



Assessing Adolescent Neglect and Extraversion Trait among Senior Secondary School Students in Sokoto Metropolis

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ABSTRACT

The study investigated the relationship between adolescent neglect and extraversion/introversion traits among senior secondary school students in Sokoto metropolis. A descriptive survey design was employed for this research. The entire senior secondary school student population in Sokoto metropolis at the time of the study was 17,235, spread across 28 senior secondary schools as reported by the Sokoto State Ministry for Basic and Secondary Education. From this population, a representative sample of nine schools was selected, including three male schools, three female schools, and three mixed schools. A combination of stratified, purposive, proportionate, and random sampling techniques was utilized. The final sample frame consisted of 7,421 students. The study's usable sample size was determined to be 365 based on the guidelines provided by the Research Advisors Table (2006). Data collection employed two instruments: the Eysenck Personality Questionnaire (EPQ: Adult Version for ages 16-69) and a self-constructed Adolescent Neglect Scale (ANS). To analyze the data, Pearson correlation was employed for the first hypothesis, while the second and third hypotheses were tested using independent sample t-tests. The findings revealed a significant relationship between adolescent neglect and the extraversion trait of personality, while no significant correlation was observed between adolescent neglect and introversion. Additionally, a noteworthy difference in terms of adolescent neglect was found among the sampled groups. Based on the results, it is recommended that parents and caregivers take proactive measures to ensure that adolescents under their care are not deprived of fundamental life necessities. Providing a supportive environment that caters to their essential needs is crucial for their well-being and development.

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INTRODUCTION

Piaget, Bowlby, Vygotsky, and other psychologists concerned with human growth and development generally regard neglect as a sort of negative attitude among individuals responsible for child-upbringing, who include parents, older siblings, nannies, and school teachers. Bradley and Corwyn (2002) see the concept of neglect as the failure to provide basic needed care for an individual irrespective of age in areas of shelter, food, clothing, supervision, medical care and so forth for the person's wellbeing.

In the view of Friedman (2010), the impact of neglect does not end just during childhood and adolescence; all care deficits experienced by children often constitute major obstacles during cognitive, behavioral and emotional development during adolescence and further into adulthood. Watson (2005) puts that, "adolescent neglect is the failure to provide basic needed care for the adolescent, such as shelter, food, clothing, education, supervision, medical care and other basic necessities needed for the adolescent's physical, intellectual and emotional

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development." Neglect of adolescents may be as a result of several problems on the part of parents such as psychological disorders, poor parenting style, substance abuse, domestic violence, unemployment, poverty, unplanned pregnancy, etc.

Neglect could also be in terms of allowing the young individual to witness violence or severe abuse between parents or adults, or be ignored, insulted, or threatened, or not provided with a safe environment and adult emotional support (Cawson, 2002). It is the attitude of neglect that sometimes causes children and adolescents to abscond from school or drop out entirely.

Sometimes it can be difficult to observe a situation and to know for certain whether neglect has occurred to an adolescent. DePanfilis (2006) is one of those having the view that behaviours and attitudes indicating that a parent or other adult caregiver may be neglectful include when he or she appears to be indifferent to the individual child or adolescent, seems apathetic or depressed, behaves irrationally or in a bizarre manner, abuses alcohol or drugs, denies the existence of, or blames the individual for his/her, problems in school or at home, sees the individual as entirely bad, worthless, or burdensome, and also when the caregiver himself looks up to the child or adolescent primarily for care, attention, or satisfaction of certain needs.

High frequency or chronicity of neglect, however, is what various researchers such as Brandon et al. (2013) and Thornberry et al. (2010) have said can have effects on life of adolescents.

In the words of Porchia-Usher (as cited in Massey-Stokes, 2018), chronic neglect is defined as an ongoing, serious pattern of deprivation of a child's basic physical, developmental, and/or emotional needs for healthy growth and development.

There are six different forms of neglect that have been explained and adopted by different authors and organisations around the world (DePanfilis, 2006; Howarth, 2007; Massey-Stokes, 2018; Project-sakinah, 2015; WebMD, 2015; Pekarsky, 2017; Jasper, Mazarin, Levitas, 2022). These are physical neglect, medical neglect, environmental neglect, emotional

neglect, educational neglect and inadequate supervision.

A neglected child/adolescent exhibits among others the following signs and symptoms (Good Therapy, 2022; Brighton and Hove Safeguarding Children's Partnership, 2022; National Society for the Prevention of Cruelty to Children [NSPCC], 2017):

1. Being frequently absent from school.
2. Inappropriate clothing (e.g. shoes too small, clothes are ill-fitted or unsuitable for the weather conditions).
3. Clothes are consistently dirty or smelly.
4. Being frequently hungry.
5. Unkempt appearance and poor body hygiene.
6. Lacking necessary medical or dental care, e.g., immunisations or glasses.
7. Missing medical appointments.
8. Constant health problems such as growth issues and untreated injuries.
9. Begging or stealing things like money or food.
10. Being left home alone for long periods of time.
11. Taking on the role of a caregiver for other family members.
12. Changes in behaviour, such as becoming clingy, aggressive, withdrawn, depressed, or anxious.
13. Misuse of drugs.
14. Self-harm or attempts suicide.
15. Displaying obsessive behaviour.

When there is intentional or unintentional failure to provide all or part of the basic needed care for the adolescent, such failure is regarded as 'adolescent neglect'. Therefore, adolescent neglect is the situation whereby an adolescent, for certain reasons, does not have his/her basic needs met by those responsible for them. This attitude of neglect denies adolescents the opportunity to realize their goals in life and develop into adults their society will be proud of. Extraversion is a psychological trait used by psychoanalysts such as Freud and Eysenck to define individuals who look psychosocially active, sociable, optimistic, impulsive, risk-taking, carefree, and quick-tempered.

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However, the opposing trait of extraversion on Eysenck Personality Questionnaire is introversion, which is scored on the same scale. Introversion describes individuals that look quiet, reserved, thoughtful, interfering, socially withdrawn, and somewhat pessimistic about events.

Furthermore, there are various reasons that may put parents and other caregivers at greater risk of becoming neglectful towards adolescents under their care. Such are risk factors that can rob adolescents and younger children all or most care necessary for their upbringing. Glaser (2011), DePanfilis (2006), Stalker and McArthur (2012) and Good Therapy (2022) have from different perspectives outlined various risk factors for neglect of children and adolescents:

1. Domestic violence.
2. Chronic medical or mental health issues in family.
3. Parental substance abuse issues.
4. Poverty.
5. Parental depressive mood.
6. Temperament problems, and mental and physical disabilities of the individual expecting care.
7. Poor learning environment which may include over crowdedness, inadequate instructional materials, inadequate staffing, etc.
8. Absence of or inadequate government commitment in protecting the rights of children and adolescents.

However, extraversion (also extroversion), means much more than being talkative or highly vocal. The construct also means more than just being attracted to social events. In broad sense, extraversion is the personality trait of seeking gratifications or satisfactions from outside oneself. All attributes, experiences, strengths and weaknesses with respect to extroverts revolve around looking for gratifications on the environment external to the self.

Such gratifications are the mental and physical feelings of satisfaction in relation to the goals, needs, or hopes of the individual. Introversion happens to be the opposing trait of extraversion. These two opposing traits were

first formally distinguished by Carl Jung in 1923 (McLeod, 2018), an idea that was later supported and adopted by psychologists like Hans Eysenck in 1947 in his trait theory which gave birth to the popular Eysenck Personality Questionnaire (EPQ). The concepts were also assimilated into the Big Five trait theory by Fiske in the late 1940's.

Extraversion is characterized by sociability, talkativeness, assertiveness, and excitability (Cherry, 2022). Extraversion is a broad personality trait that encompasses a number of specific characteristics such as sociability, assertiveness, high activity level, positive emotions, and impulsivity (Lucas & Diener, 2001).

Such overlapping traits could be understood as source traits underlying the extraversion trait generally. An extrovert, therefore, displays strengths such as liveliness, flexibility, open-mindedness, friendliness, cheerfulness, energy, enthusiasm, risk taking, optimism, and quick action taking. Such an individual performs well in tasks or jobs that require facing crowds or strangers such as teaching, political campaigns, legal defense, sales, sports commentary, media and entertainment services, and so forth.

It is the attribute of sociability that gives the extroverted individual such public confidence. Although his talkativeness and excitability make him usually thoughtless and impulsive for which his jobs are unavoidably found with errors that occur frequently. He appears to be very responsive to stimuli. This again makes him aggressive. Other individuals in his environment may question his impulsivity and overzealousness for which he reacts badly.

Furthermore, owing to his high degree of sociability coupled with high levels of assertiveness and impulsivity, the extrovert is normally found to be in quick pursuit of his dreams; this is an attribute that attracts greed, and since he is impulsive, he will most likely be carefree and nonchallant about possible negative consequences.

Extroverts are risk takers; this is much fueled by their impulsivity and goal-orientedness. Extroverts' high sociability makes them easily join and blend with others, which is why they may be more attractive to risky activities such as wrestling, stunt

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activities, prostitution, drug peddling, insurgency, and cultism. The extrovert does not often feel afraid or shy as long as his goals are met. He seeks leadership roles where ever he is.

In school, the extrovert is popular among both the students and the teachers. He is bound to perform well in drama, sports, debate, news casting and other extracurricular activities. In the classroom, he is both a contributor and a responder. He teases other students and mimicks his teachers in their absence. This earns him strokes and other punishments frequently. Most often, extroverts are not the most brilliant students in terms of curricular activities. Their high sociability and excitability draw them rather to activities that create sensations, attention, eulogy and applause from crowds or other people.

In contrast, introversion is a personality type characterized by traits such as reserve, passivity, thoughtfulness, and a preference to keep emotional states private; introverts are most comfortable interacting in small groups and with one-on-one relationships, and are energized by spending time alone (Guy-Evans, 2021). Introversion is seeking gratifications from within the self, which is why the individual is consistently quite, isolated, reserved, and less sociable.

Introversion does not mean total abstinence from talking or from joining groups. The introvert may talk, joke, and work cheerfully and freely with familiar people, or with people that share his views and interests. The introvert's attributes of reserve, passivity, and privacy make him thoughtful, careful, watchful, noiseless, attentive, and calculative. Because of these characteristics, the introvert becomes a good planner, and often endures tasks to their completion.

The introvert possesses potentials to perform well in reading, writing, and in other activities that require a lot of contemplation, commitment, consistency, and endurance. Such an individual is bound to show high depressive mood, high social anxiety, low public confidence, pessimism, and procrastination. His highly repressed feelings may cause him depression, as a result of which he may turn out to be hypertensive, schizophrenic, suicidal and vicious; and he may develop obsessive compulsive disorder; a

disorder that makes him obsessed with certain objects or actions, for which he feels impelled to repeat or review most tasks he does.

Moreover, an introvert with low *super-ego* development may be a mastermind of antisocial operations in society such as theft, robbery, kidnapping, espionage, prison break, et cetera. Within the learning environment, however, the introvert, if guided, will function well in reading and writing, and in other curricular activities that require consistent learning and practice, thinking, reasoning, calmness, and independence, such as Mathematics, Accounting, surgical operations, quizzes, etc.

Statement of the Problem

In Sokoto State, adolescent neglect is a widespread phenomenon; adolescents are typically introduced to adult life almost prematurely; families pay little or no attention at all to the consequences of factors that influence the lives of young people. When infants and children are denied enough of good food, clothing, shelter, medicine, training and supervision, we say there is child neglect. In the same vein, when such denial occurs with respect to adolescents, researchers on adolescent development opine that adolescent neglect has occurred. In Sokoto and environs, just as in other parts of Nigeria, children and adolescents raised by well-to-do homes also experience different forms of neglect which cause detrimental long lasting effects during developmental stages of such individuals.

There are different ways in which adolescents in Sokoto are being neglected at home and within the school environment. The researcher, having taught for many years in both private and public schools in the state, has observed that some adolescents are into drugs, out-of-school, drop-out, delinquent, lack adequate school materials, look depressed, lack enough medical care, personal and environmental hygiene, and emotional care in their homes. Similarly, some schools, across Sokoto State, which are supposed to compensate the hope and serve as source of hope for students, are not taking proper adequate care. These instances of neglect drew the researcher's interest to conduct this research in order to find out how adolescent neglect relates to extraversion/introversion trait

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of personality with respect to adolescent students in senior secondary schools located in Sokoto metropolis.

Research Questions

1. Is there significant relationship between adolescent neglect and extraversion among senior secondary school students in Sokoto metropolis?
2. Is there significant relationship between adolescent neglect and introversion among senior secondary school students in Sokoto metropolis?
3. Is there significant gender difference on the basis of adolescent neglect among senior secondary school students in Sokoto metropolis?

Objectives of the Study

1. To examine the relationship between adolescent neglect and extraversion among senior secondary school students in Sokoto metropolis.
2. To study the relationship between adolescent neglect and introversion among senior secondary school students in Sokoto metropolis.
3. To examine the gender difference on the basis of adolescent neglect among senior secondary school students in Sokoto metropolis.

Hypotheses

1. There is no significant relationship between adolescent neglect and extraversion among senior secondary school students in Sokoto metropolis.
2. There is no significant relationship between adolescent neglect and introversion among senior secondary school students in Sokoto metropolis.
3. There is no significant gender difference on the basis of adolescent neglect among senior secondary school students in Sokoto metropolis.

THEORETICAL FRAMEWORK

This research is based on three relevant theories: Attachment Theory by

Bowlby, Parental Investment Theory by Triveres, and Trait Theory of Personality by Eysenck. The major assumption of Bowlby's attachment theory is that parents are a sanctuary of safety throughout pre-adult life (i.e. adolescence). Secure attachments help children and adolescents to develop an internal model of self-competence and a model of dependability for others. While insecure attachments, however, promote feelings of threat, rejection, and personal unworthiness.

The Parental Investment Theory, however, suggests that parents sometimes decrease or completely cease investment in their children when they think that not doing so is more beneficial than the amount of benefit to be derived from investing in their child's education, medical care or other things. Children and adolescents who have abnormal physical features or mental disabilities are at greater risk for experiencing neglect according to the Parental Investment Theory. Another thing that could affect parental investment is the financial burden of childrearing. If parents see a greater benefit in a different use of their finances than investment in their children, they are likely to take advantage of the more lucrative option. In Sokoto State, generally, certain children are out of school

Eysenck's trait theory revolves around neuroticism, extraversion and psychoticism. With extraversion observed along extraversion—introversion scale.

RESEARCH METHODOLOGY

The research design adopted for the study is descriptive research, which primarily focuses on describing the extent of relationships or differences between quantitative variables. A descriptive research helps provide answers to the questions of who, what, when, where, and how with regard to a particular research problem (Baron, 2001).

The target population for this study was the population of SS I and SS II students from 28 senior secondary schools in Sokoto metropolis, which was 17, 235. The students' average age was 17. A multi-stage sampling technique was used to arrive at 365 respondents out of nine (9) schools using the Research Advisors table (2006). Multi-stage sampling technique was used, consisting of

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stratified, purposive, proportionate, and random sampling methods.

Two instruments were used by the study: Self-developed Adolescent Neglect Scale (ANS) and Eysenck Personality Questionnaire (EPQ: Adult— 16 -69 years of age) The Adolescent Neglect Scale (ANS) is made up of 30 items on a five-point Likert scale ranging from strongly disagree to strongly agree answered by the samples. Scores range from 30 - 150; higher scores (91 - 150) indicate adolescent neglect, while lower scores (30 - 90) shows absence of adolescent neglect. While, on the EPQ, the researcher adopted only the 'extraversion scale' which has 21 yes or no questions which score extraversion and introversion traits.

The validity for Adolescent Neglect Scale was provided by the researchers by exposing the scale to experts in the field of Psychology. While Eysenck and Eysenck (1975) validated the EPQ. Uzoka and Naedo (2013) used EPQ in their study of psychological correlates achievement in sports among Nigerian adolescents and maintained that EPQ had originality of measuring what it ought to measure.

In establishing the reliability of the instruments, test-retest method was used on Adolescent Neglect Scale in a three-week interval, and Eysenck's indices on Extraversion Scale were adopted. Eysenck considered extraversion as a bi-dimensional trait along

extraversion—introversion line. The Pearson index obtained on the neglect scale was 0.74, while the alpha coefficients of reliability of the EPQ (Adult) for Nigerian samples were provided by Eysenck, Adelaja and Eysenck (1978), while Eysenck and Eysenck provided the test-retest reliability coefficients of EPQ (Adult) for samples of English University Students. The test-retest time interval was one month. The extraversion coefficients for Nigerian samples were 0.60 (males) and 0.68 (females), while the coefficients for English samples were 0.89 (males) and 0.80 (females).

Pearson correlation was run on the first and second hypotheses, and independent sample t-test was used on the third hypothesis.

DATA ANALYSES AND PRESENTATIONS

Among the 365 respondents to whom the Adolescent Neglect Scale (ANS) and Extraversion Scale were exposed, a total of 117 were identified as neglected of which 69 were males and 48 were females. There were 65 neglected extroverts 40 of whom were males and 25 were females. There were 57 neglected introverts in all: 37 males, 20 females.

Hypothesis 1: There is no significant relationship between adolescent neglect and extraversion trait in senior secondary students in Sokoto metropolis.

Table 1: Relationship between Adolescent Neglect and Extraversion Trait of Senior Sec. Sch. Students in Sokoto Metropolis

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Extraversion	65	15.14	1.71	63	0.56	0.03	H ₀ Rejected
Neglect	117	89.38	16.36				

Table 1 above shows that the mean and standard deviation of extrovert personality are 15.14 and 1.71 respectively, while adolescent neglect has a mean score of 89.38 and a standard deviation of 16.36. The table also indicates that out of 117 neglected adolescents, 65 were extrovert. From the table, it is understood that r-Cal is 0.564 while p-Value is 0.026 at 0.05 alpha level, indicating a significantly positive relationship between

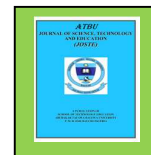
adolescent neglect and extraversion trait of senior secondary school students in Sokoto metropolis. This finding means that, adolescents' dispositions of extraversion characterized by high impulsivity, improper management of resources, less regard for rules, quick temper, carefree attitude which may cause lack of proper hygiene, insecure and unsafe associations, etc., have significant correlation with the problem of neglect.

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Hypothesis 2: There is no significant relationship between adolescent neglect and introversion trait in senior secondary students in Sokoto metropolis.

Table 2: Relationship between Adolescent Neglect and Introversion Trait of Senior Sec. Sch. Students in Sokoto Metropolis

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Introversion	57	8.75	2.85	55	0.217	0.09	H ₀ Retained
Neglect	117	89.38	16.36				

Table 2 shows that the mean and standard deviation of introvert personality are 8.75 and 2.85 respectively, while adolescent neglect has a mean score of 89.38 and a standard deviation of 16.36. The table shows that out of 117 neglected adolescents, 57 were introverted. From the table, it is understandable that r-Cal is 0.217 while p-Value is 0.085 at 0.05 alpha level, indicating a lack of significant relationship between adolescent neglect and introversion trait of senior secondary school students in Sokoto

metropolis. This result deductively shows that adolescents' dispositions of being often quiet, reserved, withdrawn from public domain, pessimistic about life events, and too shy to blend with others or never enjoy being in the limelight are not much attracted by neglect experiences.

Hypothesis 3: There is no significant gender difference among senior secondary students in Sokoto metropolis on the basis of adolescent neglect.

Table 3: Gender Difference on the Basis of Adolescent Neglect

Variable	N	Mean	S.D	Df	t-Cal	p-Value	Decision
Male	69	88.09	13.76	115	0.95	0.04	H ₀ Rejected
Female	48	91.02	16.62				

Table 3 shows a t-Cal of 0.951 is greater than the p-Value of 0.043, which indicates a significant gender difference on the basis of adolescent neglect among senior secondary school students in Sokoto metropolis. This means that male and female senior secondary school students in Sokoto differed significantly in the way they were neglected in terms of education, healthcare, supervision, emotional care, environmental hygiene, and physical care.

management of resources, less regard for rules, quick temper, carefree attitude which may cause lack of proper hygiene, insecure and unsafe associations, etc., has a lot to do with the problem of neglect.

This particular finding wants to propagate the idea that adolescents in Sokoto who are often impulsive and temperamental in dealing with people and events are doing so most likely because they are being neglected by their caregivers. Moreover, this finding indicates that other behaviours such as inconsistency in the level of participation in school activities, reckless driving, and poor resource management and poor environmental hygiene among adolescents in Sokoto empirically have something to do with adolescent neglect.

Furthermore, on relationship between introversion and adolescent neglect, the SPSS results indicate that r-Cal (0.217) is positively greater than p-Value (0.085) at 0.05 alpha level, which shows a lack of significant

DISCUSSIONS OF FINDINGS

On relationship between extraversion and adolescent neglect, r-Cal (0.564) appeared to be less than p-Value (0.026) at 0.05 alpha level, which means a significant relationship between extraversion and neglect with respect to adolescents in Sokoto Metropolis in contrast to the null hypothesis. This finding reports that, adolescents' dispositions of extraversion characterized by high impulsivity, improper

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relationship between the correlated variables as earlier hypothesized.

This particular finding argues that adolescent neglect and traits of introversion are not related with respect to senior secondary school students in Sokoto metropolis. Because of this finding, it is understandable that adolescents' attitudes of being mostly quiet, reserved, withdrawn from public domain, pessimistic about life events, and too shy to blend with others or never enjoy being in the limelight empirically have no relation with their neglect experiences.

This research agrees with the finding of a study by Muff (2002) that examined how neglect of secondary school students correlated with Big-five personality traits in Mumbai. Results showed neuroticism and extraversion were positively related to neglectful attitude of parents. Younoos (1998) also reported a correlation between neglectful parenting and adolescents' suicidal tendencies (introversion tendencies) in Birmingham with 208 respondents.

Another research which also agrees with the findings of this research is that of Michael (1990) which found a significant relation between child abuse and neglect and mood disorder (introversion tendencies) in Karachi, though found no significant gender difference. Hildyard & Wolf (2002) also found that 'internalizing behaviours' (introversion) are commonly associated with neglect; they reported that children affected by neglect were more isolated at school compared to other groups of children, and had difficulty making friends; and neglected children also had tendencies to display aggressive and disruptive behaviours (aspects of extraversion).

A research conducted by Khan (1995) in Jakarta reported a lack of relationship between neglect and extraversion/introversion with a sample 300 first year undergraduate students. Another study by Alice (1987) in Bolton found there was no gender difference as to the effects of neglect on adolescent population.

CONCLUSION

The study has indicated that there is statistically a significant relationship between extraversion and neglect with respect to adolescents in Sokoto Metropolis in contrast to

the null hypothesis. There is, however, no significant relationship between adolescent neglect and introversion trait among the respondents. And there is significant gender difference on the basis of adolescent neglect among the samples of the research, whereby girls were found to be more neglected than boys.

RECOMMENDATIONS

The following are the recommendations of the study based on its findings.

1. Parents and all caregivers anywhere in Sokoto should play their own role of making sure that basic life's necessities in relation to children/adolescents under their watch are addressed so that no form of personality disorder develops thereupon. Parents should not discriminate against any gender concerning such basic necessities.
2. Parents also need to control the behaviours and interactions of their wards against possible encroachment of bad peers, and against substance abuse and watching of and participation in antisocial activities, and so forth.
3. Teachers in Sokoto should ensure that they fully discharge their duties and responsibilities in relation to the curricular and extracurricular activities of their students.
4. Schools in Sokoto should consistently make parents, guardians and government aware of all inadequacies or deficiencies with respect to the pupils/students that are within the schools.

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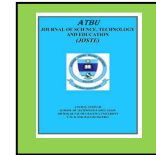
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