

INFLUENCE OF CHILD TRAFFICKING ON PERSONALITY AND
ACADEMIC ADJUSTMENT AMONG JUNIOR SECONDARY
SCHOOL STUDENTS IN EDO STATE, NIGERIA

BY

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DECLARATION

I declare that the work entitled “Influence of Child Trafficking on personality and Academic Adjustment among Junior Secondary school students in Edo state, Nigeria” has been written by me in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. The information derived for the literature has been duly acknowledged in the text and the list of references provided. No part of this thesis had previously been used for another degree or diploma at any institution.

David IBITAYO _____ December, 2015

CERTIFICATION

This thesis entitled “INFLUENCE OF CHILD TRAFFICKING ON PERSONALITY AND ACADEMIC ADJUSTMENT AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN EDO STATE, NIGERIA” by David IBITAYO meets the regulations governing the award of Masters’ Degree (Educational Psychology) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my parents Mr. G. A. Ibitayo and late Mrs. Christiana Ibitayo, who trained me right from primary school to university level. I also dedicate this work to almighty God who gave me the wisdom, knowledge and understanding to undertake the course.

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Finally, I give all glory, honour, adoration and majesty to God almighty for making this dream a reality.

ABSTRACT

This study investigated the influence of child trafficking on personality and academic adjustment among junior secondary school students in Edo state, Nigeria. This study employed ex-post-facto design. The population of this study was 264 for both victims and non-victims of child trafficking. Opportunistic sampling technique was used for the study. Three Research questions and three null hypotheses guided this study. The instruments adopted for this study were: Psychological stress inventory, Beck Depression inventory and Bell academic adjustment inventory. The SPSS Statistical package version 20 was used to analyze the data. Data were analyzed using mean, standard deviation and independent t-test. The findings revealed that differences exist between victims and non-victims of child trafficking in their personality psychological stress, personality depression and academic adjustment. Victims of child trafficking have higher personality psychological stress than non-victims ($t = 15.931, p = 0.000$), also, victims have higher depression than non-victims ($t = 31.482, p = 0.000$). The non-victims have higher academic adjustment than victims of child trafficking ($t = 31.682, p = 0.000$). It was recommended among others that victims and non-victims of child trafficking should be sensitized on the effects of child trafficking on personality and academic adjustment of school children.

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Operational Definition of Terms:

Academic Adjustment: The ability of an individual to cope or fit in to teaching and learning taking place in the school.

Child Trafficking: This is the transfer of children by fraudulent means from their parents' home to another location for exploitative purposes.

Non – victims: Children who have never experienced trafficking and are also in school.

Personality Depression: This is a personality disorder that is marked by feelings of low self-worth or guilt and a reduced ability to enjoy life.

Personality: The characteristic way that a person thinks, feels, and behaves; the relatively stable and predictable part of a person's thought and behaviour, with respect to the psychological stress and depression levels of the individual.

Personality Psychological stress: Anything that can cause an individual to feel tension, pressure, or negative emotions, such as anxiety and anger.

Victims: Children who have experienced trafficking but have been rescued and are now in school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

All over the world, the birth of a child is a thing of joy. Children therefore occupy a special position in the life of any family or nation. In African tradition as well as Nigeria and Edo state in particular, the importance of children cannot be over emphasized. In the old days, the task of caring and bringing up a child was not only that of the parents, but also the entire community. In those days parents and guardians treat their children with much love and affection. They fended for the children, give attention to their needs, and protect their interests in the cultural and social lives of the community. The above fact is without prejudice to the many forces and conditions in our society today, which violate the complete development of children and the unfolding of their potentials. One of these conditions that militate against the well – being of the child these days is child trafficking (Odigie & Chinenye 2008)

Child trafficking is a phenomenon that is currently generating a lot of concern globally, in African countries like Nigeria and Edo State in particular, where it is highly prevalent. It is the third largest criminal activity in the world today after arms and drug trafficking (Tola, 2008). In the last decade, child trafficking has considerably increased throughout the world and most especially in Nigeria. Every year, millions of children are misled or forced to submit to servitude. The United Nations Convention against Transnational Organized Crime (2000), recognized children’s rights, and has provided a legal basis to combat child trafficking. But their scope is limited by the lack of a clear and publicly accepted definition of child trafficking in West Africa, where the terms “trafficking”, “abduction” or “Sales of children” have different meanings in different countries.

The United Nations Palermo Protocol (2000), with its definition of trafficking, provides useful guidelines for law reforms and the criminalization of this practice. According to Article 3 (a) of the protocol, trafficking in persons shall mean the illegal recruitment, transportation and transfer of persons especially less than 18 years for the purpose of exploitation. By this definition, trafficking in persons is therefore, envisaged as the transfer of persons by fraudulent means for exploitative purposes. According to United Nations Children's Fund (UNICEF) (2007), children are trafficked for the purpose of domestic services, prostitution and other forms of exploitative labour (UNICEF, 2007). There has been a serious concern about the causes of child trafficking in Africa as a whole and Nigeria as a country and Edo State in particular. UNICEF (2007) has identified poverty, large family size, and rapid urbanization among others as the major factors why many Nigerian children and Edo State in particular are vulnerable to trafficking.

In recent times, child trafficking has come to be considered as a social problem of significant scope, which had attracted much international attention and interest. Child trafficking does not only exist in Edo State in Nigeria, but is a global issue that has cut across all socio – economic groups as reported by United Nations Children's Fund (UNICEF, 2002). Furthermore, the search for greener pasture or white collar jobs in the cities resulted in a massive movement from rural areas to the urban centres, therefore, most parents engage in daily pursuit without regarding the conditions their children have been subjected to. Child trafficking may affect the personality of the victims, which may lead to the manifestation of certain personality traits and disorders.

Personality is the unique psychological qualities of an individual that influences a variety of characteristic behaviour patterns (both overt and covert) across different situations and over

time (Gerrig & Zimbardo, 2002). Personality is the characteristic way that a person thinks, feels, and behaves; the relatively stable and predictable part of a person's thought and behaviour, it includes conscious attitudes, values, and styles as well as unconscious conflicts and defense mechanisms (Miller & Keane, 2003). According to Nolen-Hoeksema (2011), personality disorders are sets of disorders that are inflexible and maladaptive and cause either functional impairment or subjective distress and that some of such disorders may include depression and psychological stress. Auerbach and Gramling (2009), believed that certain personality disorders such as depression and psychological stress may present an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being. These victims that are now in schools may be having flashbacks of their unpleasant past experiences which may eventually affect their mental ability and concentration in school. Cohen (2009), opined that personality traits such as depression may give rise to mental illnesses in which a person experiences deep, unshakeable sadness and diminished interest in nearly all things including learning.

Child trafficking may affect students' academic adjustment, which may lead to total disruption of teaching and learning in school. Academic adjustment means to fit in, modify, or to respond to teaching and learning in the school. Therefore, academic adjustment according to Olagunju (1998) is a situation in which an individual is able to cope with pleasant and unpleasant situations within his/her school environment without having psychological behaviour disorders. Victims of child trafficking may also show or display habits such as withdrawal, excessive aggression, shy or one form of maladjustment or the other. Hence, there is need for these children to be properly rehabilitated and re-integrated into the school system because their successes in negotiating these challenges predict school success.

1.2 Statement of the Problem

Edo state, the 'Heart beat of Nigeria', has been labeled as "the endemic source of child trafficking in Nigeria" (Braithwaite 2013). As a result of this negative label, a number of international organizations and non-governmental organizations (NGOs) have intervened to combat the menace in the state. Despite these interventions, child trafficking is still very rife in the area.

Information gathered by the researcher (based on interactions with some villagers and individuals in Edo state) showed that victims of child trafficking are not always willing to go back to school after they have been rescued and recovered from the trafficking chain. From the interactions, the villagers disclosed that victims when recovered from the traffickers exhibit certain unpleasant characteristics which were not common to them before they were trafficked. Such characteristics they said include: social exclusion, intolerance, sadness, despair and lack of interest and pleasure in nearly everything that would ordinarily excite young individual. They also noted that even if these victims are kept in school, some of them may withdraw (have drop-out tendencies) on their own. Based on these observations and revelations from these individuals, the researcher is prompted to embark on investigating the phenomenon. If researchers and educationists understand the level of influence of child trafficking on personality and academic adjustment among secondary school students, ways and means could be devised to boost the personality of the victims and enhance their academic adjustment, so that they would be able to stay in school for proper education and re-integration into the society. Based on the background therefore, the researcher is prompted to investigate the

topic” Influence of child trafficking on personality and academic adjustment among Junior Secondary School students in Edo state.”

1.3 Objective of the Study

The objectives of this study are:

1. To examine the influence of child trafficking between victims and non-victims in their personality psychological stress level among Junior Secondary School students in Edo state.
2. To examine the influence of child trafficking between victims and non-victims in their personality depression level among Junior Secondary School students in Edo state
3. To examine the influence of child trafficking between victims and non-victims in their academic adjustment among Junior Secondary School students in Edo state.

1.4 Research Questions

In order to guide this investigation, the following research questions are formulated:

1. What is the difference between victims and non-victims of child trafficking in their personality psychological stress among Junior Secondary School students in Edo state?
2. What is the difference between victims and non-victims of child trafficking in their personality depression among Junior Secondary School students in Edo state?
3. What is the difference between victims and non-victims of child trafficking in their academic adjustment among Junior Secondary School students in Edo state?

1.5 Research Hypotheses

The following hypothetical statements are drawn for the purpose of this study.

1. There is no significant difference between victims and non-victims of child trafficking in their personality psychological stress among Junior Secondary School students in Edo state.
2. There is no significant difference between victims and non-victims of child trafficking in their personality depression among Junior Secondary School students in Edo state.
3. There is no significant difference between victims and non-victims of child trafficking in their academic adjustment among Junior Secondary School students in Edo state.

1.6 Basic Assumptions

The following assumptions are made for the purpose of this study:

1. Significant difference may exist between victims and non-victims of child trafficking in their personality psychological stress among Junior Secondary School students in Edo state.
2. Significant difference may exist between victims and non-victims of child trafficking in their personality depression among Junior Secondary School students in Edo state.
3. Significant difference may exist between victims and non-victims of child trafficking in their academic adjustment among Junior Secondary School students in Edo state.

1.7 Significance of the Study

It is hoped that the findings of this research work will be beneficial to classroom teachers in methodology as a result of individual differences among students. The findings of this study would enable classroom teachers to effectively handle victims of child trafficking for optimal adjustment to teaching and learning in the school.

School psychologists and counsellors would also find this study useful in behaviour management and counselling of victims and even non-victims of child trafficking. Policy makers and educationists have a lot to gain from this research in terms of curriculum planning and development, taking into consideration children who are victims of child trafficking.

Also, non-governmental organizations (NGOs), as well as UNICEF would find this research useful in providing intervention programmes for victims of child trafficking. Government and parents stand to benefit from the findings of this research.

The government can make use of the recommendations of this study through its agency, such as the National Agency for the Prohibition of Trafficking in Persons (NAPTIP) to reduce the incidences of child trafficking.

Victims and non-victims of child trafficking would as well benefit from this study by being sensitized on the effects and dangers of child trafficking which are all contained in this work. This will prepare and equip them against any deceit from any trafficking agent

Similarly, it is hoped that the findings of this study will be significant to the society in general. This is because if the society is aware of the detrimental effects and dangers posed by child trafficking on personality and academic adjustment of the victims who are in school, society itself can mount campaign to frustrate the efforts of traffickers, trafficking agents and trafficking chains.

Finally, it is hoped that future researchers would also find this work of immense importance, as it would serve as reference material for their own work.

1.8 Scope and Delimitation of the Study

This study covers all the Junior Secondary Schools (JSS) in Edo state. Male and female students who are victims of child trafficking presently in JSS classes form the population of this research work. Record from Ministry of Education, Edo state shows that ten (10) designated schools have victims of child trafficking in the state, with a total population of 132 students.

Scales were adopted to measure the level of psychological stress and depression as well as academic adjustment of victims of child trafficking in Junior Secondary Schools in Edo state. It is the desire of the researcher to include students of Senior Secondary Schools in the study but due to time constrain the study has to be limited to only Junior Secondary Schools. More importantly, it is assumed that some of the students at the Senior Secondary School level are above 18 years, that is above adolescent age. Whereas the age group of students at JSS level in mainly adolescent. As we all know, adolescents are more emotionally challenged than any other age group, this is due to their stage of development. Therefore, the scope of this research is restricted to children not more than 18 years.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction:

This chapter presents a review of related literature based on the following headings:

2.2 Conceptual Framework

2.2.1 Personality

2.2.1.1 Personality Psychological Stress

2.2.1.2 Personality Depression

2.2.2 Child Trafficking

2.2.3 Academic Adjustment

2.3 Theoretical Framework

2.3.1 Hans Eysenck Personality Theory

2.3.2.1 Bandura and Lewin Theory of academic adjustment

2.3.2.2 Sigmund Freud Psychodynamic Theory of Adjustment

2.3.3.1 Aaron Beck Cognitive Theory of Depression

2.3.4 Stress Psychosocial Theory by Sherif and Sherif

2.4 Review of Empirical Studies

2.5 Summary of Review of Related Literature

2.2 Conceptual Framework:

2.2.1 Concept of Personality

Universally, human beings are embodiment of personality. By implication, there is no human being on earth that has no unique, enduring, consistent and uncommon characteristics. We all as humans, have at one time or the other displayed our personalities at different occasion or event. The psychological concept of personality goes beyond mere appearance or outward behaviour. The question of how best to interpret or define personality has long exercised the minds of psychologists (Mangal 2011).

Watson (1930) as cited in Warren (2009), the father of behaviourism, on the basis of his behavioural studies, opined that “personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information”. In this definition, Watson tried to make the word personality synonymous with the consistent behaviour patterns of an individual. This, however, reflected a very narrow meaning of the term personality. In his own view, Morton (1929) in Miller and Keane (2003), tried to give personality a broader base by accepting the role of both environmental and hereditary factors in constituting what is termed as personality. According to him, “personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience. The definition of Morton was criticized on the ground that it does not present an integrated and organizational view of

personality. Personality cannot be described through merely summing up the various elements involved in it (Sherman and Mark 2001).

The inability of various existing definitions to describe personality in acceptable terms led Allport (1948) as cited in Mangal (2011), to engage in trying to discover some useful definitions of personality. In his own view, “personality is a dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment.” Although Allport tried to give a comprehensive definition of the term personality by reorganizing its dynamic nature and organizational aspects and by emphasizing the role it can play in an individual’s adjustment to his environment. Mangal (2011), argued that Allport’s definition of personality suffered from serious defects. He said in emphasizing the dynamic organization within the individual, Allport seems to view personality as somewhat different from the individual, residing within him, rather than as an integrated unity of mind and body. Personality to him is something put into the individual. Contemporary psychologists like Cattell (1970) and Eysenck (1971) are of the opinion that the true nature of personality cannot be understood by considering only the behavioural or dynamic aspects. Cattell (1970), viewed personality as that which permits a prediction of what a person will do in a given situation.

An American psychologist, Maddy (1976), in his own opinion, considered personality as an organized and integral whole of definite characteristics and tendencies within the individual which make him correspond to the person of his group, society, culture and nation and at the same time maintain the individuality and uniqueness of his personality. Thus, he said personality is the stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feelings and actions) of people that have continuity in time and that may or may not be easily understood in terms of the social and biological pressures of the immediate situation alone. These characteristics and tendencies (inherited as well as acquired) although stable to a large

extent are subject to change and modification according to the needs of the time and the environmental situation for making one adjusted to one's self as well as to the environment. The causes of such modification and changes are not necessarily linked with present physical, biological and social situations, and may be connected with the earlier childhood experiences, genetic code and many other unknown factors. Thus, what a person presents in his totality is his personality (Horgan 1976)

According to Warren (2009), personality is the characteristic pattern of behaviour that distinguishes one person from another. Personality could also be referred to as the individual differences in characteristic patterns of thinking, feeling, and behaving. It focuses on two broad areas: understanding individual differences in particular, personality characteristics, such as sociability or irritability (Boeree 2006).

Miller and Keane (2003) believed that striking characteristics of an individual such as shyness, aggressiveness, moody, sadness, etc can be used to describe the personality of such individual. Their believe is that personality has to do with people's individual differences. According to their study, personality usually refers to that, which is unique about a person, the characteristics that distinguish him or her from other persons. Hence, personality implies predictability about how a person will act or react under different circumstances. Therefore, they see personality as the characteristic pattern of behaviour and mode of thinking that determines a person's adjustment to the environment.

Psychologists differ in their believes as to whether behaviour is internally or externally controlled, i.e. innate or environmental. Hence, our personality is the view of our selves we present to the outside world (Gerrig & Zimbardo 2002). Eysenck (1992), viewed personality as more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determine his unique adjustment to his environment. Eysenck's definition

highlighted the following terms:

- i Character - This denotes a person's more or less stable or enduring system of organization of conative behaviour (will).
- ii Temperament – It is a person's more or less stable or enduring organization of effective behaviour (emotion).
- iii Intellect – This is a person's more or less stable or enduring organization of cognitive behaviour (intelligent).
- iv Physique – This denotes a person's more or less stable or enduring organization or bodily configuration and neuro - endocrine endowment (glands, nervous system and bodily configuration).

2.2.1.1 Concept of Personality Psychological Stress

Nearly everyone experiences some aspects of psychological stress or the other, as our world is full of social problems such as war, poverty, divorce, trafficking in humans especially children, diseases etc. These social problems have the potential to induce stress in humans. Many research findings show that stress can be experienced due to major life events. Previously, it has been believed that experiences of stress are more prevalent only in adults, but nowadays many research findings show that stress is one of the major psychological problems that is invading adolescents mostly in secondary schools (Allam, 2011). According to him, psychological stress interferes with students' educational, social, and personal life. Their academic affairs, concentration in class, productivity in their school work, interpersonal relationship and so on get easily affected.

The word stress means different thing to different people. Some people define stress as events or situations that cause them to feel tension, pressure, or negative emotions such as anxiety and anger (Auerbach & Gramling, 2009). They believed that stress is an unpleasant state of emotional and

physiological arousal that people experience in situations that they perceived as dangerous or threatening to their well-being. However, most psychologists regard stress as a process involving a person's interpretation and response to a threatening event. Allam (2011), views stress as a situation that pose demands, constraints, or opportunities. He explained that stress can be thought of as a response to life situations that require the individual to adapt or change. Segal and Smith (2013), opined that stress is a normal physical response to events that make one feel threatened or upset his/her balance in some ways. Lazarus and Folkman (1994), in their own opinion, regarded stress as a particular interaction between the person and the environment, appraised or evaluated by the person as being tasking or exceeding his or her personal resources, and as a consequence, disrupting his or her daily routines. However, a stress arousing situation for one person might be a neutral event for another. Whether a certain situation is stressful for us depends on how we appraise the stressor and how we rate our ability to deal with it (Sarason & Sarason 1998).

2.2.1.1 Causes of Stress

The situations and pressures that cause stress are called stressors. We usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that puts high demands on you or forces you to adjust can be stressful. What is a stressor for one person may not be stressful for another. Lazarus and Folkman (1994), are of the opinion that for an event or situation to be a stressor for a particular individual, the person must appraise the situation as threatening, harmful, or posing excessive demand and lack the coping resources to deal with it effectively. Balarabe (2003) stated that stress can be generated as a result of blocked goal attainment, or perceived loss of a source of some need satisfaction. The inability to attain a desired goal results in frustration, anxiety or stress. He further explained that when needs are not satisfied, or their means of satisfaction are perceived by the individual to be under threat, then stress is generated. Of course not all stress are caused by

external factors. Stress can also be self-generated, for example, when you worry excessively about something that may or may not happen, or have irrational, pessimistic thoughts about life. Examples of common external causes of stress are; major life changes, work or school, relationship difficulties, financial problems, being too busy, children and family. While internal causes of stress are: chronic worry, pessimism, negative self-talk, unrealistic expectation, rigid thinking (lack of flexibility) etc (Segal & Smith 2013). According to Auerbach and Gramling (2009), stressors can be classified into three general categories;

- i Catastrophic events: A catastrophe is a sudden, often life-threatening calamity or disaster that pushes people to the outer limits of their coping capability. Such catastrophic events are earthquakes, tornadoes, fires, floods, wars, torture, automobile accidents, violent physical attacks especially during trafficking, as well as sexual assaults. Catastrophes often continue to affect their victim's mental health long after the event has ended.
- ii Major life changes: The most stressful events for adults involve major life changes such as death of a spouse or family members, divorce, imprisonment, losing one's job and major personal disability or illness. For adolescents, the most stressful events are the death of a parent or a close family member, divorce of their parents, imprisonment of their mother or father and forceful separation from their parents and forceful removing a child from his parent's home.
- iii Daily Hassles: Much of the stress in our lives results from having to deal with daily hassles pertaining to our daily jobs, personal relationships and everyday living circumstances. Many people experience the same hassles every day. Examples of daily hassles include living in a noisy neighbourhood, commuting to work in heavy traffic, disliking one's fellow workers, worrying about owing money, waiting in a long queue, misplacing or losing valuable items or things. When taken individually, these hassles may feel like only minor irritants, but

cumulatively, over time, they can cause significant stress. In addition to the above mentioned categories of stressors, simply thinking about past events or anticipating unpleasant future events can cause stress for many people (Segal & Smith 2013).

2.2.1.2 Effects of Stress

Stress can have both positive and negative effects on individuals. Stress is a normal, adaptive reaction to threat. It signals danger and prepares us to take defensive action. Fear of things that pose realistic threats motivates us to deal with them or avoid them. It is logical to assume that the manifestation of an aggressive act against some individual or group will bring about some retaliatory action, which creates stress in both the aggressor and victim. Therefore, the effect of stress is infectious upon other people in the environment or community (Balarabe 2003).

Physicians increasingly acknowledge that stress is a contributing factor in a wide variety of health problems. These problems include cardiovascular disorders such as hypertension (high blood pressure and stroke); coronary heart disease (narrowing of the heart's arteries) and gastrointestinal disorders, such as ulcers. Stress also appears to be a risk factor in cancer, infertility, speed up the aging process, chronic pain problems, and many other health disorders such as suppress the immune system, sleep problems, skin conditions, such as eczema. Long-term stress can even rewire the brain, leaving you more vulnerable to anxiety and depression (Segal & Smith 2013). Stress influences mental health as well as physical health. People who experience a high level of stress for a long time, and who cope poorly with this stress, may become irritable, socially withdrawn, and emotionally unstable. They may also have difficulty concentrating and solving problems even in school. People who survive catastrophe, such as violent attacks, sometimes develop an anxiety disorder called post traumatic stress disorder (PTSD) (Auerbach & Gramling 2009).

Post-Traumatic Stress Disorder is a mental illness that some people develop after experiencing traumatic or life-threatening events. Such events include warfare, rape and other sexual assaults, violent physical attacks, torture, child abuse (child trafficking), natural disasters such as earthquakes and floods, and automobile or airplane crashes. People who witness traumatic events may also develop the disorder. In victims of sexual or physical abuse, the disorder has been called rape trauma or battered woman syndrome. The American Psychiatric Association (APA) adopted the current name of the disorder in 1980. People with this disorder relive the traumatic event again and again through nightmares and disturbing memories during the day. They sometimes have flashbacks, in which they suddenly lose touch with reality and relive images, sounds, and other sensations from the trauma. Because of their extreme anxiety and distress about the event, they try to avoid anything that reminds them of it. They may seem emotionally numb, detached, irritable, and easily startled. They may feel guilty about surviving a traumatic event that killed other people. Other symptoms include trouble concentrating, depression, and sleep difficulties. Symptoms of the disorder usually begin shortly after the traumatic event, although some people may not show symptoms for several years. If left untreated, the disorder can last for years. Post-traumatic stress disorder can severely disrupt one's life. Besides the emotional pain of reliving the trauma, the symptoms of the disorder may cause a person to think that he or she is "going crazy." In addition, people with this disorder may have unpredictable, angry outbursts at family members. At other times, they may seem to have no affection for their loved ones. Some people try to mask their symptoms by abusing alcohol or drugs (Drug Dependence). Others work very long hours to prevent any "down" periods when they might relive the trauma. Such actions may delay the onset of the disorder until these individuals retire or become sober Pfefferbaum (2007). Adults and children with PTSD do experience the traumatic event again and again in dreams and in disturbing memories or flashbacks during the day. They often seem emotionally numb and may be easily startled

and angered. Such individuals may also not be able to cope with teaching and learning processes taking place in the school (Costi (2009)).

2.2.1.3 Symptoms of Stress

The signs and symptoms of stress over load can be almost anything. Stress affects the mind, body and behaviour in many ways, and everyone experiences stress differently. Not only can overwhelming stress lead to serious mental and physical health problems. It can also take a toll on relationships at home, work and school (Segal & Smith 2013). Costi (2009), classified symptoms of stress into emotional, physical, behavioural and cognitive symptoms. For the purpose of this study, cognitive and behavioural symptoms will be highlighted.

Cognitive symptoms have to do with that which interfere with the individual's thinking ability such as memory problem, inability to concentrate, poor judgment, seeing only the negative, constant worrying and anxiety. While behavioural symptoms include; sleeping too much or too little, isolating oneself from others, procrastinating or neglecting responsibilities, using alcohol, cigarettes, or drugs to relax (Segal & Smith 2013).

2.2.1.4 Coping Strategies for Stress

Managing stress is all about taking charge; taking charge of our thoughts, emotions, schedules, environment, and the way we deal with problems. Stress management involves changing the stressful situations if we can (Segal & Smith 2013). Coping with stress means using thoughts and actions to deal with stressful situations and lower our stress levels. Many people have a characteristic way of coping with stress based on their personality. People who cope well with stress tend to believe they can

personally influence what happen to them. Some people usually make more positive statements about themselves, resist frustration, remain optimistic, and persevere even under extreme adverse conditions (Costi 2009). On the other hand, people who cope poorly with stress tend to have somewhat opposite personality characteristics, such as low self-esteem and a pessimistic outlook on life (Auerbach & Gramling 2009).

According to Lazarus and Folkman (1994) in Balarabe (2003), several coping strategies have been identified by psychologists that help to keep stress within tolerable levels. These are usually classified into “Problem-focused and Emotion-focused” coping strategies. The goal of both strategies is to control one’s stress level. Problem-focused coping strategy involves taking direct action to solve problems or to adjust to the problem. The coping strategy of changing one’s thoughts is also called cognitive reappraisal (Balarabe 2003). On the other hand, Emotion-focused coping strategy involves regulating one’s emotional responses to the stressor. For example, one could use defense mechanisms of denial, that is, to pretend that the problem does not exist (Balarabe 2003). Also, one could cope with stress by employing another emotion-focused strategy like seeking support from other people around e.g. school mates, family members and friends etc. Since everyone has a unique response to stress, there is no “one size fits all” solution to deal with it. There is no single method that works for everyone or in every situation. Segal and Smith (2013) present four “As”: Avoid, Alter, Adapt, and Accept as methods of managing stress.

- Avoid unnecessary stress: keep people and situations that stress you out.
- Alter the situation and if you cannot, avoid a stress situation; try to alter it in as much as possible. Let others know about your concerns and deal with the problem head on.

- Adapt to the stressor. When you cannot change the stressor, try change yourself to get used to the stressor
- Accept the things you cannot change. Learn to accept the inevitable rather than rail against a situation and making it even more stressful.

Blooming (1996) in Balarabe (2003), presented a list of some tips to help individuals manage stress. Here are some of the tips with little modifications.

- Each day, observe aerobic exercise, such as, running, walking, biking, all this can help keep the level of stress down.
- Eat a healthy and balanced diet. Well-nourished bodies are better prepared to cope with stress. Reduce caffeine and sugar intake, and cut back on alcohol and nicotine.
- Spend quality time each day with at least one relaxation technique e.g. thinking about happy events, prayer and meditation

Most importantly, children should be encouraged to share their problems with a sympathetic, understanding and non-judgmental adult. With support, they will find stress easier to cope with.

2.2.1.2 Concept of Personality Depression

The word depression is used to describe various and sometimes overlapping experiences. To many people, being depressed means feeling sad, 'blue', downhearted, disappointed, and upset, etc. However, a person can feel all these emotions without being actually depressed. Depression in psychology is a personality disorder, a mood or emotional state that is marked by feelings of low self-worth or guilt and a reduced ability to enjoy life. Depression is an emotional, physical and cognitive state that is intense and long-lasting and often has more negative effects on a person's day to day life. Depression could also be regarded as a type of mental illness in which a person experiences deep, unshakable sadness and diminished interest in nearly all activities including learning. People also use the term depression to describe the temporary sadness, loneliness, or blues that everyone feels from time to time. In contrast to normal sadness, severe depression, also called major depression, can dramatically impair a person's ability to function in social situations, at work and even to concentrate in classroom learning in the school (Cohen 2009).

Surveys indicate that people commonly view depression as a sign of personal weakness, but psychologists view it as a real illness. However, women are two or three times more likely than men to suffer from depression. Experts disagree on the reason for this difference. Some cite differences in hormones, and others point to the stress caused by society's expectations of women. A number of large-scale studies indicate that depression rates have increased worldwide over the past several decades. Furthermore, younger generations are experiencing depression at an earlier age than did previous generation. Social scientists have proposed many explanations, including changes in family structure, urbanization, and reduced cultural and religious influences (Rapmund & Moore 2000).

2.2.2.1 Symptoms of Depression

Depression usually begins during a person's 20s or 30s. The illness may come on slowly, then deepen gradually over months or years. Common symptoms include sad mood, sleep disturbances, and

lack of energy. Elderly people with depression usually complain of physical rather than emotional problems (Cohen 2009). Symptoms of depression can also vary by culture. In some cultures, depressed people may not experience sadness or guilt but may complain of physical problems. In Mediterranean cultures, for example, depressed people may complain of headaches or nerve aches. While in Asian cultures they may complain of weakness, fatigue, or imbalance (Miller & Smith 2003).

Cohen (2009) gave the following as some of the symptoms observed in depressed people in African sub-region.

(a) Appetite and Sleep Changes: Depression usually alters a person's appetite, sometimes increasing it, but usually reducing it. Sleep habits often change as well. People with depression may oversleep or, more commonly, sleep for few hours. A depressed person might go to sleep at midnight, sleep restlessly, then wake up very early the following morning feeling tired and blue. According to Cohen (2009), for many depressed people, early morning is the saddest time of the day.

(b) Poor Self-Esteem: People with depression often experience feelings of worthlessness, helplessness, hopelessness, guilt, and self-blame. They may interpret a minor failing on their part as a sign of incompetence or interpret minor criticism as condemnation. Some depressed people complain of being spiritually or morally dead. Even a competent and decent person may feel deficient, cruel, stupid, phony, or guilty of having deceived others. People with major depression may experience such extreme emotional pain that they consider or attempt suicide. At least 15 percent of seriously depressed people commit suicide, and many more attempt it (Cohen 2009).

(c) Psychotic Symptoms: In some cases, people with depression may experience psychotic symptoms, such as delusions (false beliefs) and hallucinations (false sensory perceptions).

Psychotic symptoms indicate an especially severe illness. Depressed people with psychotic symptoms are more likely to be moody and unhappy. They are also more likely to commit suicide (Pillay & Cassimjee 2000).

2.2.2.2 Causes of Depression

Some depressions seem to come out of the 'blue,' even when things are going on well. Other seems to have an obvious cause: a marital conflict, financial difficulty, or some personal failure. Most psychologists believe depression results from an interaction between stressful life events and a person's biological and psychological vulnerabilities.

According to Rapmund and Moore (2000), depression runs in families. They believed that there is a strong genetic influence in depression. They disclosed that genetically identical twins raised in the same environment are three times more likely to have depression in common than fraternal twins, who have only about half of their genes in common. Their findings suggest that vulnerability to depression can be inherited.

Psychologists agree that stressful experiences trigger depression in people. For example, the death of a loved one or one traumatic experience or the other may trigger depression. Children who experience child trafficking (victims) appear more vulnerable to depression than other children (non – victims). So also are children living under chronically stressful conditions, such as crowded apartments with little or no support from friends and relatives (Pillay & Cassimjee 2000).

2.2.2.3 Effects of Depression

Depression may appear anytime from childhood to old age. The illness may come on slowly, and then deepens gradually over months or years. On the other hand, it may erupt suddenly in a few weeks or days. A person who develops severe depression may appear so confused, frightened, and unbalanced

that observers may speak of a “nervous breakdown.” Also, the individual may experience feelings of sadness, despair, hopelessness, or pessimism, poor self-esteem, or worthlessness and heightened self-depreciation; a decrease or loss of ability to take pleasure in ordinary activities, reduced energy and vitality, slowness of thought or action, loss of appetite and disturbed sleep as well as thoughts of committing suicide (Miller & Smith 2003). The effects of depression can vary by age. In school age children, depression may include physical complaints, such as stomachaches and headaches, as well as irritability, social withdrawal, and changes in eating habits. They may feel unenthusiastic about learning and school activities generally. Such children normally have problem of school adjustment and may experience delusions and hallucination. Depression also changes one’s energy level. Some depressed people may be restless and agitated, engaging in fidgety movements. Others may feel sluggish and inactive, experiencing great fatigue, lack of energy, and feeling of being worn out or carrying a heavy burden. Depressed people may also have difficulty in thinking. Poor concentration and problems with memory. This is why children that are depressed will have problems of learning and academic adjustment (Ngeobo & Pillay 2008).

2.2.2.4 Treatment of Depression

Depression typically cannot be shaken or willed away. An episode must therefore run its course until it weakens either on its own or with treatment. Depression can be treated effectively with anti-depressant drugs, psychotherapy, or a combination of both. Despite the availability of effective treatment, most depressive disorders go untreated and undiagnosed. This is because some general physicians fail to recognize depression in their patients. In addition, many doctors and patients view depression in elderly people as a normal part of aging, even though treatment for depression in older people is usually very effective (American Psychiatric Association (APA) 2005).

2.2.3 Concept of Child Trafficking

The word trafficking is from the word “traffic”, which means transportation or travel. Trafficking in children is a lucrative business today and it has been identified as the fastest growing criminal business in the world today. It is second only to drug trafficking as the most profitable illegal business in the world according to Ajagun (2012). Child trafficking had become a major concern to all societies in recent times. Also, child trafficking has put Nigeria on the map of the notorious. The problem has assumed wider dimensions not only to the individual traffickers, but also to Edo state and the entire country, Nigeria. The recognition of children’s rights, and the resulting obligations for signatory countries, provide a legal basis to combat child trafficking. But their scope is limited by the lack of a clear and publicly accepted definition of child trafficking in West Africa, where the terms trafficking, abduction and sales of children have different meanings in different countries (UNICEF, 2002).

The United Nations Palermo Protocol (2002), with its definition of trafficking, provides useful guidance for law reform and the criminalization of this practice. According to the Protocol, trafficking in

persons shall mean the illegal recruitment, transportation, transfer, harbouring or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation according to the Protocol, shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery or servitude, or the removal of organs. By this definition, trafficking in persons is therefore, envisaged as the transfer of persons by fraudulent means for exploitative purposes. The definition also reveals that, it is not necessary for fraudulent means to be used for a situation to be classified as trafficking. Therefore, the illegal recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation shall be considered trafficking in persons even if this does not involve any of the means set forth in the definition of the Protocol (Selah 2001).

In the light of the definition of the child adopted by the United Nations Convention on the Rights of the Child (UNCRC)(UNICEF 2002), the principle applies to anyone under 18 years of age. Everyone under 18 years of age is a child. Child trafficking involves young children, adolescents and 17-year-old 'almost adults' who can be difficult to distinguish from young adults. The term 'child' is used in this research study for anyone under age 18, whatever their maturity. Adults are also victims of trafficking. According to several reports, majority are women and many are trafficked into commercial sexual exploitation. However, in the case of anyone 18 years old or older, it is not the mere fact that they have been recruited and moved from one place to another and then forced to make money for others which defines the case as 'trafficking': cases of adult trafficking involve some form of coercion or deception at the stage when the adult concerned is recruited and moved. Child trafficking sometimes involves moving children from one country to another – known as 'cross border' or 'transnational' trafficking. However, it is not only when children are moved across a border that they are trafficked but when they

are taken from one part of their own country to another, for example., from rural area to the city. This is known as 'internal trafficking'. Wherever they take a child, traffickers generally take advantage of the fact that the child concerned is no longer protected by relatives or friends and is in an unfamiliar environment where he or she does not know anybody to contact for help. This puts the child in a position of vulnerability, making it easier for others to subject the child to abuse (UNICEF 2002).

It is difficult to establish how many children or adults are trafficked worldwide each year. In 2008 the International Labour Organization (ILO) estimated that approximately 2.45 million people had been trafficked among the 12.3 million estimated to be victims of forced labour. Trafficked children can be divided into at least three subgroups according to age:

1. The main group is adolescent girls and some adolescent boys, aged 16 or 17 years old, perhaps even 15 years old. These 'almost adults' are often lumped together with trafficked adult women. These adolescents typically do not regard themselves as 'children' and feel mature enough to decide to leave home on their own. In many parts of the world, the majority of children trafficked in this age group are girls trafficked into commercial sexual exploitation. Others are exploited to labour in sweatshops and as domestic workers.
2. The second group involves pre-pubescent children who are trafficked for labour rather than sexual exploitation. In West Africa, for example, a large number are reported to be used as live-in servants. In Europe they include children used for begging.
3. The third group involves even younger children, mostly babies trafficked for adoption (Calvis 2006).

The UNCRC defines child trafficking as any action or transaction that involves illegal transfer of a child from one person or group of persons to another for remuneration or any other benefit (UNICEF 2002). Thus, from the definitions given above, three main elements are fundamental and they include: the actual act of trafficking including the recruitment, transportation, transfer, harbouring or receipts of persons; associated acts such as, the threat or the use of force or other forms of coercion, abduction, fraud, deception, abuse of power or of a position of weakness or vulnerability and exploitation including exploitation for prostitution (or other forms of sexual exploitation), forced labour or services, slavery or practices similar to slavery (Odigie & Chinenye 2008). In addition, it is also important to note that child trafficking include the illegal removal of a child from his or her family environment, the child's transportation, illegal reception or sale, and placement into an exploitative context (UNICEF 2002).

Children are recruited into trafficking in different circumstances. Traffickers recruit children while they are still living in their parental home; after they have left home; and sometimes after the children have already left their own country. In the case of younger (pre-pubescent) children, traffickers generally contact their parents and obtain their agreement to taking their child. They may exploit the parents' extreme poverty and offer an advance on the child's subsequent earnings or apply other forms of pressure to obtain control of the child. They may suggest the child will have a rosy future if she or he accompanies them, in effect deceiving the parents. A relatively small number of children, both young ones and older adolescents, are reported to be abducted.

Older adolescents regularly report that they were trafficked after being taken in by false promises

– once again, they were victims of deception. Girls report that they were trafficked after being

deceived by an apparent boyfriend who offered to take them abroad or to get married. False promises are also made on the basis of bogus job offers. These are used in particular to ensnare girls into commercial sexual exploitation once they are away from home or in a foreign country. Testimonies of

adolescents who have been trafficked regularly mention boyfriends, close relatives, neighbour or friend who made what appeared to be a kind offer to accompany the child abroad but who subsequently trafficked the child (Boak & Mark 2006).

Traffickers maintain control over trafficked children by subjecting them to a wide variety of methods. This is done in order to make the children obey the traffickers' instructions and orders. These vary from physical torture which may leave visible scarring to much more subtle forms of control that leave no physical marks and can, therefore, be difficult to detect. Children in all forms of exploitation are conditioned to believe that they have no alternative and are thereby deprived of motivation to escape. Traffickers take advantage of the dependency of younger pre-pubescent children – for food, shelter and even emotional needs – to persuade the children to do as they are told. Traffickers exploit the fact that children have a less-developed capacity than adults to assess risk, to articulate and voice their worries (about being exposed to danger), to distinguish right from wrong (when being required to commit a crime) and to look after themselves (including taking action to defend themselves) (Petty & Celia 2009).

2.2.3.1 Incidences of Child Trafficking

Edo state has gained notoriety for child trafficking, particularly for sexual exploitation and forced labour. As the world has experienced globalization, the trafficking of human beings has taken yet another dimension. Human traffickers, aware of the risks involved in the trafficking of human beings have set up sophisticated channels and networks for the easy and undetected flow of trafficked persons (Braimah 2013). Trafficking in persons, particularly women and children especially teenagers has become a phenomenon of global dimension. According to Ogwokhademhe (2013), Western Europe alone has an estimate of about 500,000 women and children per year trafficked from poorer regions in the world. Also, the International Labour Organization (ILO) has estimated worldwide that there are about 246million exploited children involved in child labour (debt bondage), forced recruitment for armed conflict, prostitution, phonograph and other illegal and illicit activities around the world. In 2010, it was reported that Thailand and Brazil were considered to have the worst child trafficking in the world. Similarly, the 2009 United States Department of Justice report reveals that, there were 1,229 suspected human trafficking incidents in the United States from 2007 to September, 2008 (Ajagun 2012 and Ogwokhademhe 2013).

Internal trafficking of women and children is not a new phenomenon. It has been going on with the trafficking of people from rural areas to major cities such as Lagos, Abuja, Kano, Kaduna, Calabar, Benin city, Warri, Port Harcourt; predominantly for exploitative domestic works, such as scavenging, begging and prostitution (Odigie & Chinenye 2008). Trafficking for organized begging takes place mostly in the Northern part of Nigeria where physically challenged or disabled persons are lured into begging business in major cities such as Kano, Kaduna, Zaria, Bauchi etc. Furthermore, experienced adult beggars traffic children under their custody. These children are then compelled to lead the handicapped into

organized begging. These trafficked children are traumatized and denied access to formal education and proper social upbringing (Agbu 2003).

In cross-border trafficking, Nigeria has been described as a country of origin, transit and destination for human trafficking and African countries like Cote d' Ivoire, Equatorial Guinea, Mali, Cameroun, Morocco just to mention a few, are some of the destination points for trafficked Nigerian women and children. While countries like Belgium, Spain, Germany, United Kingdom are the destination points in Europe. Venezuela in South America is a recent addition to the destination points while Saudi Arabia is the destination point in the Middle East. Nigeria has road links with Niger Republic and it provides the route to North Africa, the Middle East and Europe. Most of the trafficked women and children are deceived into believing that their destination would be Europe but most of them end up in some African countries like Benin Republic or other countries other than Europe (Odigie & Chinenye 2008).

Here is an account narrated by a female escapee from the trafficker's den. According to her story, the twenty year old victim, a Senior Secondary student in Edo state said, she escaped from Burkina Faso with the help of a Burkinabe after one month of prostitution. She had been made to believe that she would be taken to Europe but she ended up in Burkina Faso. She was deceived by a friend's brother who promised her a job in Europe. She said the trafficking ring use the Saki Route in Oyo state to cross children into Burkina Faso and Mali. She also revealed that children mostly girls, of the age of below fourteen years are beaten and starved to subdue them into doing the biddings of their masters. She also alleged that the illicit trade thrived with the connivance of some security agents (News Agency of Nigeria, 2007 in Odigie & Chinenye 2008).

2.2.3.2 Causes of Child Trafficking In Edo state and Nigeria

Although Nigeria has abundant natural and human resources, corruption has taken a serious toll on the country's economy. Nigeria has been rated one of the poorest in the world and so, wide spread poverty abounds even in the midst of these abundant resources. Thus, poverty has been identified as the principal driving force behind this illicit trade and the most visible cause of the vulnerability of women and children to trafficking in Nigeria and Edo state in particular (ILO Report in Odigie & Chinenye 2008). Ogwokhademhe (2013), emphasized that child trafficking is as a result of wide spread poverty in the land which has led to the outright breakdown in family values and social disorientation arising from cultural alienation. He further stressed that the desire to belong and the search for self-identity have led to frenzy- the lure for crass materialism. Again in some communities in Nigeria, the wealthy are accorded honour and respect without bothering to find out the source of their wealth. This at times makes people engage in all sorts of vices to acquire wealth. The society stratifies people into groups of the 'haves' and the 'have- not' and some people out of the desperation to belong to a better social class or at least pull through the poverty line, fall into the racketeering bait. Also, some were perhaps pushed into trafficking by their parents in anticipation of the dollar "rain" in foreign countries. Agbu (2003) further explained that in Edo state from where the contemporary trend in child trafficking started, it is alleged that business transactions existed between the native Italians when the Nigeria economy was more robust. These Nigerians visited Italy to buy shoes, gold and clothing to sell in Nigeria. However, when sex business became more lucrative in Italy, coupled with worsening economic situation in Nigeria, the women shifted to sex business. This explains why till date, over eighty percent (80%) of trafficked persons to Europe especially Italy came from Edo state. Keefer (2006) stated that there are close links between poverty and wide spread illiteracy as well as unsafe and uninformed migration. He said that due to high rate of poverty, many Nigerians, especially of Edo state origin who are of school age are not in school because they cannot afford it, thus, those with minimal education and who lack the skills required to secure good jobs often fall easy prey to traffickers who deceive them with tales of

good jobs in the cities in case of internal trafficking and greener pastures abroad for trafficking across borders.

However, with social change as a result of rapid urbanization, education, globalization and harsh economic conditions, there has been a decline in traditional and cultural values. It is common for people to want to solve the problems of their immediate or nuclear families without considering for the larger family. Thus, rapid urbanization has led to an alteration of the extended family and community forms of solidarity. Furthermore, there is a collapse of the protective environment as a result of the laxity of security agents in discharging their duties. Negligence on their part accounts for why most of the trafficked victims pass through immigration with fake visas which are undetected at the point they are checked. Negligence of duty may be attributed to poor salary for the security agents or to corruption as some victims claimed that some security agents connived with the traffickers who let them pass security check points at the airports, land borders and seaports unchecked (NAN Report 2007).

Again, the road and sea links or boundaries of Nigeria with her neighbouring countries are extensive and are difficult and expensive to patrol effectively. As a result, citizens from other African countries who have intra-state conflicts in their countries of origin use this porosity to flee across international borders to enter into the country as refugees and some of them end up doing menial jobs in Nigeria or fall prey to the traffickers. No doubt the political and economic situations in various African countries contribute to rendering African people vulnerable to human traffickers (Agbu, 2003).

The reason for child trafficking in Nigeria and Edo state in particular is multifaceted. Poverty though identified as the major cause cannot fully explain it. As said earlier, unemployment, ignorance, illiteracy, collapse of the protective environment and the decline in cultural and traditional values are contributory factors. However, in my own opinion, the worst reason or cause for child trafficking is

greed and quest for quick wealth on the part of the traffickers who go to any extent to deceive the victims.

2.2.3.3 Effects of Child Trafficking

Trafficking violates the rights of the victims. The traffickers use violence to infringe on the rights of the children, freedom of movement, rights to dignify the human persons, the rights to personal liberty, the rights to private and family life of the victims. Infact, it has been observed that all these acts are breaches to the human rights of the victims because their rights have been trampled upon (Ajagun 2012). According to Calivis (2006), child trafficking as a violation of the human right of the child who is trafficked is a crime against humanity. She said trafficking involves a series of distinct acts; recruiting a child, moving the child from one place to another, exploiting the children that are sometimes carried out in two or more countries, making it difficult for law enforcement agents to gather information and evidence. Even when the whole trafficking chain takes place in a single country, the constituent acts may occur hundreds of kilometer apart. In the course of being trafficked, children can experience many different violation of their rights and may suffer both physically and psychologically. Child trafficking deprives the country of its human resources. Though majority of the victims are semi-literates or illiterates, some literates and talented children are also trafficked out. Putting it plainly, talents, human resources and future generation are pushed out of the country. The result is a self-perpetuating cycle in which mass poverty and under development feeds crime and violence that in turn leads to even greater poverty (European Union (EU) Report 2005).

Different types of harm are caused during different phases of trafficking. These phases are recruitment and transportation, exploitation, withdrawal (by agreement, escape or outside intervention) and recovery and possible reintegration. In practice, addressing trafficking in the context of child protection is often not simple, with children escaping from a phase of exploitation but being

caught up in it again before they recover. Thus recovery is ideally the least step without re-entry into re-trafficking and exploitation. However, the idea that there are different phases is important, as each phase presents different challenges and opportunities for those trying to prevent and to protect and assist children who are being trafficked. The harm caused to trafficked children occurs in each of the phases of trafficking mentioned above. When children are first recruited to be trafficked, they may leave home peacefully. However, some cases are marked by deception or violence, while some involve abduction and application of drugs to secure children's obedience (Calivis 2006).

The victims of trafficking are subjected to physical and psychological pressures. The physical pressure also manifests in various significant human rights violations as children are abandoned in recipient countries(in the case of trans border trafficking) and women pressured to work in the most physically dangerous conditions at the lowest end of the prostitution markets usually as street walkers exposed to the elements with physical violence against them being common. They are also exposed to the threat of HIV/AIDS which is also a major security threat (Odigie & Chinenye 2008). Trafficked children may also experience many physical health problems which could be as a result of ill treatment or neglect. Some of the health challenges these children may face are:

- Malnutrition, dental problems, stunted growth, developmental delay,
- Infectious diseases from poor hygiene,
- Infections or mutilations caused by inappropriate medical treatment, and
- Injuries from torture or cruel, inhuman or degrading treatment or punishment (Calivis 2006).

Most importantly for this study is the psychological pressures the victims are subjected to. Trafficking is detrimental to the mental, spiritual, moral and social development of the child which may affect the personality of the child. Victims of child trafficking may be exposed to psychological problems such as

stress, depression, social alienation both at home and host countries, stigmatization, social exclusion, and intolerance to make reintegration into their local communities (school inclusive) difficult. In 2008, an international NGO, End Child Prostitution, Child Pornography and the Trafficking of Children for several purposes (ECPAT), reported low self-esteem among children who have been trafficked into different forms of exploitation. The organization has noted a long list of effects that trafficking can have on children: anxiety and fear, anger and hostility, inability to trust and build meaningful relationships, appearing 'older' (pseudo-maturity), sexualized behaviour, guilt, shame, feeling different from others, substance (drugs) use and misuse etc. This can interfere with the education of the children. Due to these psychological pressures, the victims may find it difficult to adjust to school life and environment generally.

2.2.3.4 Measures to Prevent Child Trafficking in Edo state and Nigeria in general.

To stem the rising tide in child trafficking in Edo state and Nigeria in general, the government has to set up machineries and embark on legislations while aligning with international Protocol as both preventive and deterrent measures. Nigeria became one of the 117 countries signatories to the Trafficking Protocol that came to force on December 25, 2003 by United Nations at Palermo, Italy. The Protocol is to prevent, suppress and punish trafficking in persons, especially women and children. Through this Protocol, the Nigerian government established the National Agency for the Prohibition of Trafficking in Persons (NAPTIP) (Ajagun 2008). Unfortunately not much success has been recorded. This agency NAPTIP, should take necessary actions, such as research, media campaigns, social and economic measures to prevent and combat trafficking. The government should tackle such factors as poverty and underdevelopment that make people vulnerable to trafficking. Legal provisions, Education, social and

cultural values need to be strengthened to cut down demand for trafficked children. NAPTIP should liaise with the religious leaders (Pastors and Imams) so that serious campaigns against child trafficking can be mounted both in Churches and in Mosques.

There is need for government of Edo state to establish skills acquisition centres to rehabilitate and reintegrate victims of child trafficking this can prevent re-entry into the trafficking chain. There should be enforcement of legislation that was specifically aimed at making human trafficking illegal and offenders be prosecuted accordingly no matter how highly placed they may be. Government should also raise awareness amongst potential victims in social media especially in the states where trafficking in persons is prevalent like Edo state. Nigeria government should develop Action Plan to focus on the strengthening of legal frameworks, prevention and combating of trafficking in human beings, protection and support of victims, and collaboration among regions, states and even with the non-governmental organizations (NGOs) in order to tackle the menace of child trafficking.

2.2.4 Concept of Academic Adjustment

As a result of individual differences and similarities in a dynamic environment, man is pertinently faced with challenges of adjustment. There has been a continuous struggle between the needs of the individual and the external forces since time immemorial. According to Charles Darwin's theory of Evolution in Mangal (2011), those species which adapted successfully to the demands of living, survived and multiplied, while others, who did not, died out. Therefore, the adjustment of oneself to one's surroundings (school inclusive) according to the demands of the external environment became the basic need for our survival (Mukherjee 2002). Psychologists and scholars differ considerably in interpreting the meaning of adjustment and its nature as can be seen from the following different definitions.

Adjustment literally means to fit, make suitable, adapt, modify, harmonize or make to correspond. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other (Mangal 2011). Shaffer (2006) in Ali (2009), views adjustment as the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. From this definition, we could see that, the individual tries to bring about changes in his circumstances in order to overcome the difficulties in the fulfillment of his needs. He thus tries to maintain a balance between his needs and his capacity of realizing these needs and as long as this balance is maintained, he remains adjusted. As soon as this balance is disturbed, he drifts towards maladjustment. According to Torubeli (2013), adjustment refers to slight change or changes in order to make-up for a particular new condition. Eseré (2009) in Torubeli (2013) further said that adjustment is a situation in which an individual is able to cope with pleasant and unpleasant situations within his/her environment, without having psychological behaviour disorder. Ali (2009) sees adjustment as how human beings, especially students adapt to any situation both overtly or covertly in behaviour and activities. Also, Ahlstorm and Karlsson (2010) in Torubeli (2013) refer adjustment to the social, cultural, biological and psychological processes which individuals strive to maintain satisfactory equilibrium in the face of incessant changes within themselves and their environment. Adjustment therefore, is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristics as also the circumstances of the situation. In other words, both personal and environmental factors work side by side in adjustment. Thus an individual is said to be adjusted, if he is adjusted to himself and to his environment (Mangal 2011).

Academic adjustment has been construed historically in terms of children's academic progress or achievement. This outcome is important, but being very limited it narrows the search for precursors and events in children's environments that may affect adjustment. On a broader level, we might think of adjustment as involving not only children's progress and achievement but also their attitudes toward

school, anxieties, loneliness, social support and academic motivation (Schunk & Meece 2010). Ali (2009) opined that students who show signs of adjustment are the well-behaved ones. According to him, a well-adjusted student progresses continuously in his /her academic or educational pursuits. Learners who attend their lessons, pay attention in the classroom to the teachers, not aggressive towards other students, those who do not shy away from the normal activities of the school are said to have well-adjusted behaviour. However, students who show or form the habit of withdrawal, excessive aggression, shy and do not take part in the normal activities of the school are said to be maladjusted or have the problem of academic adjustment. Students who show sign of maladjustment in their behaviour will necessarily be backward in their academics. Aggression and withdrawing nature of maladjustment in school disrupt lessons and requires attention of the teachers as well as the parents (Torubeli 2013). Social attachment deficit could lead to students finding it difficult to adjust to school life. This is evidenced from some maladjustment behaviours of children when they fail to trust anyone, including teachers and parents. Their failure to attain these helps and guidance culminate into anti-social behaviour among the youths (Ali 2009).

According to Child (1981), psychological adjustment either to school life or work place is the study of how human beings adapt to any situation both overtly and covertly in behaviour and activities. Owing to individual differences and similarities in a dynamic environment, man is pertinently faced with challenges of adjustment. He perceives adjustment as a necessary phenomenon that preludes peace and peaceful co-existence in human co-habitation. He likens adjustment to an oversized or undersized new cloth that necessarily requires adjustment before achieving correct shape and usage. He maintained that without adjustment, excesses of some powerful people are capable of extinguishing others from the globe. It is imperatively important for both weaklings and bravo to adjust to each other and one another in a mutual and amiable co-existence.

Onyejiaku (1999), sees adjustment as the success with which people adapt to one another in the working places, at home and at school. According to him, how one adjusts to one's group in which one belongs is a crucial and important social adjustment in life. A well-adjusted individual learns some social skills such as ability to deal diplomatically with others, friends, school mates, colleagues, visitors so that others' attitudes to them are congenial and favourable. This is an important aspect of adjustment owing to the fact that more often than not, people address you as you address them. He opined that willingness to assist even at one's inconvenience is a powerful way of adjustment.

Academic adjustment is necessary especially in the lives of victims of child trafficking because, such children who have been traumatized may manifest anti-social behaviour, such as withdrawal, bully, lesson disruption, absenteeism, lack of participation in school activities and aggressiveness, which require positive adjustment in order to make learning meaningful in their lives. According to Ali (2009), all efforts gingered toward academic adjustment must emanate from psychological concepts of behaviour modification.

It is important to note that any difficulty or failure to adjust to school life and challenges can predispose an individual to experience sadness, hopelessness and apprehension. All these may not allow an individual to concentrate in teaching and learning processes taking place in the school. It is therefore pertinent that techniques itemized above can be applied for the purpose of achieving positive academic adjustment for victims of child trafficking (Zimmerman 2003).

2.2.4.1 Methods of Academic Adjustment for Victims of Child Trafficking

In order to live a healthy, happy and satisfying school life, the victims of child trafficking who are in school have to learn the various ways of adjustments in order to cope with school life as effective as possible. Also, the students have to safeguard themselves against turning into a maladjusted and abnormal personality as a result of their traumatic experiences. The methods will enable the victims of

child trafficking to be able to handle the conflicts, anxieties, depression and stresses they are faced with.

Mangal (2011), categorized these methods into 2:

Direct methods and indirect methods. Some of these methods are discussed in this study with some modifications.

- (a) Direct methods: These methods are employed by the individual intentionally at the conscious level. They include;
 - i. Increasing trials and improving efforts. In this method, when a student finds it difficult to cope with school life, he can attempt with a new zeal by increasing his efforts and improving his behavioural process.
 - ii. Making proper choices and decisions. A student adapts himself to, and seeks harmony with, his/her school environment by making use of his/her intelligence for the proper choices and wise decisions particularly when faced with conflicting situation and stressful moments.

- (b) Indirect methods of achieving adjustment: This is when the student tries to seek temporary adjustment to protect him/her from psychological danger. The methods are also called defense or mental mechanism.
 - (i) Repression: This is when painful experiences, conflicts, are pushed down into ones unconscious mind; as if it does not exist. In this way, unconsciously, one tries to forget the things that might make him/her stressed up or uncomfortable.
 - (ii) Identification: In using this mechanism, an individual is found to achieve satisfaction from the success of other people, groups by identifying him/herself with them. A student who has not yet achieve success in school due to poor academic adjustment may identify him/herself with a brilliant, successful school

mate. He/she may imitate the mate's characters, mannerism and school life style and tries to revel in his accomplishments and successes. This will improve his/her own chances of adjustment (Aderson, Mangels & Langsam 2004).

2.3 Theoretical Framework

The researcher discussed the following theories:

2.3.1 Hans Eysenck's Theory of Personality

Hans J. Eysenck (1916-1997), was a German-born British psychologist. His theory is based primarily on physiology and genetics. Although he was a behaviourist who considered learned habits of great importance, he considered personality differences as growing out of our genetic inheritance. He was therefore, primarily interested in what is usually called temperament. He grouped traits into definite personality types. According to Eysenck (1974) in Mangal (2011), there are four (4) levels of behaviour organization.

1. At the lowest level are the specific responses. They grow out of particular responses to any single act. For example, blushing is a specific response.
2. Habitual responses form the second level and comprise similar responses of an individual, to similar situations. For example, (a) the inability to easily strike friendships, or (b) hesitancy in talking to strangers are habitual responses.
3. At the third level is the organization of habitual acts into traits. Behaviour acts which have similarities are said to belong to one group and are called traits. In the above example, the habitual responses (a) and (b) give rise to a group of traits called 'shyness'.

4. The fourth level is the organization of these traits into a general type. A type here is defined as a group of correlated traits.

Eysenck (1992) derived three (3) basic dimensions through his work. These dimensions are:

1. Introversion – Extraversion
2. Neuroticism (emotionally instability – emotion stability)
3. Psychoticism.

Introversion – Extraversion – according to Eysenck, this dimension is found in every one. He believed that purely extravert or purely introvert people are rarely found and he therefore, preferred to use a dimension that is a continuum ranging from introversion to extraversion, instead of naming them as introverts or extraverts. Someone who is extraverted, Eysenck hypothesized, has good, strong inhibition. When such an individual is confronted by any traumatic experience or stimulation, such as auto crash, corporal punishment or even experience of trafficking, the extravert's brain inhibits itself, which means that it becomes shut down (numb) and may not feel the full impact of the experience. The introvert on the other hand, according to Eysenck (1992), has poor or weak inhibition mechanism. Whenever any trauma occurs, the introverts' brains do not protect them fast enough, the brain do not in any way shut down. Instead, they are highly alert and learn well, and so remember everything that happened.

Neuroticism – this is the second major dimension suggested by Eysenck which involves emotional instability at the lower end and emotional stability at the upper end, describing people as neurotic and not neurotic. As regards neuroticism, the typical neurotic high scorer could be described as an anxious, worrying individual and frequently depressed; he is likely to sleep badly and to suffer from various psychosomatic disorders. Such an individual is said to be overly emotional, reacting too strongly to all sorts of stimuli and finds it difficult to get back to normal after each emotionally arousing

experience. In terms of neuroticism, according to Eysenck (1992), the most obvious place to look is the Sympathetic nervous system (SNS). This is a part of the Autonomic nervous system (ANS) that functions separately from the Central nervous system (CNS) and controls much of our emotional responsiveness to emergency situations. For example, in times of danger or traumatic experience, the signals from the brain tell the SNS to instruct the liver to release sugar (energy) and also adrenal glands to release more adrenalin (epinephrine). The adrenalin when released will prepare the individual for 'fight or flight'. Eysenck hypothesized that some people have a more responsive SNS than others. Some people remain very calm during emergencies; some people feel considerable fear or other emotions; and some are terrified by even very minor incidents. He suggested that this latter group has a problem of sympathetic hyperactivity, which makes them prime victims of the various neurotic disorders.

Psychoticism – this is the third dimension of Eysenck personality. A higher scorer of Psychoticism may be described as being solitary, not caring for people, such individual is often troublesome, not fitting in anywhere. He may be cruel and inhumane, lacking in feelings and empathy, and altogether insensitive. He may be hostile to others, even his own kith and kin, and aggressive, even to loved ones. Such a person has a liking for odd and unusual things, and a disregard for danger; he likes to make fool of other people and to upset them. The kinds of qualities found in high psychoticistic people include a certain recklessness, a disregard for common sense or conventions, and a degree of inappropriate emotion.

2.3.1.1 Bandura and Lewin Theory of Academic Adjustment

Bandura and Lewin (1979), proposed the learning theory of adjustment. They believed that human behaviour is central to the theory of adjustment. They maintained that human behaviour is a perfect function of the person concerned plus the environment. Behaviour of individual according to this theory is around individual's circumstantial contingencies that are inevitably pressing upon him/her.

Adjustment according to this theory is a product of interaction between the individual and his school environment. Teachers and counselors should make concerted effort to provide conducive environment for learners (especially children who were traumatized). Wherever we find ourselves, we must make the environment congenial to others by our own behaviour. They argued that people are threats to others; thereby making the environment hostile. In this case, there is need for adjustment in such an environment, because the person, environment and the behaviour are three interrelated variables; each of them is capable of influencing others. They opined that environmental circumstances can modify human behaviour. Man is seen as a being that cannot remain fully alive except in interaction with others. Therefore, adjustment and positive interpersonal relationship is inevitable to man. Teachers, education stakeholders and school psychologists must encourage positive interactions among the students, as well as teachers and students. With these interpersonal relationships, students can make their school environment a worthwhile to live and learn effectively.

2.3.1.2 Sigmund Freud Psychodynamic Theory of Adjustment

The psychodynamic theory of adjustment stems from classical psycho-analytic approach of Sigmund Freud. Freud (1983) in Ali (2009) based the theory on a number of key analytical concepts. These include Freud's idea about psychosexual development, defense mechanism, free association. Psychodynamic theory of adjustment according to Freud is based on the premise that human behaviour and relationships are shaped by conscious and unconscious influences.

This theory considers the emotionally disturbed child to be so thwarted in satisfaction of their needs for safety, affection, acceptance, and self-esteem that they are unable intellectually to function efficiently, cannot adapt to reasonable requirements of social regulation and convention, or is so plagued with inner conflict, anxiety, and guilt that they are unable to perceive reality clearly or meet the ordinary demands of the environment (school) in which they find themselves.

2.3.2.1 Aaron Beck Cognitive Theory of Depression

Aaron Beck, an American psychologist proposed the cognitive theory of depression. Beck (1961) in Cohen (2009) emphasized the role of irrational thought processes in an individual that is depressed. Beck in his theory stated that depressed people tend to view themselves, their environment, and the future in a negative light because of errors in their thinking. These errors include focusing on the negative aspects of any situation, misinterpreting facts in negative ways, and blaming themselves for any misfortune. This negative thinking makes situations seem much worse than they really are and increases the risk of more depression.

In support of this cognitive theory, Cohen (2009), pointed out that people with depressive personality traits appear to be more vulnerable than others to actual depression. Examples of such depressive personality traits include gloominess, pessimism, introversion, self-criticism, excessive skepticism and criticism of others, deep feelings of inadequacy, and excessive brooding and worrying. He further said that people with traumatic experiences are prone to these depressive personality traits. According to him, such traumatic experiences or events include, rape, bullying, child abuse (child trafficking and child labour). In Beck's view, prolonged exposure to traumatic, uncontrollable and inescapable events such as child abuse (child trafficking inclusive) leads to apathy, pessimism, and loss of motivation. He also argued that depression results not only from helplessness, but also from hopelessness. The hopelessness leads to a pattern of negative thinking in which people blame themselves for negative life events and even having the thought of committing suicide.

2.3.4 Psychosocial Theory of Stress.

This theory was propounded by Sherif and Sherif (1983). Sherif and Sherif (1983) in Auerbach and Gramling (2009) proposed that catastrophic events and hassles of life can trigger off stress and have substantial cumulative effect on health and well-being of the victims. Such catastrophic events as auto crash, earthquakes, fire disaster, floods, wars, torture, violent physical attacks, child abuse (child trafficking, child labour and child sexual assaults), may push the victims to the outer limits of stress coping capability. They also said that much of the stress in our life's today are as a result of having to deal with daily hassles pertaining to our daily jobs, personal relationships and everyday living circumstances. Consequently, victims of these catastrophic events and hassles of life often experience stressful crisis. They opined that stress is accompanied by anger and as such, negative social behaviour e.g generally unhappy mood, feelings of helplessness about the future and low self-esteem, tend to increase. Stress-produced anger increases aggressive behaviour and these negative effects continue as a flashback after the stressors are over. According to them, children who experienced stress as a result of abuse (child trafficking, child labour and child sexual assault and harassment) may work together to help each other survive. They said this could be because they have a common goal that requires co-operative efforts. This they said is social support.

Cobbit (1989) in Auerbach and Gramling (2009), supported the psychosocial theory of Sherif and Sherif (1983), by explaining that the main objective of the theory is to provide social support to victims of catastrophic events experiencing stressful crisis. According to him, social support refers to the perceived comfort, caring, esteem or help, the victims receive from other people or group. He gave five basic types of social support:

1. Emotional support: Victims can be supported by the expression of empathy, caring and concern towards them.

2. Esteem support: This occurs through people's expression of positive regard for the victims, encouragement or agreement with the individuals' ideas or feelings, and positive comparison of the person with others, such as people who are less able or worse off. According to him, this kind of support serves to build the individual's feelings of self-worth, competence and of being valued. Esteem support is especially important during the appraisal of stress, when the individuals/victims are assessing whether the demands exceed their personal resources.
3. Tangible support: This involves direct assistance to the victims.
4. Informational support: This includes giving advice, suggestions or feedback.
5. Network support provides a feeling of membership in a group of people who share common interests.

2.4 Review of Empirical studies

The study carried out by Odigie and Chinenye (2008), found that the victims of child trafficking most of whom are pre-teens and adolescents have problem of adjustment to teaching and learning taking place in schools. According to the study, some of these children are taken away from their homes to cities either within the country or across national boundaries, and exploited for optimum economic benefits. Also, some of the prospective victims run away from their own homes to avoid being trafficked and even if they eventually return to school will find it difficult to adjust appropriately. Also, victims may still be having the flashbacks of the trauma they had passed through and therefore unable to fully concentrate in the teaching and learning process. This may affect their academic adjustment (Odigie and Chinenye 2008).

Donli (2002) stated that child trafficking has some psychological effects on the victims and that consequently, the victims may not be able to cope with school life as a result of their past experiences in the hands of the traffickers.

Also, Akinpelu and Yusuf (2004) reported that there are many factors influencing child trafficking. According to their study, there is a wide spread myth that most prostitutes get their start through a kind of “white slave-trade” that young boys and girls are coerced by profit-oriented adults and forced into selling their sexual services for money. The study further stated that many Nigerian girls have been assassinated in Italy by either angry clients or unknown assailants. Many of them too have died of sexually transmitted diseases including HIV/AIDS.

Munro (2000) asserted that child trafficking produce some emotional effects. According to the report, victims of child trafficking often experience feelings of confusion, powerlessness, betrayal, sadness, grief, vulnerability, unsafe, scared, depressed, suspicious, untrusting, hurt, panic, anxiety and feeling of miserable. He said all these may prone the children to problem of academic adjustment.

Anderson, Mangels and Langsam (2004) in their study found that trafficked children usually experience psychological effects such as, depression, eating disorder, poor self-esteem, dissociative disorder, general psychological distress and behavioural disorder, criminality in adulthood, suicide, psychotic symptoms such as delusions and hallucinations. Children who experience these disorders normally suffer from maladjustment.

In 2008, the United Nations through the International Labour Organization (ILO) carried out a study which estimated that nearly 2.5million people from 127different countries are being trafficked into 137 countries around the world into forced labour which include; domestic servitudes, agricultural labour, sweatshop factory labour, food service and other service industry labour, as well as begging. Horatius (2000) also reported that there are over 10,000 Nigerian girls prostituting in Rome and the

neighbouring regions. He stated that prostitution in Italy by Nigerian girls mostly of Edo state origin was causing a serious embarrassment to the Nigerian authorities and affecting relationship between Nigeria and Italy. In his paper titled "Menace of Human Trafficking," Uwa-Emwanta (2008) also noted that majority of those deported from Libya in February 2008, were young boys and girls of Edo state origin, who obviously were Europe-bound travelers, but their unholy pilgrimage was cut short by the ever conscious Libya law enforcement agents.

Odigie and Chinenye (2008) in their research found that baby harvesting is another type of child trafficking in Nigeria. According to their findings, states like Ebonyi, Abia and Lagos, there are cases of hospitals, clinics, orphanages, doctors and nurses who keep teenage girls and single mothers who do not want to keep their babies after birth to provide them shelter and care while they are pregnant and sell off their babies for a premium to couples that need them. They are made to sign papers renouncing their rights to the babies as well as swear to oaths of secrecy. Their findings specifically pointed at the Good Shepherd Orphanage in Lagos that was reported to be engaged in illegal adoption of babies as well as sheltering young pregnant girls and selling off their babies at birth. The study concluded that many of these babies sold cannot be traced and one cannot determine what became of them.

According to Child (1981), psychological adjustment either to school life or work place is the study of how human beings adapt to any situation both overtly and covertly in behaviour and activities. Owing to individual differences and similarities in a dynamic environment, man is pertinently faced with challenges of adjustment. He perceives adjustment as a necessary phenomenon that preludes peace and peaceful coexistence in human cohabitation. He likens adjustment to an oversized or undersized new clothe that necessarily requires adjustment before achieving correct shape and usage. He maintained that without adjustment, excesses of some powerful people are capable of extinguishing others

from the globe. It is imperatively important for both weaklings and bravo to adjust to each other and one another in a mutual and amiable coexistence.

The study carried out by Schunk and Meece (2010) showed that interpersonal relationships affect children's adjustment. They argued that the quality of students' relationships with peers and teachers is a powerful motivator to their adjustment to teaching and learning in the school. They opined that children's anxiety, lack of social support, loneliness and social dissatisfaction which could be as a result of child abuse like trafficking relate negatively to academic adjustment.

Researches carried out by Berndt (1995), Birch and Ladd (1996) gave support to the fact that trafficked children are unfriendly and lack good reciprocal relationships. Their studies revealed that friendships support children in the school environment can assist them with their adjustment to school life. In their views, students with a friend in the classroom can use that peer as a source of support to deal with problems and avoid becoming lonely. According to the studies, friends show consistent similarities on many motivational measures including perceptions of competence, importance of meeting academic standards and preference for challenges; these enhance their total adjustment to teaching and learning in the school.

Berndt and Keefe (1992) found that in the school environment where peer pressure operated, it often functioned in a positive rather than a negative manner. They believed that friends often discourage negative behaviour, drug abuse, alcohol use, and poor academic performance and encourage pro-social behaviour, good studying behaviours, and academic motivation. They also proposed that friends influence one another in two ways: (1) students are affected by the attitudes, behaviours and other characteristics of their friends; and (2) students are influenced by the quality of friendships. According to the study, both negative and positive friends' characteristics and intimate relationships affect school adjustment in constructive fashion. In their study, they gave four motives that affect the

influence friends have on students' academic adjustment: need for approval, identification, self-enhancement, and need to be correct. Students want to be liked, so they try to please friends and engage in actions that friends will approve of. Identification denotes the need to think and act like friends. Self-enhancement means that students compare themselves socially with friends and judge their capabilities partly on the basis of these comparisons. Need to be correct refer to a student's desire to hold correct beliefs. Trusted friends are deemed to be important sources of information for confirming beliefs. Students can focus on what their friends are saying to gain a better understanding of the situation, rather than judging the accuracy of the source. They concluded that, there is good evidence that peers play a dynamic role in students' academic adjustment.

Onyejiaku (1999) sees adjustment as the success with which people adapt to one another in the working places, at home and at school. According to him, how one adjusts to one's group in which one belongs is a crucial and important social adjustment in life. A well adjusted individual learns some social skills such as ability to deal diplomatically with others, friends, school mates, colleagues, visitors so that others' attitudes to them are congenial and favourable. This is an important aspect of adjustment owing to the fact that more often than not, people address you as you address them. He opined that willingness to assist others even at one's inconvenience is a powerful way of adjustment.

The studies carried out by Williamson, Dutch and Clawson (2010) showed that victims of child trafficking have often experienced, witnessed or been confronted with an event or events that involved actual or threatened with death or serious injury or a threat to the physical integrity of self. From their study, it is evident that post- traumatic stress disorder (PTSD) often presents itself within the first 3 months after a traumatic event. However, it can also have a delay in presentation for months or even a year according to the American psychiatric association (APA), (2005). The study reiterated that children who were victims of trafficking normally experience stress and depression at one time or the other in

their life time. Alexander, Kellogg and Thompson (2005) and APA (2005) in their separate studies revealed that victims of child trafficking have been found to suffer from other anxiety and mood disorders which are both symptoms of stress and depressions.

The study of Zimmerman et al., (2006) found that survivors of child trafficking reported the following percentages of anxiety and depression symptoms:

Symptoms	Percentages
Nervousness	91
Terror/ Panic spell	61
Fearfulness	85
Feeling very sad always	95
Hopelessness about the future	76

The study of Zimmerman (2003), showed that individuals with traumatic histories of physical assault and / or sexual abuse have also been found to be at increased risk for the development of dissociative disorders. The correlation between dissociation and child trafficking has been demonstrated through the research and the testimonies of mental healthcare providers (Williamson, Dutch and Clawson, 2010; Zimmerman, 2003). Dissociative disorders are characterized as a disrupt in the usually integrated functions of consciousness, memory, identity, or perception (APA, 2005). One study conducted in Europe found that 63 percent of children who were victims of trafficking have their brain shut down, that is memory loss. As such victims may simply not be able to recall certain events or details of events while others may continue to dissociate in an effort to prepare for future threats (Zimmerman, 2003).

The studies of Moran (2007) and Courtois (2008), reportedly linked Complex Trauma to trauma endured during periods of extended captivity and has been directly associated with child trafficking. Complex trauma is a type of trauma that occurs repeatedly and cumulatively, usually over a period of time and with specific relationships and contexts. According to the study, victims of child trafficking suffering from complex trauma often experience depression, anxiety, self-hatred, dissociation, despair, and somatic ailments. Individuals exposed to this type of trauma are also at heightened risk for self-destructive and risk-taking behaviours as well as re-victimization, and tend to experience difficulty with interpersonal and intimate relationships. The study also showed that victims of child trafficking can suffer from a range of mental health problems. The most prominent and those for which there is significant research documenting their presentation tend to be anxiety disorders, mood disorders, dissociative disorders and substance-related disorders which are all symptoms of both stress and depression

The influence of child trafficking on the academic adjustment of children has been of great concern to many people especially stake holders in education in developing countries like Nigeria. According to Oladimeji (2012), parents' negative attitudes to their wards/children significantly affect the academic adjustment of the children. Therefore, to avert the menace of trafficking in our society and to improve academic adjustment of school children, parents should be economically empowered. Kramer (2008) in his study observed that if academic adjustment of school children is to be improved in areas where child trafficking is prevalent like Edo state, government and other relevant agencies should crack down ruthlessly on people caught in child trafficking. According to him, victims who are exposed to the act will prefer its economic implications than settling down to study in school, thereby making most of them to perform poorly in their academics.

Okonofua (2009) stated that, child trafficking is a major obstacle to academic adjustment and motivation of the victims to teaching and learning, this may results into a set back on the achievement of the world target of universal primary education by 2015. Aderinto and Okunola (2002) in their study, pointed out that, children who were victims of trafficking were pushed into this act for maintenance needs of the family. They stated that these children act as the breadwinners of their various families at their early age of between 6-16 years. They further stated that all these point to the fact that the worst hit group is children who supposed to be in school. Also, those who were once victims and are now in school will not have full concentration in their studies. They concluded that victims of child trafficking normally have poor memory as well as poor understanding and assimilation in the school, manifestation of delinquent behaviour, passive during instruction in class, low level of motivation and aspiration for succeeding.

Odigie and Chinenye (2008) also reported in their study that students who are trafficked to cities for labour (domestic, street hawking and begging), normally combine work with school. They said such children for obvious reasons will have lower levels of academic adjustment. They further reiterated that children who have been trafficked, may need help (social support) to catch up with learning or may not be able to fit in or cope in the school system.

2.5 Summary of Review of Related Literature

This chapter reviewed related literature with respect to the research topic, "Influence of Child trafficking on Personality and Academic adjustment." The researcher first and foremost discussed the concepts of child trafficking, personality and personality traits such as; psychological stress, depression and academic adjustment. The researcher also discussed some related theories such as; Hans Eysenck personality theory, Sigmund Freud psychodynamic theory of adjustment, Aaron Beck cognitive theory of

depression, and Hans Selye theory of stress. Lastly, the researcher reviewed some empirical studies on child trafficking, academic adjustment, studies on stress and child trafficking and studies on academic adjustment and child trafficking.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter deals with method used in carrying out this research study. It is the plan of attack for the problem under investigation. It also includes the general strategies and logistics that are employed in the conduct of the research. This includes: research design, population, sample and sampling technique, instrumentation, scoring procedure, validation of the instruments, and reliability of the instruments, procedure for data collection and methods of data analysis.

3.1 Research Design

The design that was adopted for the study is ex-post-facto design. This design is appropriate for this study because the events (trafficking) had already taken place and the data are already in existence and are available (i.e. victims of child trafficking). Since the data are already in existence, which is sufficient to provide adequate information for the problem under investigation. Nworgu (1991) supports the use of ex-post-facto design when investigating the events that had already taken place.

3.2 Population of the Study

The target population for this study consists of victims and non-victims of child trafficking in Junior Secondary Schools in Edo state. Victims of child trafficking who have been rescued but are now in school, while the non-victims are those children that have not experienced trafficking and are also in school. These victims according to the information from Edo state Ministry of Education are spread across designated schools in the state. Below is table 3.2.1 showing the statistics of victims and non-victims of child trafficking and their various schools, as obtained from Edo state Ministry of Education, Benin –city as at February 2015.

Table 3.2.1 Statistics of school population and number of victims of child trafficking

S/N	Name of School	No of victims		Total No of	No of
		Boys	Girls	victims	Non-victims
1.	Afe Grammar School, Ugboshi-Afe	07	11	18	18
2.	Ososo Grammar School, Ososo		06	09	15
3.	Uromi Secondary School, Uromi		02	07	09

4. Azoma College, Otuo		10	06		16	16
5. Ogwa Grammar School, Ogwa Ishan	03	12	15		15	
6. Aduwa Commercial College, Aduwawa		04	09	13		13
7. Iguobazuwa Grammar School, Iguobazuwa	08	11			19	19
8. Akpekpe Secondary School, Auchi	02	05	07		07	
9. Ujoelen Grammar School, Ekpoma	03	07	10		10	
10. Irua Grammar School, Irua	04	06	10		10	

Total		49	83	132	132	

Source: Edo state Ministry of Education, 2015

3.3 Sample and Sampling Techniques.

The sample for this study is 264, being total number of victims and non-victims of child trafficking in Junior Secondary Schools of Edo state. The sampling technique used to select victims of

child trafficking was opportunistic sampling while random sampling was used to select non-victims respondents. Opportunistic sampling technique allows the researcher to make use of all the elements /respondents available at his /her disposal. Table 3.3.1 below shows distribution of sample

Table 3.3.1 Sample of victims and non-victims of child trafficking

S/N	Name of School	No of victims	No of non-victims
1.	Afe Grammar School, Ugboshi-Afe	18	18
2.	Ososo Grammar School, Ososo		15
3.	Uromi Secondary School, Uromi		09
4.	Azoma College, Otuo		16
5.	Ogwa Grammar School, Ogwa Ishan	15	15
6.	Aduwa Commercial College, Aduwawa		13
7.	Iguobazuwa Grammar School, Iguobazuwa	19	19
8.	Akpekpe Secondary School, Auchu	07	07
9.	Ujoelen Grammar School, Ekpoma	10	10
10.	Irua Grammar School, Irua	10	10

Total		132	132

Grand total		264	

3.4 Instrumentation

For the purpose of this investigation, the instrument for data collection are questionnaires. All the instruments for this study were adopted. The psychological stress scale was adopted from Balarabe (2007). This scale is used to measure the level of stress of victims of child trafficking. Depression personality scale was adopted from Beck Depression inventory (BDI) (1996) and it is used to determine depression personality traits of the victims. While academic adjustment inventory was adopted from Bell adjustment inventory (2000). Each of the instruments has scoring scale. The questionnaire is in four (4) sections: Section A forms the Bio data, followed by section B which measured depression personality traits; section C has psychological stress inventory and section D is academic adjustment inventory. Section A consists of 4 items, section B has 20 items, section C is made up of 15 items and section D consists of 20 items, making a total of 59 items. The questionnaire is attached as appendix A

3.4.1 Scoring Procedure

Below is the detail of scoring guide for the scale. Each of the scale has four points Likert scale. For Beck depression inventory and Bell's adjustment inventory, each item is scored on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), while for psychological stress, it also has a 4-point of Very True (VT), True (T), Untrue (UT) and Very Untrue (VUT). Points are allocated to each item to correspond with the magnitude of the scale. Each point in the scale is assigned a value. The point at the end of the scale describing the strongest affirmation has a value of three (3), while the point at the other end of the scale describes the least affirmation has a value of zero (0). To score the scale, simply compute the mean of items of each section of the instruments. Cohen, Manion and Marrison (2000), suggested that after the questionnaire is completed, each item may be analysed separately or in

some cases item responses may be summed to create a score for a group of items. Hence, Likert scales are often called summative scales.

3.4.2 Validation of the Instruments

Content validity of the instruments was done. Content validity is the extent to which the instruments accurately sample the domain of interest in the study. Therefore, to ensure the validity of the instruments, supervisors as well as lecturers in Educational psychology in the department of Educational psychology and Counselling, Ahmadu Bello University, Zaria were provided with copies of the adopted instruments in order to assess and authenticate each item of the questionnaire. Observations and comments made were effected on the questionnaire. Thus, Nworgu (1991) suggested that validating instruments requires the services of experts who ensures that the items correspond with the purpose of the study, research questions as well as hypotheses to be tested. This was determined by the experts on which item can actually elicit the information the questionnaire intend to elicit.

3.4.3 Reliability of the Instruments

In determining the reliability of the instrument, Standard Cronbach alpha method was used for both internal consistency and retest after 2 weeks. The table below 3.4.3.1 below shows the summary of internal consistency and the stability (retest) of the instrument.

Table 3.4.3.1. Internal Consistency and Retest (Stability) of the instruments.

S/N	Instrument	Internal Consistency	Retest (Stability)
1.	Psychological Stress Scale	0.83	0.87
2.	Depression Inventory	0.91	0.93

3.	Academic Adjustment Scale	0.75	0.78
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According to Tuckman (1979), an instrument is said to be reliable when the reliability coefficient can be approximated to one (1). Therefore, the above reliability estimates have shown that the instruments are reliable in collecting relevant data for the study.

3.5 Procedure for Data Collection

The researcher used direct delivery method in the administration of instruments for data collection. The researcher obtained introduction letters from the department of Educational Psychology and Counselling. The letters were taken to the various schools in Edo state where the data would be collected. The researcher presented the letters to the schools and sought their permission for the use of their students as well as their time. The researcher also pleaded with the schools to help identify victims of child trafficking (who are target population) in the respective schools. The researcher also asked for the help of the schools to identify students who are non-victims of child trafficking, but of the same age, sex, socio – economic background and equal numbers with victims of child trafficking. This is done in order to compare the data obtained from the victims and non-victims. The instrument were administered by the researcher with the help of a research assistant duly trained on what is expected of him as research assistant. Respondents were introduced to the study pointing out what is required of them and the importance of the study. The questionnaire were distributed to the respondents and at the end of the exercise, the filled questionnaire were collected by the researcher and his assistant.

3.6 Procedure for Data Analysis

Descriptive statistics was used to analyze the data collected. Descriptive statistics procedures are used for organizing and describing the characteristics of educational variables in concise and meaningful quantifiable terms. The SPSS Statistical Package Version 20 was used for the data analysis.

The first section presents the bio data variables (child trafficking status, Sex , age and school of respondents) analysis using frequencies and percentages distribution, while the second section answers the research questions using their comparative mean in their personality psychological stress, personality depression and academic adjustment levels. The third section presents and interpret the three null research hypotheses using the Independent t- test statistics between the victims and the non- victims of child trafficking. All hypotheses were tested at 0.05 alpha level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the data analysis of the study titled “Influence of child trafficking on personality and academic adjustment among Junior Secondary school students in Edo state. The analysis is based on 264 victims and non-victims of child trafficking in their personality psychological stress, personality depression and academic adjustment levels. The SPSS Statistical Package Version 20 was used for the data analysis. The first section presents the bio data variables (child trafficking status, Sex , age and school of respondents) analysis using frequencies and percentages distribution, while the second section answers the research questions using their comparative mean in their personality psychological stress, personality depression and academic adjustment levels. The third section presents and interprets the three null research hypotheses using the comparative Independent t- test statistics between the victims and the non- victims of child trafficking. All hypotheses are tested at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings.

4.1 Demographic characteristics of respondents

Table 4.1. Child Trafficking status

Trafficking status	Frequency	Percentage
Victims	132	50.0
Non- victims	132	50.0
Total	264	100.0

From the table above a total of 132 or 50% of the respondents are victims of Child trafficking among Junior secondary schools in Edo state, while the rest 132 or 50.0% are non – victims of child trafficking among Junior secondary schools in Edo state

4.2 Research Questions

Question 1: What is the difference between victims and non- victims of child trafficking among junior secondary school students in Edo state in their personality Psychological stress?

Table 4.2.1: Descriptive statistics on the differences between victims and non- victims of child trafficking among Junior Secondary school students in Edo state in their personality Psychological stress.

Variable	Trafficking Status	N	Mean	Standard deviation	Mean Difference
Personality	Victims	132	30.015	7.165	
Psychological	Non-victims	132	16.265	6.854	13.750
Stress					

Above is the mean descriptive statistics between victims and non- victims of child trafficking among Junior secondary school students in Edo state in their personality Psychological stress levels. Their recorded mean personality Psychological stress levels were 30.015 and 16.265 by victims and non victims of child trafficking students respectively, with a mean psychological stress difference level of 13.750 implying that the victims of child trafficking had higher personality psychological stress than the non -victims.

Question 2: What is the difference between victims and non - victims of child trafficking among Junior secondary school students in Edo state in their personality Depression?

Table 4.2.2: Descriptive statistics on the differences between victims and non- victims of child trafficking among Junior Secondary school students in Edo state in their personality Depression.

Variable	Trafficking Status	N	Mean	Standard deviation	Mean difference
Personality	Victims	132	35.5909	7.16219	
Depression	Non-victims	132	15.4242	9.30084	20.1667

Above is the mean descriptive statistics between victims and non -victims of child trafficking among Junior secondary school students in Edo state in their personality Depression levels. Their recorded mean personality depression levels were 35.5909 and 15.4242 by victims and non -victims of child trafficking students respectively, with a mean depression difference of 20.1667 implying that the victims of child trafficking had higher personality depression than the non- victims.

Question 3: What is the difference between victim and non -victim of child trafficking among Junior secondary school students in Edo state in their Academic Adjustment level.?

Table 4.2.3: Descriptive statistics on the differences between victim and non victim of child trafficking among Junior secondary school students in Edo state in their Academic Adjustment level.

Variable	Trafficking Status	N	Mean	Standard deviation	Mean difference
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Academic	Victims	132	20.1301	6.63591	
Adjustment	Non-victims	132	57.5530	9.36864	37.4229

Above is the mean descriptive statistics between victims and non -victims of child trafficking among Junior secondary school students in Edo state in their Academic Adjustment levels. Their recorded mean Academic Adjustment levels were 20.1301 and 57.5530 by victims and non - victims of child trafficking respectively, with a mean difference level of 37.4229 implying that the non -victims of child trafficking had higher Academic Adjustment level .than the victims of child trafficking.

4.3 Testing of Research Hypotheses

Hypothesis 1: There is no significant difference between victims and non - victims of child trafficking among Junior secondary school students in Edo state in their personality Psychological stress

Table 4.3.1: Independent t- test statistics on the differences between victims and non - victims of child trafficking among Junior Secondary school students in Edo state in their personality Psychological stress.

Variable	Trafficking Status	N	Mean	Standard deviation	df	t-cal	p
Personality							
psychological	Victims	132	30.015	7.165			
stress	Non-victims	132	16.265	6.854	262	15.931	0.000

Significant at $p < 0.05$

Results in the above table shows that the p – value of 0.000 is less than the alpha value of 0.05. While calculated t – value of 15.931 is higher than the t – critical value of 1.96 at degree of freedom of 262. This means that significant difference exist between victims and non-victims of child trafficking in their personality psychological stress. Their recorded mean personality Psychological stress levels were 30.015 and 16.265 by victims and non- victims of child trafficking students respectively, with a mean stress difference level of 13.750 implying that the victims of child trafficking had higher personality psychological stress than the non- victims. Therefore, the null hypothesis which states that there is no

significant difference between victims and non- victims of child trafficking among Junior secondary school students in Edo state in their personality Psychological stress is hereby rejected.

Hypothesis 2: There is no significant difference between victims and non- victims of child trafficking among Junior secondary school students in Edo state in their personality Depression

Table 4.3.2: Independent t- test statistics on the differences between victims and non- victims of child trafficking Junior secondary school students in Edo state in their personality Depression.

Variable	Trafficking Status	N	Mean	Standard deviation	df	t-cal	p
Personality depression	Victims	132	35.5909	7.16219			
	Non-victims	132	15.4242	9.30084	262	31.482	0.000

Significant at $p < 0.05$

Results in the above table shows that the p – value of 0.000 is less than the alpha value of 0.05. While calculated t – value of 31.482 is higher than the t – critical value of 1.96 at degree of freedom of 262. This means that significant difference exist between victims and non-victims of child trafficking in their personality depression. Their recorded mean personality Depression levels were 35.590 and 15.4242 by victims and non - victims of child trafficking students respectively, with a mean depression difference level of 20.348 implying that the victims of child trafficking had higher personality Depression than the non - victims. Therefore the null hypothesis which states that there is no significant difference between victims and non - victims of child trafficking among Junior secondary school students in Edo state in their personality Depression is hereby rejected.

Hypothesis 3: There is no significant difference between victims and non- victims of child trafficking among Junior secondary school students in Edo state in their Academic Adjustment level.

Table 4.3.3: Independent t- test statistics on the differences between victims and non -victims of child trafficking Junior secondary school students in Edo state in their Academic Adjustment level.

Variable	Trafficking Status	N	Mean	Standard deviation	df	t-cal	p
Academic adjustment	Victims	132	20.1301	6.63591	262	31.682	0.000
	Non-victims	132	57.5530	9.36864			

Significant at $p < 0, 05$

Results in the above table shows that the p – value of 0.000 is less than the alpha value of 0.05. While calculated t – value of 31.682 is higher than the t – critical value of 1.96 at degree of freedom of 262. This means that significant difference exist between victims and non-victims of child trafficking in their academic adjustment level. Their recorded mean Academic Adjustment level were 20.1301 and 57.5530 by victims and non- victims of child trafficking students respectively, with a mean Academic Adjustment level difference of 37.4229 implying that the non-victims of child trafficking had higher Academic Adjustment level than the victims.. Therefore the null hypothesis which states that there is no significant difference between victims and non- victims of child trafficking among Junior secondary school students in Edo state in their Academic Adjustment level is hereby rejected.

4.4. Summary of major Findings.

The following are the summary of the major findings from the study:

1. Significant difference exist between victims and non-victims of child trafficking in their personality psychological stress, (t – value = 15.931, p – value = 0.000). The results showed that victims of child trafficking have higher psychological stress than non-victims.
2. Similarly, there is significant difference between victims and non-victims of child trafficking in their personality depression, (t – value =31.482, p – value = 0.000). From the results of this study, it showed that victims of child trafficking have higher level of depression than non-victims.
3. Also, significant difference exist between victims and non-victims of child trafficking in their academic adjustment level, (t – value = 31.682, p – value = 0.000). The results indicated that non-victims have higher level of academic adjustment than victims of child trafficking.

4.5. DISCUSSIONS

This study considered the difference between victims and non-victims of child trafficking in their personality psychological stress, personality depression and academic adjustment among Junior Secondary School students in Edo state.

The findings of this study showed that there are significant differences between victims and non-victims of child trafficking in their personality (psychological stress and depression) and academic adjustment. The findings after testing the hypothesis using comparative independent t-test revealed that victims of child trafficking had higher personality psychological stress than non-victims. Therefore the first null hypothesis was rejected. This finding is in support of the research carried out by Anderson, Mangels and Langsam (2004). Their study showed that victims of child trafficking usually experience general psychological distress. Also, according to the studies carried out by Williamson, Dutch and Clawson (2010), they concluded that victims of child trafficking have often experienced post-traumatic stress disorder (PTSD) and that this disorder often presents itself within the first 3 months after the traumatic event. The finding is also in line with the psychosocial theory of stress by Sherif and Sherif (1983), which states that catastrophic events like child abuse including trafficking could trigger - off stress in the life of the victims.

The result of the findings also showed that victims of child trafficking had higher personality depression than non-victims. Therefore, the second null hypothesis was also rejected. This finding corroborates several other research works. For example, Munro (2000), reported that victims of child trafficking often experience feelings of confusion, sadness, panic, anxiety, depressed, untrusting, hurt and feeling of being miserable. According to him, all these are symptoms of depression. This also corresponds with Hans Eysenck theory of personality, who explained levels of behaviour organization. And that habitual responses form the inability to easily strikes relationships and suffer major emotional instability. Anderson, Mangels and Langsam (2004) also reported that victims of child trafficking usually have psychological effects such as, depression as well as poor self-esteem, attempting to commit suicide, psychotic symptoms such as delusion and hallucinations which are all major symptoms of depression. This finding is also in support of the works of Alexander, Kellog, Thompson (2005) and Zimmerman et al (2006). In their separate studies, they found out that victims and survivors of child

trafficking have been found to suffer from anxiety, mood disorders and depression symptoms such as nervousness, panic spell, and fearfulness, feeling of very sad always and hopelessness about the future. The finding is in line with the theory of depression by Aaron Beck (1961). Beck explained in his theory that victims who suffered from traumatic experiences (for example trafficking) often show apathy, pessimism, hopelessness which lead to a pattern of negative thinking in which people blame themselves for negative life events and having the thought of even committing suicide, all these are symptoms of depression.

Testing the third hypothesis showed that significant difference exists between victims and non-victims of child trafficking in their academic adjustment level. Consequently, the third null hypothesis which stated that there is no significant difference between victims and non-victims of child trafficking in their academic adjustment level was also rejected. The study revealed that the non-victims of child trafficking had higher academic adjustment than victims of child trafficking. This finding is in line with the research carried out by Zimmerman, (2003). His study showed that individuals with traumatic histories of child trafficking have been found to be at increased risk for the development of dissociated disorders. According to him, victims of child trafficking with dissociated disorders usually have memory loss and may not be able to recall events or details of events and consequently have problem of adjustment to teaching and learning taking place in the school. Also, Okonofua (2009), in his study stated that victims of child trafficking have poor academic adjustment due to lack of motivation on their part to teaching and learning. The study carried out by Aderinto and Okunola (2002) revealed that victims of child trafficking normally have poor memory as well as poor understanding and assimilation in school, manifestation of delinquent behaviour, passive during instruction in class, low level of motivation and aspiration for succeeding and they concluded that such children normally have low level of academic adjustment. Similarly, research works carried out separately by Berndt (1995), Birch and Ladd (1996) gave support to the fact that victims of child trafficking are unfriendly and lack good

reciprocal relationship. They stated that friendship supports children in their school environment and can assist them in their adjustment to school life. In their views, students with a friend in the classroom can use that peer as a source of support to deal with problems and avoid becoming lonely. According to the studies, friends show consistent similarities on many motivational measures including perceptions of competence, importance of meeting academic standards and preference for challenges, these according to them,, enhance their total adjustment to teaching and learning in the school.

All these findings and studies support the theory of adjustment by Sigmund Freud. This theory considers the emotionally disturbed children to be so thwarted in satisfaction of their needs for safety, affection, acceptance, and self-esteem that they are unable to intellectually to function efficiently, cannot adapt, fit in or cope with reasonable requirements of social regulation and convention or meet the ordinary demands of the environment in which they found themselves including school. It also lends support to adjustment theory of Bandura and Lewin which said, adjustment is a product of interaction between the individual and his environment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, a brief summary of the five chapters, and conclusions deduced from the study with relevant recommendations in form of suggestions for further studies are also given.

5.1 Summary

The study revealed the influence of trafficking status on personality (psychological stress and depression) and academic adjustment among Junior Secondary school students of Edo state. It was proved that significant differences exist in the personality psychological stress and personality depression levels between victims and non-victims of child trafficking among the students. It was also observed that non-victims had higher academic adjustment than victims of child trafficking among Junior Secondary school students of Edo state. The study was presented in five main chapters which this section intends to summarize.

Chapter one introduced the study, and the general background of the study. The study has three research questions, three null hypotheses and three basic assumptions that guided the research. The scope of the study is victims and non-victims of child trafficking in Junior Secondary school in Edo state.

Chapter two presents the detailed review of related literature and the conceptual studies related to the study. The concepts of personality with respect to psychological stress, depression were discussed under chapter two. Also in chapter two, child trafficking as a concept was reviewed, incidences of child trafficking, causes of child trafficking, effects of child trafficking

and measures to prevent child trafficking. Also presented in this chapter is the concept of academic adjustment. Some related theories such as Hans Eysenck's theory of personality, Bandura and Lewin theory of adjustment, Aaron Beck cognitive theory of depression were reviewed in chapter two. The chapter also reviewed some related empirical studies

Chapter three discussed the study's methodologies adopted. The ex-post-facto design was used by means of structured questionnaire to gather data from the students(respondents) in selected Junior Secondary schools in Edo state. The sampling technique adopted was the opportunistic sampling technique . The population for the study is 264 consisting of victims non-victims of child trafficking. The instrument for data collection was a well structured questionnaire divided into four sections. Section A contains the biodata of the respondent, section B has the depression inventory, section C contains the psychological stress inventory while section D has the academic adjustment inventory. Data collected from the subjects were analyzed using the SPSS statistical package Version 20 and the following major findings were drawn from the study:

1. That significant difference exists between victims and non-victims of child trafficking in their personality psychological stress.
2. That significant difference exists between victims and non-victims of child trafficking in their personality depression.
3. That significant difference exists between victims and nono-victims in their academic adjustment.

5.2 Conclusions

The main objective of this study is to assess the influence of personality psychological stress and personality depression and academic adjustment of Junior Secondary school students in Edo state of Nigeria. Based on the findings, the following conclusions can be deduced:

- *. Child trafficking has influence on personality psychological stress as victims had higher level of personality psychological stress than their non- victim counterparts
- *. Similarly, child trafficking has influence on personality depression as victims had higher level of personality depression than their non - victims counterparts.
- * Also, child trafficking has influence on academic adjustment as non-victims had higher level of academic adjustment than their victim counterparts.

5.3. Recommendations

Based on the findings of this study, the researcher hereby provides the following recommendations:

1. Victims and non-victims of child trafficking should be sensitized on the effects of child trafficking on personality and academic adjustment in school.
2. Workshops, seminars and lectures should be organized for both victims and non-victims of child trafficking to provide social support.
- 3.. School psychologists and counsellors have to help victims of child trafficking to come out of the nightmare of the traumatic experience.

5.4 Suggestions for further studies

The following are suggestions for further studies in the relevant areas:

1. The influence of child trafficking on the Students' Academic Performance in Secondary Schools in South-South Geo-Political zone of the country.
2. The Influence of Socio-Economic background on child trafficking and other social vices in Edo state.

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APPENDIX 1

Department of Educational Psychology

and Counselling,

Faculty of Education

Ahmadu Bello University, Zaria

3rd March, 2015

Dear students,

I am a Post-graduate student of the above named university. I am conducting a research titled, "Influence of Child Trafficking on personality and academic adjustment among Junior Secondary School students in Edo state, Nigeria."

I therefore write to solicit your assistance in responding to the questionnaire I will give you. Your responses are purely for research purposes and will be treated with high degree of confidentiality.

Please, kindly respond to this questionnaire as honestly as you can.

Thanks for your anticipated co-operation.

Yours faithfully,

David Ibitayo
(M.ED/EDUC/26537/2012/2013)
Researcher

APPENDIX II

SECTION A: BIODATA

Instruction

Please do not write your name on the questionnaire, you are required to tick (V) in the column that expresses your opinion. Kindly supply the following information about yourself,

Sex Male () Female () Age ()

School -----

SA = Strongly Agree, A= Agree, SD = Strongly Disagree, D = Disagree

V/UT = Very Untrue, UT = Untrue, T = True, V/T = Very true

SECTION B: DEPRESSION INVENTORY

	Items	SA	A	D	SD
		3	2	1	0
1.	I feel sad much of the time				
2.	I feel the future is hopeless and that things cannot improve				
3.	I feel I am a complete failure as a person				
4.	I am dissatisfied or bored with everything				
5.	I feel guilty all of the time				
6.	I feel I am being punished				
7.	I hate myself				
8.	I blame myself for everything bad that happens				
9.	I would kill myself if I had the chance				
10.	I have lost interest in other people or things				
11.	I get tired or fatigued more easily than usual				
12.	I find I can't concentrate on anything				
13.	My appetite is much less than before				
14.	I am much more irritable than usual				
15.	I wake up 1-2 hours early and can't get back to sleep				

16	I do not have enough energy to do very much				
17	I feel more worthless as compared to other people				
18.	I have much greater difficulty in making decision than I used to do				
19.	I feel more restless or wound up than usual				
20.	I feel more discouraged about my future than I used to be				

Source: Adopted from Beck Depression Inventory (1996)

Scoring Guide: In scoring the instrument, all the scores will be added together to get the total scores. The lowest score is zero (0), while the highest score is three (3)

SA = 3, A = 1, DA = 1 and SD = 0

SECTION C: PSYCHOLOGICAL STRESS

	Items	V/UT	UT	T	V/T
		0	1	2	3
1.	I am much concerned about my personal safety				
2.	I feel lonely and uncared for				
3.	I do not feel free with people due to the bad experience I have had				
4.	I find it difficult to settle down to read and study				
5.	I find it hard to concentrate in learning in school				
6.	I find that I easily forget what I learned				
7.	I often get nervous attack				
8.	I often feel frightened for no good reason				
9.	I worry a lot about the problems of my family members and friends				
10.	I find that I quarrel with people easily				
11.	I have supportive friends				
12.	I have a satisfying relationship with members of my family				

13.	I do not feel free with many of my schpppl mates				
14.	I continue to feel guilty for some mistakes I made in the past				
15.	I have a supportive family				

Source: Adopted from Balarabe Psychological Stress Instrument (2007)

Scoring Guide: In scoring the instrument, all the scores will be added together to get the total scores. The lowest score is zero (0), while the highest score is three (3)

V/UT = 0, UT = 1, T = 2, VT = 3

SECTION D: ACADEMIC ADJUSTMENT INVENTORY

S/N	Items	SA	A	D	SD
		3	2	1	0
1.	I have interest in my schooling				
2.	I have desire to master school work independently				
3.	I do find most of the lesson very interesting				
4.	I have preference for challenging work than easy work				
5.	I have no doubt that I will achieve my academic goals				
6.	As lo long as one works hard one succeeds				
7.	One usually know whether he or she could succeed before he or she takes an examination				
8.	Getting high grades at school would not depend on the people you know				
9.	My early educational background is responsible for my positive performance in the school				
10.	I try to excel in my academics in order to please teachers and my parent				
11.	I derive much pleasure while working on my school assignments				
12.	I find my subjects easy because I have foundation on it				
13.	Further schooling will contribute to my life goals				
s14.	My career choice is what really I am pursuing				

15.	Association with friends affects my learning positively				
16.	The method of teaching affects learning attitude positively				
17.	My curiosity enables me complete class exercise and assignment in good time				
18.	I want to be recognized when I demonstrate my abilities in the class				
19.	My interest in any subject determines my grade				
20.	I want to get better grades in the class than other students				

Source: Adopted from Hugh M. Bell Adjustment Inventory (2000)

Scoring Guide: In scoring the instrument, all the scores will be added together to get the total

scores. The lowest score is zero (0), while the highest score is three (3)

SA = 3, A = 1, DA = 1 and SD = 0

APPENDIX 111

HYP01

T-Test

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
PSYCHOLOGICAL STRESS	Victims	132	30.015	7.16542	.62367
	non victims	132	16.265	6.85494	.59665

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
PSYCHOLOGICAL STRESS	Equal variances assumed	.002	.967	15.931	262	.000	13.75000	.86311
	Equal variances not assumed			15.931	261.488	.000	13.75000	.86311

Hypo2

T-Test

Group Statistics

	Status	N	Mean	Std. Deviation	Std. Error Mean
DEPRESSION	Victims	132	35.5909	7.16219	.62339
	non victims	132	15.4242	9.30084	.80953

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
DEPRESSION	Equal variances assumed	21.341	.000	31.482	262	.000	20.348	1.02
	Equal variances not assumed			31.482	245.945	.000	20.348	1.02

T-TEST GROUPS=status(1 2)

/MISSING=ANALYSIS

/VARIABLES=ACADEMIC_ADJUSTMENT

/CRITERIA=CI(.95).

Hypo3

T-Test

Group Statistics

	status	N	Mean	Std. Deviation	Std. Error Mean
ACADEMIC_ADJUSTMENT	Victims	132	20.1301	6.63591	.577
	non victims	132	57.5530	9.36864	.815

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ACADEMIC ADJUSTMENT Assumed Equal variances	10.796	.001	31.682	262	.000	37.4229	.99927	33.62671	29.6914	
ACADEMIC ADJUSTMENT not assumed Equal variances			-31.682	236.014	.000	37.4229	.99927	33.62771	29.690	

FREQUENCIES VARIABLES=status sex age school

/ORDER=ANALYSIS.

FREQUENCIES VARIABLES=status sex age school

/ORDER=ANALYSIS.

Frequencies

Statistics

		status	sex	age	school
N	Valid	264	264	264	264
	Missing	0	0	0	0

Frequency Table

Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Victims	132	50.0	50.0	50.0
	non victims	132	50.0	50.0	100.0
	Total	264	100.0	100.0	

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	119	45.1	45.1	45.1

female	145	54.9	54.9	100.0
Total	264	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10	4	1.5	1.5	1.5
11	8	3.0	3.0	4.5
12	66	25.0	25.0	29.5
13	60	22.7	22.7	52.3
14	73	27.7	27.7	79.9
15	50	18.9	18.9	98.9
16	3	1.1	1.1	100.0
Total	264	100.0	100.0	

School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Afe Grammar schUgboshi	36	13.6	13.6	13.6
ososo Grammar schOsoso	30	11.4	11.4	25.0
Uromi sec schoUromi	18	6.8	6.8	31.8
Azoma college uromi	32	12.1	12.1	43.9

Ogwa Grammar schOgwualshan	30	11.4	11.4	55.3
Aduwa Commrcial college Aduwa	26	9.8	9.8	65.2
Iguobazuwa Grammar SchIguobuuwa	38	14.4	14.4	79.5
Akpekpe sec schAuchi	14	5.3	5.3	84.8
Ujoelem Grammar school Ekpoma	20	7.6	7.6	92.4
Irua Grammar school, Irua	20	7.6	7.6	100.0
Total	264	100.0	100.0	