



Assessment of Effect of Cognitive Behavioral Therapy on Physical and Emotional Resilience of Abandoned In-School Adolescent in Taraba State Orphanage Home, Nigeria

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Abstract. The study was prompted by the poor coping state of abandoned in-school adolescents in Taraba orphanage home. The main objective of the study was to determine, the resilience, profile of abandoned in school adolescents, the effect of cognitive Behavioural therapy on physical and emotional resilience of abandon in-school adolescents. The population of the study comprised of 40 abandoned in-school adolescents in Taraba orphanage home. The sample consisted of all the 40 abandoned in-school adolescents in Methodist orphanage home Taraba, the sample comprised of both male and female abandoned in-school adolescents who have experienced abandonment. Out of the sample 20 were assigned to experimental group and 20 to control group. The study adopted experimental research design, specifically pre-test, post-test control experimental design. Two research questions were formulated to facilitate the study which were the following: To what extent does exposure to cognitive behavioural therapy enhance the resilience of abandoned in-school adolescents and what is the resilience profile of abandoned in-school adolescents and also three propounded as stated, there is no significant difference between the resilience pre-mean scores of abandoned in-school adolescents in experimental and control group, there is no significant difference between the physical resilience post mean scores of experimental and control groups and there is no significant difference between the emotional resilience post-test mean scores of adolescent in-school adolescents experimental and control groups. The instruments used for the study were resilience scale for abandoned in-school adolescents (RSFAIA) and observation scale for abandoned in-school adolescents (OSFAIA), the reliability for the resilience scale for in-school abandoned adolescents

instrument was 0.81 and the observation scale for in school abandoned adolescent was 0.879. Research question one to two were answered using mean score and standard deviation while hypothesis one to three were tested using t-test statistics. Result from the study showed that prior to intervention abandoned in-school suffered from physical and emotional consequences of abandonment, results also revealed that exposure to cognitive Behavioural Therapy (CBT) greatly improved their physical and emotional resilience's base on the funding of the study it was recommended that Behavioural should adopted in helping abandoned in-school adolescents develop resilience.

Keywords: Cognitive Therapy, Resilience, Abandoned Adolescents and orphanage Home

1. Introduction

Child abandonment is relatively a common occurrence, It has been an act of parents and caregivers since the Early times, but even today modern enlightened society children still eject children from their homes and are abandoned on the street and motor parks (child sponsor, 2010ected). Abandonment refers to the physical, Social Emotional and Cognitive neglect of a dependent or ward by a legal guidance, parent or the society as in whole, it is the neglect of the required or needed responsibility towards a dependent. Abandonment may not usually stem from loss of parents through death or divorce but can also result from inadequate physical and emotional care. Experience of abandonment can lead to trauma. Abandonment is a form of child abuse, which creates many problems. It's a global issue that has attracted serious attention Many children all over the world, are subjected to

psychological, emotional, physical and social abandonment.

It is actually difficult to understand Why any person especially parents, whom God has used to bring a child to the world will abandon the child. Many factors may be responsible for child abandonment such as Poverty, culture, religion and ignorance and lack of economic resources to provide basic needs of children, peoples way of life and lack of Awareness on child upbringing, all these can make parents abandon children (Dapanfilis, 2006).

According to Mamka (2016) abandonment can produce a sense of psychological and Physical effects on the affected Person. It Induces a feeling of shame, Low self-esteem and inferiority Complex. Also, Khara and Dolan (2014) stated that an abandoned adolescent is likely to exhibit fear, worthlessness guilt and will be under the impression that he/she has been abandoned for some wrong doings and will Keep on analyzing what the wrong is and will feel guiltier. Due to the guilt the child will tend to withdraw from people in the society. Some abandoned adolescents may resort to alcohol, smoking or drugs and may consider this habit as a way of dealing with problems. There are different forms of abandonment: Medical, Nutritional, educational, emotional and physical.

Gilbert (2010), defined resilience as the ability of humans to bounce back after difficulties so as to be able to cope with living. Resilience in children can be seen in four aspects of their development namely: physical, social, emotional, and cognitive. Physical resilience deals with the ability of abandoned in-school adolescents to cope with Challenges, maintain Stamina and strength in the face of adversity. Emotional; resilience is the ability of the abandoned in-school adolescents to maintain emotional stability or to bounce back after suffering despite challenges.

Resilience is a crucial ingredient for happy and healthy life. It is what determines how high we rise above what threatened to weigh us down. Adolescents refers to in-school abandonment children between age of 12-18 years in Taraba Orphanage Home. The increasing rate in the number of abandoned adolescents in Nigeria, particularly northern Nigeria is an issue of concern to parents, educationists and psychologists. These could be as a result of terrorists and Boko haram attacks in the region. These has created fear and worries in the minds of people. According to Internally Displaced Monitoring Centre (2016) more than 60% the total number of 2,152,000 internally displaced persons in northern Nigeria are abandoned adolescents.

Lamont (2010) asserts that Cognitive Behavioural Therapy (CBT) is a short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to problem-solving. Its goal is to change patterns of thinking or behaviour that are behind people's difficulties, and to change the way they feel. It is used to help treat a wide range of issues in a person's life, from sleeping difficulties or relationship problems, to drug and alcohol abuse or anxiety and depression. CBT works by changing people's attitudes and their behaviour by focusing on the thoughts, images, beliefs and attitudes that are held (a person's cognitive processes) and how these processes relate to the way a person behaves, as a way of dealing with emotional problems. Mills (2006) observed that an important advantage of cognitive behavioural therapy is that it tends to be short, taking five to ten months for most emotional problems. Clients attend one session per week, each session lasting approximately 50 minutes. During this time, the client and therapist work together to understand what the problems are and develop new strategies for tackling them. CBT introduces patients to a set of principles that they can apply whenever they need to, and that'll last them a lifetime.

Cognitive Behavioural Therapy (CBT) is based on a combination of the basic principles from behavioural and cognitive psychology. It is different from historical approaches to psychotherapy, such as the psychoanalytic approach where the therapist looks for the unconscious meaning behind behaviours and then formulates a diagnosis. Instead, CBT is "problem-focused" and "action-oriented", meaning it is used to treat specific problems related to a diagnosed mental disorder and the therapist's role is to assist the client in finding and practising effective strategies to address the identified goals and decrease symptoms of the disorder. CBT is based on the belief that thought distortions and maladaptive behaviours play a role in the development and maintenance of psychological disorders, and that symptom associated with distress can be reduced by teaching new information-processing skills and coping mechanisms.

In Taraba state, there is quite an increase in the number of abandoned adolescent due to attacks by bandits and Boko haram in the region. Many are captured on daily basis, and many killed Children were left without adults to cater for them. Many of these children left on the streets and Orphanage homes. Abandonment is detrimental to adolescents' life. Then the question that comes to mind how can these victims of abandoned adolescents overcome or cope with the devastating situation and traumatic experiences in life? The researcher is prompted to carry out this research to find out to what extent can coping strategies such as cognitive enhance the resilience of abandon in-school adolescents.?

Research has shown that there is a dearth of local empirical studies on effect of cognitive behavioral therapy on the resilience of abandoned in-school adolescents in Taraba Orphanage Home, Nigeria. This is part of the prompting for the study.

1.1 Objective of the Study

Objective of the Study are to find out:

- The resilience profile of abandoned in-school adolescent in Taraba State Orphanage home
- Effectiveness of cognitive behavioural therapy on physical resilience of abandoned in-school adolescents in Taraba Orphanage
- Effectiveness of cognitive behavioural therapy on emotional resilience of abandoned in-school adolescents in Taraba Orphanage

1.2 Research Question

- What is the resilience profile of abandoned in-school adolescents in Taraba state
- To what extent does exposure to CBT affect the resilience of Abandoned in-school Adolescents in Taraba orphanage home.

1.3 Hypotheses

- There is no difference between resilience pre-test mean Scores of Abandoned Adolescent in experimental and control groups.
- There is no significant difference between the physical resilience post-test and mean scores of experimental and control groups.
- There is no significant difference between emotional post-test and mean scores of experimental and control groups.

1.4 Significance of the Study

The study would benefit the following Students, parent teachers, government, social workers' psychologists and researchers, to students it will help them get information and literature on similar researches they intend to carry out and also educate them on how to handle issues of abandonment.

To teachers the study will enlighten them on the types of abandonment, causes, identify types of

abandonment symptoms and victims so as to assist them overcome the trauma and to send them to psychologists for therapy. The study will create to parents' awareness by educating them on what abandonment is, it will also reduce the rate of child abandonment and child abuse among parents and enlighten them on how to handle issues of abandonment.

Psychologists will benefit also from the study and counselors the study has shown the effectiveness of Cognitive Behavioural Therapy in treating physical and emotional problems. This knowledge can also be transferred to other traumatic situations. To the government the study will be of importance for it will enlighten them on laws and policies to enact so as to control abandonment.

2. Research Methodology

The Study employed experimental design specifically, the pre-test posttest Control and experimental research design. Random Sampling technique was used to assign adolescents students into experimental and control groups. The Population of the study consisted of all the 40 abandoned in-school adolescents, 25 males and 15 females in Methodist Orphanage Home Taraba state. Out of this sample 20 were assigned to experimental group and 20 to Control group. The experimental group was exposed to treatment while the Control was not. The two groups were pretested and post-tested, so as to be able to ascertain if there was a difference in the resilience of those exposed to cognitive behavioural therapy and those who were not. No sampling of orphanage home was carried out because there was only one orphanage home in Taraba State as of the time of the research.

The instruments used for data collection were resilience scale for Abandoned In-school adolescents (RSFAIA) and observation schedule for Abandoned In-school Adolescents (OSFAIA). A pilot Study was conducted on a different population in Adamawa, which has the same geographical Location and a measure of reliability of the RSFAIA was established using the test-retest method. The reliability coefficient for resilience scale Abandoned In-school Adolescent (RSFAIA) was 0.81 using Alpha Cronbach Method and the Observation Schedule for abandoned In-school Adolescent (OSFAIA) was 0.879 using Alpha Cronbach method

3. Results

The results of the study were organized and presented in tabular forms according to the research questions and hypotheses.

Research Questions

Question One: What was the resilience profile of abandoned in-school adolescents before exposure to CBT?

Table 1: Mean Scores of Resilience Profile of Abandoned in-school Adolescents before Exposure to CBT

Group	N	$\bar{X}$	SD	S. E	Profile
Experimental	20	38.00	4.64	1.037	Low
Control	20	38.44	4.64	1.036	Low

NB: Criterion; $\bar{X} < 49$ = Low, $\bar{X} \geq 50$ = High, N = 40. S.E = Standard error of mean.

Table 1 showed that both the experimental group and the control group have the respective mean scores, $M=38.00$, $SD=4.64$ and $M=38.44$, $SD=4.64$ below the mean bench mark of 50.0. This implies that all the abandoned in-school adolescents in orphanage had low resilience before exposure to CBT.

Question Two: To what extent does exposure to CBT affect the resilience of abandoned in-school adolescents?

Table 2: Mean Scores on extent to which CBT Affect Resilience of Abandoned In-school Adolescents after exposure

Group	N		Pre test	Post test
Experimental	20	$\bar{X}$	38.00	84.84
		SD	4.64	3.29
Control	20	Mean	38.44	36.81
		SD	4.64	4.08

NB: Criterion; $\bar{X} < 49$ = Low, $\bar{X} \geq 50$ = High, N = 40

Table 2 analysis revealed that the posttest means scores of the experimental group ($M=84.84$) is above the average criterion mean of 50.0 and greater than that of the control group ($M=36.81$). The posttest mean scores of the experimental group are also greater than the pretest mean scores of both the experimental (38.00) and the control groups (38.44) respectively. This s

Hypotheses

Hypothesis One: There is no significant difference between the resilience pre-test mean scores of abandoned in-school adolescents in the experimental and control groups.

Table 3: Summary of t-test Analysis of Pre-test Resilience of Abandoned In-school Adolescents in the Experimental and Control Group

Group	N	$\bar{X}$	SD	df	$t_{cal.}$	p-value	Level of sig.
Experimental	20	38.00	4.64	38	-0.298	0.062	0.05
Control	20	38.44	4.64				

$P > .05$

$\alpha/2 = 2.021$

Table 3 indicated that the t-calculated value (-0.298) is less than the crucial t-value (-2.021). This implies that the null hypothesis is accepted. Also, given that the p-value (0.062) is greater than the level of significance (0.05), the study therefore, concludes that there is no significant difference between the mean scores of the control and experimental groups of abandoned in-school adolescents before exposure to CBT.

However, findings from the observation made on the resilience pre-test mean scores of abandoned in-school adolescents in the experimental and control groups revealed that the mean difference (1.36) and the effect size (0.195) of observers rating between the experimental and the control groups on the resilience of abandoned in-school adolescents is not large. This means that observation shows that in-school abandoned adolescents had low resilience before the exposure to CBT intervention.

Hypothesis Two: There is no significant difference between the physical resilience posttest mean scores of the control and experimental group after treatment.

Table 4: Summary of t-test Analysis of Physical Resilience of Abandoned In-school Adolescents in the Experimental and Control Group

Group	N	$\bar{X}$	SD	Df	$t_{cal.}$	p-value	Level of sig.
Experimental	20	85.88	4.24	38	25.09	0.044	0.05
Control	20	37.25	7.56				

$P < 0.05$

$\alpha/2 = 2.021$

Table 4 results showed that the t.cal. value of 25.09 is greater than the critical t-value (2.021) and the p-value of 0.044 is less than the level of significance ($\alpha = 0.05$). Thus, the null hypothesis is rejected and the study concludes that there is a significant difference in the physical resilience of abandoned in-school adolescents treated with cognitive behavioural therapy ($M=85.88$, $SD=4.24$) and those who were not ($M=37.25$, $SD=7.56$), $t(38) = 25.09$, $p<.05$. This implies that cognitive behavioural therapy has significant effects on the physical resilience of abandoned in-school adolescents in the orphanages.

Furthermore, findings from the observation made on physical resilience of abandoned in-school adolescents in Taraba Orphanage revealed that the mean difference (36.21) and the effect size (0.959) of observers rating between the experimental and the control groups on physical resilience of abandoned in-school adolescents is very large. It implies that observation shows that in-school abandoned adolescents had very high physical resilience scores after exposure to CBT intervention. In other words, CBT has effects on physical resilience of in-school abandoned adolescents.

Hypothesis Three: There is no significant difference between the emotional resilience post-test mean scores of the experimental and control group.

Table 5: Summary of t-test Analysis of Emotional Resilience of Abandoned In-school Adolescents in the Experimental and Control Group

Group	N	$\bar{X}$	SD	df	t-cal.	p-value	Level of sig.
Experimental	20	63.24	4.31	38	30.41	0.042	0.05
Control	20	27.23	3.09				
P<.05							$\alpha/2=2.021$

4. Discussion

The current study explored the effects of CBT on resilience of abandoned in-school adolescents in Taraba Orphanage Home and discovered that both the experimental group and the control group had low resilience before the exposure to CBT. Prior to interventions, abandoned in-school adolescents suffered physical and emotional consequences of negligence. In terms of physical recuperation from the abandonment, these students were observed to have no physical strength to embark on strenuous activities, lack good health, relaxation, body mass and structure.

Emotionally, they had distorting mood, lack passion, self-esteem, and calmness, and were reserved, upset, and not happily determined. Furthermore, their interaction with other people and ability to show gratitude, politeness, sharing things and participate in social activities were very poor. Also, they encountered difficulty while recalling from memories, lack concentration, composure, comprehension and academic understanding. The finding confirmed the position of Canadian Red Cross (2014), which noted that abandoned children face situation as inattentive to the basic necessities in life such as; clothing, shelter, health, diet, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air. This is attributed to the fact that they had no experience of the thought to lighten the load of unnecessary baggage of emotional worries and use the extra energy to pursue other important things in life.

The finding further confirms the findings of American Institute for Cognitive Behavioural Therapy, (2009) who noted that lack of exposure to CBT which is used for wide range of psychological problems such as abandonment, depression, anxiety, anger, marital conflict, loneliness, abuses, alcohol abuse and dependence and personality problems accounted for their low resilience. Introducing abandoned adolescents to CBT would help them learn effective self-help skills that are useful for academic tasks, and change ways they think, feel behave and act.

The pre-test to determine whether the two groups are equivalent before administering the treatment showed that there is no significant difference in the resilience of abandoned in-school adolescents in the experimental group and those in the control group. They have similar resilience before exposure to CBT. This implies that the ability of the in-school adolescents to get out of traumatic experience of abandonment before CBT interventions was at stake. Withholding CBT interventions which are psycho-educational that teaches students strategies for controlling and changing personal-social behaviors negatively affect physical and emotional reduce organizational and learning skills, and decrease adolescents' strategies to overcome anxiety and other barriers to success. The findings further revealed that applying CBT will enhance students' motivation and beliefs about their ability to perform tasks.

Result also revealed that CBT highly affect the resilience of the abandoned in-school adolescents. The exposure of students to CBT greatly influences

their physical and emotional resilience. This confirmed the affirmation that intervening in the issues of abandoned in-school adolescents who experienced physical, emotional, cognitive or social neglect of a dependent by a legal guardian, parent or the society (Agbade, 2013), using CBT would boost their resilience. This finding corroborates Pavuluri, Graczyk, Henry, Carbray, Heidenreich and Miklowitz (2004) who discovered that child and family – focused cognitive-behavioural therapy for pediatric bipolar disorder had significantly reduced bipolar symptoms compared to participants who received no treatment with cognitive behavioural therapy. Similar study by Silverman and Viswesvaran (2008) using evidence - based psychosocial treatment for phobic and anxiety disorders in adolescents revealed that individual and group CBT, with or without parent involvement was effective for adolescents with anxiety disorders. Also, the study conducted by Thimm and Antonsen (2014) had a bearing with the current finding. The study concurred that cognitive behavioural group therapy for depression in routine practice significantly reduced depression and anxiety among patients who received group therapy of CBT for depression.

After the treatment, findings revealed significant difference in the physical resilience of abandoned in-school adolescents treated with cognitive behavioural therapy and those who were not. It suggests that cognitive behavioural therapy has significant effects on the physical resilience of abandoned in-school adolescents in the orphanage. CBT intervention has helped lessen physical harm due to abandonment in form of energy loss, cuts, bruises and burns. This finding has bearing with the finding of Oakley (2016) who discovered that CBT also affect adolescent's physical performance, physical strength to embark on strenuous activities, good health, relaxation, body mass and structure. For the neglected adolescents to overcome physical abuse, it requires CBT interventions which consist of collaborative effort between social workers, parents and concerned individuals to assist the neglected.

More so, findings discovered significant difference between the emotional resilience of abandoned in-school adolescents treated with cognitive behavioural therapy and those in the control group. Consequently, cognitive behavioural therapy has significant effects on the emotional resilience of abandoned adolescents in the orphanages. CBT had helped these adolescents regain from the impact of being emotionally abandoned such as lack of affection, attachment to caregiver, and being placed at risk of harm such as witnessing domestic violence, being depressed, have fear, lack of confidence and being shy to express shame, take to drugs or even attempt suicide.

This finding corroborates the findings of Osborn and Bush (2005) who discovered concurred in their study titled: An evaluation of the friend's programme: a cognitive behavioral therapy intervention to promote Emotional Resilience found lower rate of anxiety and significant improvement in the level of self-esteem of those treated with CBT. The result also agrees with the findings of NICE (2007) which showed that cognitive behavioural therapy (CBT) is an effective intervention for child anxiety disorders. This explains that resilience support interventions improve emotional and psychological health, helps build resiliency and protect abandoned in-school adolescents against emotional and behavioural problems, violence and crime, teenage pregnancy and misuse of drugs and alcohol National Institute of Clinical Excellence.

5. Findings

In the pre-test, adolescents in control and experimental group had low resilience profile before exposure to cognitive therapy. After exposure to cognitive behavior therapy, the experimental group had a higher achievement mean score in the post-test. This suggests that CBT highly improved the resilience of the abandoned in-school adolescents. CBT enhanced physical resilience of abandoned in-school adolescents in orphanage home in Taraba State. CBT improved the emotional resilience of abandoned in-school adolescents in orphanage home in Taraba State.

6. Conclusion

The study aimed at finding out effects of cognitive behavioral therapy on resilience of abandoned in-school adolescents in orphanage in Taraba state. The study was to ascertain whether CBT can help the abandoned in-school adolescents in orphanage develop physical and emotional resilience despite their abandonment.

Based on the findings from data analysis and interpretations, it was discovered that exposure to CBT has great effects on abandoned in-school adolescents' resilience. Those who were exposed to CBT had better physical and emotional resilience than those were not.

This shows that talking therapy is important to abandoned in-school adolescents, for it helps them cope in life. It is important to note that, talk therapy can make abandoned adolescents cope in life and therefore, the government should make provision of such to neglected and abandoned people in the society. Furthermore, the government should give attention to orphanage children and other places

where children are cared for, by visiting and giving them talks that will encourage them forget about their experience and forge to be great, leaders of tomorrow, especially in Nigerians present situation of insurgency and crisis, which has led to the abandonment of many children.

Emotional table indicated that t.cal value 30.41 is greater than the critical t-value (2.041). Also, the level of P-Value of 0.042 is less than level of significance, $\alpha = 0.05$ and $df = 38$. It implies that the null hypothesis is rejected hence there is a significant difference between the emotional resilience of abandoned In-school Adolescents treated with cognitive behavioural therapy (M=63.24, SD=4.31) and those in the control group (M=27.23, SD=3.09). Consequently, cognitive behavioural therapy has significant effects on the emotional resilience of abandoned adolescents in the orphanage.

In addition, findings from the observation of emotional resilience of abandoned in-school adolescents in Taraba Orphanage showed that the mean difference (36.01) and the effect size (0.961) of observers rating between the experimental and the control groups on emotional resilience of abandoned in-school adolescents is extremely large. It suggests that observers rated emotional resilience of in-school abandoned adolescents as very high after treated with CBT intervention. In other words, CBT has been observed to have effects on emotional resilience of in-school abandoned adolescents.

7. Recommendations

Symposium should be organized and abandoned adolescents should be enlightened on issues concerning coping strategies and development of resilience to hardship.

In building resilience in abandoned in-school adolescents, effort should be directed at both the reduction of negative outcomes or maladjustments as well as promotion of positive adaptation or competence.

Timing of intervention of promotion of resilience is crucial variable that should be considered.

Teachers of abandoned in-school adolescents' children should assist them with their academic work.

The study could be extended to other states with in abandoned in-school adolescents' orphanages and in North East and Nigeria.

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