqbal et al. 2022). Social capital is an intangible resource that has a highly favorable effect as a mediator, improving the social activity and results of employees (Jamil and Rasheed 2023). Education experts can evaluate behavior conduct in

agreement with perceived teacher acceptance rejection with the use of this handy scale (Sarfaraz and Malik 2023).

The research also shows that 42 percent of moms who mistreated their children were under 30 years old, accounting for nearly three-fifths of all parental abuse cases (Goldman et al.; Linares et al., 2001). On the other side, a study in Karachi, Pakistan indicated that mothers who have less education are one of the indicators of child maltreatment among women aged 40 and older (Ali, Ali, Khuwaja & Nanji, 2014). Additionally, parents who are underage, parents who experience high level of stress (Buchholz & Korn Bursztyn, 1993; Goldman et al., 2003b), parents who have high expectations for their children (Bardi & Borgognini Tarli, 2001; WHO, 2002) or parents who are alcoholics (Goldman et al., 2003a), and fathers who have a history of abusing children are other factors that influence parenting (Ali et al., 2014). Having a poor socioeconomic status (SES), being impoverished, and having a father who is unemployed are all significant predictors of child abuse (Buchholz & Korn-Bursztyn, 1993; Goldman et al., 2003a; Sidebotham & Heron, 2006). In addition to socio-economic status, the domestic structure is crucial in a child's upbringing. Other typical risk aspects of child abuse comprise a deficient of family livelihood, a huge family, marital problems, being a single parent, domestic violence, stressful environment of home and others (Buchholz & Korn- Bursztyn, 1993; Goldman et al., 2003b). According to the research, certain family cultures believe that using parental discipline to make children stronger for future duties and responsibilities is also common (WHO, 2002).

### **Statement of the Problem**

The effect of child maltreatment on students' social well-being, psychological and academic performance was studied in this study. Child abuse is any action taken against a child that harms them physically or psychologically. Physical, emotional, sexual abuse, and negligence are four different types of abuse that are commonly acknowledged. The reason why children are abused are complex and not entirely known. Physical injuries, delayed growth and development, and issues with one's mental health are frequently linked to abuse and neglect. This study was done to determine how this maltreatment affected the child's social interactions, health and academic performance.

### **Objectives of the Study**

- What is the level of maltreatment in secondary school students?

- What are the perceived perceptions of students about child maltreatment and its effect on their social well-being, health and academic performance?

### **Research of the Study Questions**

- How child maltreatment affects the social well-being, psychological, and academic performance of students?
- How many students have ever experienced any form of child maltreatment (physical, emotional, sexual abuse, neglect)?

### **Methodology**

To determine the effect of child maltreatment on social well-being, psychological and academic performance of students, a quantitative research design was used in this study.

### **Research design**

In this study, students' perception of how child maltreatment effects their social well- being, psychological and academic performance was investigated using a descriptive research design and t-test. The aim of descriptive study, is to determine the; who, what, where, and how of the phenomenon being studied. This study used a descriptive survey method. A t-test is an inferential statistic used to determine if there is a significant difference between the means of two groups and how they are related.

### **Population**

The group to which a researcher hopes to apply the findings of the study is known as a population. The population of the study includes Lahore Secondary School Students, including those attending both Public and Private Institutions.

### **Target Population**

The target population of the study was 2 Public Secondary Schools and 2 Private Secondary Schools.

### **Public Schools**

WAPDA Town Girls High School

## City District Government High School

### Private Schools

Kips School

Unique School

### Sample

The sample of this study was taken from both public and private secondary schools. It included both male and female students who were studying at secondary schools in Lahore. By using convenience sampling technique 350 students were selected as the sample of the study.

### Data Collection (Instrument)

In this study, a self-developed questionnaire was used for quantitative data collection. A structured questionnaire that contained demographic variables, emotional and psychological related, sexual abuse related, child neglect and physical abuse related questions were used. Questionnaire used to conduct this study has two sections, i.e. demographic section and statements section. The Likert Scale was used to create the questionnaire. Respondents were given five options to choose from for each statement, including never (N), occasionally (O), sometimes (S), often (OF), and always (A).

### Reliability Statistics

A reliability scale was constructed to measure effect of child maltreatment on social well-being, psychological and academic performance of students. The Cronbach's Alpha Value was .984 which was acceptable and above than the expected value. The expected value of Cronbach's Alpha is 0.08.

**Table 3.1 Reliability statistics**

Cronbach's Alpha	N of Items
.984	35

### Data Analysis

The descriptive research design and independent sample t-test was employed. The conclusion from various variables of the research is drawn on the basis of ‘a 0.05’ level of significance. The P-value is less than 0.05, indicating that the means of the several groups vary significantly. SPSS was used for all of the statistical analysis (Statistical Package for Social Sciences).

### Descriptive Statistics

**Table No. 4.1 Descriptive Statistics of Emotional and Psychological Abuse:**

	N	N	OC	S	O	A	Mean	Std. Deviation
<b>Belittling the child habitually</b>	350	128 36.6%	20 5.7%	77 22.0%	69 19.7%	56 16.0%	2.73	1.513
<b>Verbally abusing, cursing or calling with horrible names</b>	350	123 35.1%	13 3.7%	55 15.7%	105 30.0%	54 15.4%	2.87	1.533
<b>Left you alone most of the night</b>	350	120 35.4%	27 7.7%	49 14.0%	86 24.6%	68 19.4%	2.87	1.569
<b>Showing preferential treatment by not loving the children equally</b>	350	124 35.4%	13 3.7%	51 14.6%	76 21.7%	86 24.6%	2.96	1.631
<b>Kept you inside your room for prolonged periods of time</b>	350	132 37.7%	18 5.1%	54 15.4%	76 21.7%	70 20.0%	2.81	1.597

<b>Threatening to abandon the child or drive the child away from home</b>	350	135 38.6%	16 4.6%	52 14.9 %	87 24.9 %	60 17.1 %	2.77	1.574
<b>Didn't allow you to play with friends</b>	350	105 30.0%	14 4.0%	74 21.1 %	87 24.9 %	70 20.0 %	3.01	1.515

Table 4.1 depicts the descriptive statistics of the emotional/psychological abuse held on the secondary school students.

In the 1<sup>st</sup> statement “belittling the child habitually” 36.6% students selected never, 5.7% students selected occasionally, 22.0% selected sometimes, 19.7% students selected often, 16% selected always; so the Std. Deviation is 1.513 and mean is 2.73.

In the 2<sup>nd</sup> statement “verbally abusing, cursing or calling with horrible names” 35.1% students selected never, 3.7% students selected occasionally, 15.7% selected sometimes, 30.0% students selected often, 15.4% selected always; so the Std. Deviation is 1.533 and mean is 2.87.

In the 3<sup>rd</sup> statement “left you alone most of the night” 35.4% students selected never, 7.7% students selected occasionally, 14.0% selected sometimes, 24.6% students selected often, 19.4% selected always; so the Std. Deviation is 1.569 and mean is 2.87.

In the 4<sup>th</sup> statement “showing preferential treatment by not loving the children equally” 35.4% students selected never, 3.7% of students selected occasionally, 14.6% selected sometimes, 21.7% students selected often, 24.6% selected always; so the Std. Deviation is 1.631 and mean is 2.96.

In the 5<sup>th</sup> statement “kept you inside your room for prolonged periods of time” 37.7% students selected never, 5.1% students selected occasionally, 15.4% selected sometimes, 21.7% students selected often, 20.0% selected always; so the Std. Deviation is 1.597 and mean is 2.81.

In the 6<sup>th</sup> statement “threatening to abandon the child or drive the child away from home” 38.6% students selected never, 4.6% of students selected occasionally, 14.9% selected sometimes, 24.9% students selected often, 17.1% selected always; so the Std. Deviation is 1.574 and mean is 2.77.



In the 7<sup>th</sup> statement “din’t allow you to play with friends” 30.0% students selected never, 4.0% of students selected occasionally, 21.1% selected sometimes, 24.9% students selected often, 20.0% selected always; so the Std. Deviation is 1.515 and mean is 3.01.

**Table No. 4.2 Descriptive Statistics on Effect of MT on Academic Performance and Social Well-being of Students:**

	N	N	OC	S	O	A	Mean	Std. Deviation
<b>The child maltreatment I experienced has resulted in missed school days / interruptions in my education.</b>	350	131 37.4%	12 3.4%	52 14.9%	75 21.4%	80 22.9%	2.89	1.629
<b>Child maltreatment has negatively affected my ability to concentrate and focus on academic Tasks.</b>	350	130 37.1%	11 3.1%	50 14.3%	67 19.1%	92 26.3%	2.94	1.663
<b>Child maltreatment has hindered my ability to form positive relationships with teachers and peers, affecting my academic Performance.</b>	350	130 37.1%	8 2.3%	56 16.0%	55 15.7%	101 28.9%	2.97	1.681
<b>Child maltreatment has affected my self-esteem and confidence, leading to</b>	350	120 34.3%	20 5.7%	51 14.6%	72 20.6%	87 24.9%	2.96	1.623

<b>poor academic performance.</b>								
<b>Do you often experience feelings of shame or guilt?</b>	350	85 24.3 %	25 7.1%	82 23.4 %	64 18.3 %	94 26.9 %	3.16	1.510
<b>Have you experienced difficulties in making friends?</b>	350	84 24.0 %	17 4.9%	64 18.3 %	85 24.3 %	100 28.6 %	3.29	1.523
<b>Do you feel lonely or isolated?</b>	350	80 22.9 %	25 7.1%	74 21.1 %	93 26.6 %	78 22.3 %	3.18	1.454
<b>Do you feel connected to your friends and family?</b>	350	94 26.9 %	86 24.6 %	53 15.1 %	23 6.6%	93 26.6 %	2.81	1.558

Table 4.2 depicts the descriptive statistics of the Effect of MT on academic performance and social well-being of students held on the secondary school students.

In the 1<sup>st</sup> statement “ The child maltreatment I experienced has resulted in missed school days / interruptions in my education” 37.4% students selected never, 3.4% students selected occasionally, 14.9% selected sometimes, 21.4% students selected often, 22.9% selected always; so the Std.Deviation is 1.629 and mean is 2.89.

In the 2<sup>nd</sup> statement “ Child maltreatment has negatively affected my ability to concentrate and focus on academic tasks” 37.1% students selected never, 3.1% students selected occasionally, 14.3% selected sometimes, 19.1% students selected often, 26.3% selected always; so the Std.Deviation is 1.663 and mean is 2.94.

In the 3<sup>rd</sup> statement “ Child maltreatment has hindered my ability to form positive

relationships with teachers and peers, affecting my academic performance” 37.1% students selected never, 2.3% students selected occasionally, 16.0% selected sometimes, 15.7% students selected often, 28.9% selected always; so the Std.Deviation is 1.681 and mean is 2.97.

In the 4<sup>th</sup> statement “ Child maltreatment has affected my self-esteem and confidence, leading to poor academic performance” 34.3% students selected never, 5.7% students selected occasionally, 14.6% selected sometimes, 20.6% students selected often, 24.9% selected always; so the Std.Deviation is 1.623 and mean is 2.96.

In the 5<sup>th</sup> statement “ Do you often experience feelings of shame or guilt” 24.3% students selected never, 7.1% students selected occasionally, 23.4% selected sometimes, 18.3% students selected often, 26.9% selected always; so the Std.Deviation is 1.510 and mean is 3.16.

In the 6<sup>th</sup> statement “ Have you experienced difficulties in making friends” 24.0% students selected never, 4.9% of students selected occasionally, 18.3% selected sometimes, 24.3% students selected often, 28.6% selected always, so the Std.Deviation is 1.523 and mean is 3.29.

In the 7<sup>th</sup> statement “ Do you feel lonely or isolated” 22.9% students selected never, 7.1% students selected occasionally, 21.1% selected sometimes, 26.6% students selected often, 22.3% selected always; so the Std.Deviation is 1.454 and mean is 3.18.

In the 8<sup>th</sup> statement “ Do you feel connected to your friends and family” 26.9% students selected never, 24.6% students selected occasionally, 15.1% selected sometimes, 6.6% students selected often, 26.6% selected always; so the Std.Deviation is 1.558 and mean is 2.81.

**Table No. 4.3 T-test on Effect of Child Maltreatment with Gender:**

The difference of the mean scores of maltreatment between male and female secondary school students.

<b>Group statistics</b>						
<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std.Deviation</b>	<b>Df</b>	<b>T</b>	<b>Sig.</b>
Male	156	103.47	41.702	347	2.533	.009

Female	193	91.74	44.106	338.563	2.548	
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Table 4.3 shows the number of male and female students who took part in this study (i.e 156 male and 193 female), their mean (i.e. 103.47 of male and 91.74 of female). The above table also represents the degree of freedom (347 of male and 338.563 of female), the t value (i.e. 2.533 of male and 2.548 of female) and significance (i.e. .009) indicates that there is a significant difference between the mean score of maltreatment variation of male and female students because the significance value is smaller than 0.05 alpha value.

**Table No. 4.4 T-test on effect of Child Maltreatment with Age**

Table No. 4.4 describes the age of students who took part in the study.

<b>Group Statistics</b>						
<b>Age</b>	<b>N</b>	<b>Mean</b>	<b>Std.Deviati on</b>	<b>Df</b>	<b>T</b>	<b>Sig.</b>
12-14	202	93.86	43.954	347	-1.582	.030
15-16	147	101.28	42.356	338.563	-1.591	

Age of 202 students lies in 12-14 years and age of 147 students lies in 15-16 years range. Their Mean (i.e. 93.86 of 12-14 years and 101.28 of 15-16 years). Standard Deviation (i.e. 43.954 of 12-14 years and 42.356 of 15-16 years). The above table also depicts the degree of freedom (347 of 12-14 years and 338.563 of 15-16 years), the t value (i.e. -1.582 of 12-14 years and -1.591 of 15-16 years) and significance (i.e. .030) shows that there is a significant difference between the ages of students because the significance value is smaller than 0.05 alpha value.

**Summary**

The goal of the current study was to examine how child abuse affect students' psychological, academic and social well-being. The researcher chose the quantitative methodology to analyses the research data. Through the use of the practical sampling technique, the researcher chose a sample of 350 students from secondary schools. The instrument for gathering quantitative data was a questionnaire. There were 35 closed-ended statements in the survey. The instrument underwent pilot

testing to determine its dependability. After the data was gathered, it was all evaluated using the SPSS software and conclusions were drawn.

## **Findings**

### **5.1 Findings Related to Responses of Participants about Emotional/Psychological Abuse**

Majority of the students said that they were not belittled by their parents habitually. Almost 30% students said that they were often called with horrible names and were verbally abused. 14% students said that sometimes their parents left them alone at night. Majority of the students disagreed that their parents showed preferential treatment by not loving the children equally. Almost 21.7% students said that often their parents kept them inside their rooms for prolonged periods of time. 14.9% students said that sometimes their parents threatened to abandon them or drive them away from home. Maximum students disagreed that their parents didn't allow them to play with friends.

### **5.2 Findings Related to Responses of Participants about Effect of MT on Academic Performance and Social Well-being of Students'**

Almost 22.9% students agreed that the child maltreatment they experienced had resulted in missed school days or interruptions in their education. 26.3% students said that child maltreatment had always negatively affected their ability to concentrate and focus on academic tasks. Maximum students agreed that child maltreatment had always hindered their ability to form positive relationships with teachers and peers, affecting their academic performance. 34.3% students disagreed that child maltreatment had affected their self-esteem and confidence, leading to poor academic performance. 26.9% students said that they always experience feelings of shame or guilt.

Almost 28.6% students said that they always experienced difficulties in making friends.

Most of these students agreed that they often feel lonely or isolated.

15.1% students said that sometimes they feel connected to their friends and family.

## **Discussion**

This research was done to thoroughly inspect the effect of child maltreatment on social well-being, psychological and academic performance of students.

Researcher tried to find out whether children are mistreated in our society or not, if treated then what is its effect on their moral development and social life. The outcome of this study reveals that corporal punishments results in physical and psychological ill health. It also effects mental and social emotional growth of students. It can also result in poor educational outcomes. It increases aggression, disruptive behavior in school, several disorders i.e. anxiety, mood, personality, leads to depression, unhappiness, feeling of hopelessness and psychological maladjustment. It is backed up by a prior study that included a sample of Spanish university students and found high rates of parents using physical punishment (CP), which is consistent with researches using American samples (Straus, 2001; Straus & Stewart, 1999). Particularly, at the age of ten, more than 60% of both male and female students reported being physically assaulted.

Results showed that CP and psychological hostility frequently coexist. According to earlier studies, nearly nine out of ten parents who used CP also employed psychological aggression (Bartkowski & Wilcox, 2000; Wissow, 2001). Positive parenting approaches are also associated with both higher levels of CP and psychological aggressiveness (i.e. warmth, parental support, and use of reasoning as a disciplinary practice). These connections between aggressive parenting strategies and positive parenting have also been found in other studies (Wissow, 2001).

Maltreated and physically punished children are more likely to engage in antisocial conduct both as youngsters and as adults. Our findings reduce the likelihood that maltreated youngsters may instigate violent acts due to their challenging and coercive conduct, especially when that behavior is heavily impacted by genetics. According to Jaffee, S. R., Caspi, A., Polo-Tomas, Moffitt, T. E., M., Price, T. S. difficult children may provoke physical punishment, but

the conditions that lead to child abuse is more likely to occur in the framework of a family or by an adult abuser. A. Taylor (2004).

This study illustrates that emotional negligence effect social behavior of students as it develops disruptive behaviors among children, it leads to trust issues, rude behavior, verbal skill problems, children can't develop positive social behaviors, it affects the confidence level, it reduces or eliminates the social interactions, children are not able to attach emotionally and they can't grow properly in life. The findings of the following investigation were supported by other early studies. A study described the various factors that contribute to child behavioral abuse and social trauma. Detailed research revealed a dearth of specialized knowledge in the prevention and early detection of psychological exploitation in youngsters. The study thus enlarges on the effects of psychological abuse on child social skills development. Therefore, this thorough research presents a more optimistic viewpoint of the social development programmers of secondary schools, allowing psychological trauma to be avoided and recognized, as suggested by Li Q, Wang F, and Ye J. (2021).

Children who faced maltreatment have high levels of stress disorders that become distant and sometimes hostile towards their parents, they were left with feelings of loneliness, awkwardness, anxiety. Leads to cutting off, disengaged family relationships, negative thinning, mental health issues, they can also engage in in appropriate or unhealthy activities that could be alarming for their growth and health i.e. physical as well as mental, they have suicidal thoughts, they feel self-hatred, they have sense of insecurity in them.

r future goals. They think that they are merely of no use. According to the stress sensitization hypothesis, recent life stressors might be made worse by early exposure to chronic stress (Hammen et al., 2000). In other words, teens who experience stressful life events may be affected by them more severely if they have a history of child abuse. According to Duprey, E., Manly, E. B., Handley, J. T., Cicchetti, & Toth, S. L., early infancy is a phase of development that is marked by increased flexibility, and the experience of chronic stress (like as maltreatment) might change how neurobiological stress response is affected (2021).

Children who faced maltreatment become isolated. They learn negative aspects of everything. They hesitate in starting a new work. They have low social skills. They become rebellious and develops negative thinking. They don't even try to fulfill the expectations of their caregivers

because they feel they can never meet the expatiations of their family. They lose motivation fo  
However, this may be due to reaction being witnessed or a reluctance to disclose harsh behavior.  
Studies employing parental reports and observations of parent-child interactions do not  
consistently show higher negative or unpleasant behaviors such as criticizing, slapping, and  
taunting. However, even in research that do not mention more frequently aversive parental  
behavior, a higher proportion of negative relative to good parent-child exchanges is discovered  
(Burgess and Conger, 1978; Mash et al., 1983).

### **Conclusion**

The study was conducted to analyze the in-depth effect of child maltreatment on psychological, academic progress and social well-being of students. Results of this study have shown that children who were being maltreated i.e. emotionally, physically and neglected by their parents, guardians and caregivers, exhibited adverse effects in various socio-psychological spheres. Moreover, such maltreatment effects the cognitive development and physical health of students. Children who faced maltreatment become isolated, have low social skills and lose motivation for future goals. Child maltreatment leads to trust issues, rude behavior and verbal skill problems. Children cannot develop positive social behaviors; it affects the confidence level, reduces or eliminates the social interactions and children are not able to attach emotionally and cannot grow properly in life.

### **Recommendations**

Professionals who work with teens must be aware of some of the proposed strategies that may be utilized to alleviate the effect of child abuse on young children. Given the catastrophic effects of this practice (Altafim & Linhares, 2016; Beasley, Ridings, & Silovsky, 2017; Usakli, 2012). Following are some recommendations based on the findings of this study: This reading further recommends executing comprehensive, child maltreatment prevention efforts which comprise a focus on promoting societal cohesion that may help reduce child abuse.

As it was previously mentioned, maltreated youngsters live difficult lives; therefore, school workers should be sensitive to this stress and provide a stable atmosphere for these kids. Since school counsellors are qualified professionals, they play a significant role in assisting kids with their psychological needs (Ridings er at., 2017)



Giving children and their families' social assistance is also crucial. Counselors are the most suited individuals to offer these services based on their professional knowledge. Additionally, facilitating parents with workshops and different opportunities to learn more about social support and resources may help prevent maladaptive behaviors from occurring.

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