# The Abuse and Neglect Matrix: Factors Influencing Intrapersonal and Interpersonal Abuse and Neglect

**Grace Aba Mensah**
*Wesley College of Education, Ghana*

**Eric Atta Quainoo**
*Beijing Normal University, China*
ⓘ *https://orcid.org/0000-0002-3133-1780*

**Abraham Gyamfi**
*Wesley College of Education, Ghana*

**Abstract**
*Factors influencing intrapersonal and interpersonal abuse, neglect, and quality of life have not received much attention from scholars. Few studies on intrapersonal and interpersonal abuse and neglect have focused on employees in organisations without addressing the problem from children or students' points of view. In light of this knowledge, the current study used a socio-ecological perspective to illustrate the factors that influence both intrapersonal and interpersonal abuse and neglect. These factors can be attributed to family structure, individual factors, macrosystem factors, contextual factors, quality of life, and emotional abuse.*
**Keywords: Intrapersonal, Interpersonal, Abuse, Neglect**

**Introduction**

It's common knowledge that no human being on the planet can live entirely alone without communicating with others in their immediate surroundings (Biordi & Nicholson, 2013). Relationships between individuals and the environment they live in are often what define this interaction (Brenner et al., 2013). The intensity of interaction and people's capacity for interpersonal relationships can greatly influence the nature of this environment; consequently, the more interpersonal interaction a person has, the better adjusted they are and the greater the likelihood that they will succeed in their pursuits (Brenner et al., 2013). Every person, regardless of educational attainment, needs to socialize to build self-awareness, a feeling of community, adaptability, and better prospects of success in school or the workplace. Young people are mostly in the middle or late stages of adolescence, and they are concerned with feeling accepted by their peers and achieving a sense of belonging (Lee, 2011). Since higher education serves as a link between the social, family, and professional spheres, maintaining a positive and fulfilling social identity requires interpersonal relationship skills (Kim et al., 2012).

Regretfully, a lot of people show little or no ability to form positive interpersonal relationships, which can lead to abuse, neglect, extreme stress, emotional neglect, feelings of worthlessness, and anxiety, restlessness, and academic exhaustion, as well as loneliness, suicidal thoughts, and a worsening of one's already low standard of living (Park, 2009; Song, 2008). These problems are typically brought on by upsetting events that make it hard to adjust to a new way of life and lead to a high failure rate, dropout rate, unemployment rate,

hazardous behaviour, broken dreams, and suicidal thoughts (Kim, 2009; Kim et al., 2012). According to Yoon et al. (2011), victims' behavioural/social, biological, and psychological, intellectual, and overall wellness are typically impacted by these upsetting situations. These could also include, among other things, experiencing an unexpected loss of life, Sexual abuse, assault, molestation, major catastrophes, rape, torture, physical or man-made disasters (such fires or floods), sexual abuse, and violence fighting, being present at a health problems, emotional abuse, and death. DSM-5 (American Psychological Association, 2013). According to Rothschild (2011), a disturbance is a person's reaction to something that puts their bodily or life in danger. Most victims typically find it difficult to engage with others in a way that is acceptable in society after these incidents. In a similar vein, psychological distress following traumatic experiences is commonly linked to detrimental effects on mental health, most notably PTSD (American Psychological Association [APA], 2013). Disturbance, however, is also linked to other types of psychological dysfunction, such as low self-esteem, addiction to substances, abuse, neglect, and depression as well as unstable economic conditions that result in a poor life quality and tense interpersonal relationships with others (Foster, 2014).
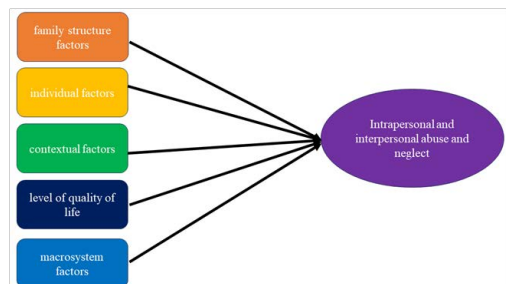
Because interpersonal and intrapersonal connections are essential to overall well-being, humanity as a whole, output, and contentment with life, it has been discovered that stressful situations have cumulatively negative consequences on these relationships (Foster, 2014). Both interpersonal and intrapersonal relationships are defined as a reciprocal exchange of ideas, projections, feelings of joy, and success and accomplishments, failures and burdens, or the sharing of information that raises awareness among group members. Good relationships between people and within people can help people heal from painful experiences, which is why having good relationships is essential for both physical and psychological well-being in humans (Carvallo & Gabriel, 2006). Schutz (1960) suggested that relationships, both intrapersonal and interpersonal, have three degrees of psychological need: control, inclusion, and attachment. Schutz (1960) defines affection as the need to communicate feelings and

feel loved by others; inclusion as they want to be acknowledged and accepted; and control as the drive to have some degree of influence over other people, things, and goals. Real engagement and activities that friends, peers, parents, and teachers participate in together are highlighted by interpersonal and intrapersonal interactions in real life (Grieve et al., 2013).

## Adopting a Socio-Ecological Perspective in Interpersonal and Intrapersonal Abuse and Neglect

Conventional psychological models of child abuse and neglect, both interpersonal and intrapersonal, are criticised for their narrow focus on an individual's psychological issues and their disregard for social and contextual elements (Betancourt et al., 2013). On the other hand, a socio-ecological viewpoint views adolescents and the surroundings in which they live as a single, cohesive system, focusing in particular on the connections between the distinct and special social, cultural, and political contexts (Barber, 2013). Two fundamental concepts form the basis of this viewpoint. Researchers should first take into account young people, the social structures that surround them, and any reciprocal ties that may exist. Second, at various socio-ecological levels such as the family, peer, school, community, and other social levels, researchers should employ multiple levels of analysis to look at the interactions between risks and protective factors (To, 2019).

A conceptual framework was therefore developed using a socio-ecological perspective to illustrate the factors that influence both intrapersonal and interpersonal abuse and neglect. These factors can be attributed to family structure, individual factors, macrosystem factors, contextual factors, quality of life, and emotional abuse. The image below illustrates this suggested framework.

## Family Structure Factors

The danger of abuse and neglect, both interpersonal and intrapersonal, for children residing in homes with a single parent, non-biological parent households, and chaotic families has been documented in the literature. Additionally, research has shown that a disproportionate number of single parents abuse and neglect children (Sedlak et al., 2010). An increasing corpus of studies investigates the connection between harassment and neglect perpetrated by parents who lack certain parenting abilities. Many studies have shown that parents that abuse or neglect their children spend less time with them, are overly sensitive to stimuli related to children, discipline their kids harsher, have irrational expectations of them, are ignorant of child development, and over report their kids' bad behaviour (Thomas & Zimmer-Gembeck, 2011). Studies have demonstrated that parents who ignore their children display lower levels of empathy, care giving skills (such as meal preparation and housekeeping), stress management, and maternal drive when compared to parents who do not neglect their children.

Numerous studies compare the behaviours of abusive and neglectful parents to those of a reference group of parents who do neither of these behaviours. Therefore, for these people to be classified as abusive and to be included in these studies, their parenting styles had to either meet certain requirements or go above and beyond what the general public considered to be appropriate behaviour. Although these descriptive results are not unexpected, they do not allow for the drawing of causal inferences. With the widespread belief that altering these inadequate parenting traits will result in a decreased incidence of child abuse and neglect recurrence, these parental traits have been utilized to build interventions and therapy programmes for parents who neglect and mistreat their children. Despite conflicting evidence, social isolation has been connected to a greater risk of neglect and abuse. According to studies, families that abuse or neglect their children have weak social ties to their towns, neighbourhoods, and extended relatives (Coulton et al., 2007). Neglectful parents specifically, have been described as having shorter relationships with their partners, low-quality marriages, and no social networks.

## Individual Factors

Some research has suggested that people with disabilities of one's physique and/or mind (such as intellectual disability, physical impairments like blindness and deafness, and severe emotional disturbance) may be more vulnerable to interpersonal and intrapersonal abuse and neglect, even though the potential relationship is contentious and challenging to evaluate using scientific methodology. Regarding national data, the National Incidence Study (NIS)-4 is the initial sequence of this research that looks at the connection between the pervasiveness of abuse and neglect and the state of an individual's impairment (ACF, 2012). The conclusions are intricate. According to the damage criteria, people with disabilities had far increased incidence of severe damage, injury and emotional neglect than those without disabilities, but much reduced incidences of minor injury and physical abuse as well as neglect and abuse. Individuals with impairments exhibited reduced rates of physical, emotional, sexual, and overall maltreatment under the endangerment criteria. However, when abuse or neglect occurred, those with disabilities were more likely to suffer severe injuries or injury. Additionally, empirical research demonstrates a connection between neglect and impairments and both interpersonal and intrapersonal abuse. For instance, Sullivan and Knutson (1998) evaluated evidence of child abuse and neglect using information from foster care, child protective agencies, and law enforcement agencies in an epidemiological study using a hospital-based sample and diagnostic data from medical records. The authors discovered a direct link between abuse neglect and disability. Based on their research, Govindshenoy and Spencer (2000) concluded that there is little evidence to link abuse and neglect and disability. They claimed that although there seems to be a connection between abuse and psychological, emotional, and learning challenges, there may be a shared etiological pathway between these conditions and abuse. There is little proof that being physically disabled makes one more vulnerable to maltreatment.

An increased likelihood of abuse and neglect, both intrapersonal and interpersonally, has also been connected to mental health issues. Available research indicates that some types of psychopathologies

might be involved when a parent mistreats or ignores their child. Kotch et al. (1995) moms of newborns with physiological and sociodemographic risk factors were selected from 42 counties in North and South Carolina's community and regional hospitals as well as local health departments. One of the few long-term studies on the possibility of neglect and abuse of children starting in early life was this one. Apart from other potential risk factors for abuse of children and neglect, the research considers mother psychopathology. The next mother to give birth to a typical newborn was chosen to form a comparison group every four mothers who are at danger and child pairs. After giving birth, both groups were interviewed shortly thereafter. The state central registries for child abuse and neglect have been examined following the one-year mark for each infant. According to Kotch et al. (1995), the strongest indicators of a complaint of abuse or neglect were the mother's schooling, depression, and whether or not she had lived with her mother when she was 14 years old. They did discover, however, that there were additional predictors of allegations of abuse and neglect, indicating that more than one factor had to be taken into account when determining causality.

The most widespread belief among the general public and certain policymakers is that an abuser's prior history of abuse or neglect raises the likelihood that the individual will mistreat or neglect others, including their children. According to these writers (Garbarino & Gilliam, 1980), the most influential developmental theory in the area of abuse and neglect was the notion of intergenerational transmission; yet, the purported association had not truly "passed scientific muster" (p. 111). A background of abuse or neglect appears to be a risk factor for future abuse or neglect, according to many studies. It's estimated that between 25 and 35 percent of those who experienced abuse or neglect will either abuse or neglect their own children or other dependents. According to these statistics, most persons who have direct experience of abuse or neglect on both an interpersonal and intrapersonal level do not proceed to mistreat or disregard their children or others as advised. Kaufman and Zigler (1987) carried out an extensive review of the literature on the concept of abuse and neglect being passed down through generations. Their findings indicated that some studies lacked the necessary proof in support of the concept due to flaws within the approach, formal definitions, representative samples, and descriptive statistics.

In addition to examining the robustness of the evidence supporting the generational transference of abuse and neglect, Thornberry et al. (2012) also reviewed research that included both sexual and neglect abuse, besides of the physical abuse of children. They found 47 research and assessed them using 11 procedure standards. The majority of the studies provided evidence in favour of the concept that abuse and neglect in the past is a risk factor for future abuse and neglect; nevertheless, due to methodological constraints, the authors are concerned about the predictive power of many of this research. The degree to which parental experience of abuse and neglect explains the commission of abuse and neglect is still unknown, even though it is widely acknowledged as a potential root of abuse and neglect and even though research on this theory has made some progress. According to results of Burton et al. (2009) for the Three-City Study ethnographic, a large number of the sample mothers who had experienced abuse as children also repeatedly entered and left brief relationships with romantic partners and frequently permitted violent men into their houses and their children's lives "unsuspectingly." Because many of them had experienced abuse and neglect as children, moms thereby heightened their children's vulnerability to abuse and neglect at hands of others.

Renner and Slack (2006) carried out research that investigated the correlation between mothers' exposure to familial violence throughout their childhood, encompassing physical and sexual abuse, neglect, and witnessing acts of domestic violence. They discovered that compared to women who had no background of sexual or physical abuse as children, those who had experienced intimate partner violence as adults and had been accused of abusing or neglecting their children were three times more likely to have been abused in both ways. On the other hand, in the absence of intimate partner violence experiences, the study did not find any correlation between any type of childhood victimization and adult child abuse or neglect.

**Contextual Factors**

The ecological perspective highlights that the social environment in which a family resides may have an influence on the probability of abuse or neglect, both intrapersonal and interpersonally. Numerous research has looked at the relationship between the likelihood of becoming abusive or neglectful and various elements of the larger social system (such as employment and neighbourhood features). Low socioeconomic position, unemployment, and poverty have all been connected to a higher chance of neglect and abuse. When it comes to poverty and poor socioeconomic position, neglect is more strongly linked to it than abuse, while there is also evidence linking poverty to physical abuse. Poverty can make it harder for parents to nurture, watch over, and discipline their children because it limits their access to both monetary and emotional resources and increases the amount of stressful life events they must deal with. However, the fact that poverty is a household trait that is passed down from generation to generation complicates the possible function of poverty as a potential risk for abuse or neglect. Understanding the causative role of poverty may be aided by experimental research assessing the effects of giving financial support to low-income families on abuse and neglect (Berger, 2004; Slack et al., 2004). The likelihood of abuse and neglect has been linked to the characteristics of the communities where families reside. For instance, population turnover, how many children live with each adult inhabitant, and the prevalence of single-parent families are among the structural features of the neighbourhood and community that have been linked to prevalence of neglect and abuse (Coulton et al., 2007). Lynch and Cicchetti (1998) discovered a correlation between the degree of child neglect and the rates of child abuse and neglect, especially physical abuse, and the amount of violence reported by children in the community.

Coulton et al. (1999) investigated the effects of "individual risk factors and neighbourhood structural conditions for abuse and neglect" using an ecological model and multilevel modelling. To evaluate the environment's features and the possibility of abuse, 20 randomly chosen parents who had children younger than eighteen were methodically chosen.

After adjusting for individual risk factors, the authors discovered that neighbourhood poverty and the cost of child care had an impact on the possibility of child abuse. Nevertheless, they also discovered that neighbourhood features had less of an impact than previous study on abuse and neglect had indicated. Most of the research on the relationships between neighbourhood features and the likelihood and frequency of child abuse and neglect has concentrated on national and metropolitan populations. Weissman et al. (2003), on the other hand, investigated these relationships in a single rural American area between 1984 and 1993 to find correlations between county-specific traits and abuse rates. They found that divorce, elder abuse, and single-parent families were significantly linked with the stated abuse in the past, but not economic factors.

**Level of Quality of Life**

Low life quality is another factor that leads to interpersonal and intrapersonal abuse and neglect (Adewuya et al., 2006; Branje et al., 2010; Hair et al., 2008). Quality of life is defined by the World Health Organisation (WHO) as an individual's subjective and objective condition of one's social, mental, and physical health with society (Castro et al., 2012). That is, how a person feels about reaching their goals and feeling fulfilled in respect to social norms. A person's degree of financial security, physical and mental well-being, leisure and recreation time, social connection, and independence are all factors can enhance their standard of living. People's interpersonal and intrapersonal relationships are profoundly impacted by their bad quality of life (Boladale et al., 2015). People's quality of life may be jeopardized in situations where they are suffering disruption (Pekmezovic et al., 2011). According to Akinyemi et al. (2012), widespread poverty or lack of resources and inadequate healthcare services may pose certain challenges for middle-class and lower-class societies like Nigeria. According to Fajemilehin and Odebiyi (2011), a person's general well-being is greatly impacted by their quality of life. Therefore, a worse quality of life may harm people's positive intrapersonal and interpersonal connections.

## Macrosystem Factors

Social attitudes that have been investigated as indicators of abuse and neglect at risk include views towards corporal punishment and discipline as well as attitudes towards violence. An ecological view on abuse and neglect claims that familial violence, such as physical abuse of children, is set in motion by a society's acceptance of high levels of violence. A person's peer group and community norms might influence whether or not violence is seen as a legitimate way to resolve conflicts in the home. Physical punishment is commonly used and accepted in the United States, and these beliefs foster a potential atmosphere for abuse and neglect. But from the middle of the 1980s, there has been a decrease while applying physical discipline. Physical abuse is prohibited in all 50 states, the majority of schools have outlawed the use of corporal punishment, and foster parents are prohibited from using physical discipline. However, parents are free to physically chastise their children in every state. Therefore, there is a perception that physical punishment meted out by parents is acceptable on some level, but not by others.

Dunlap et al. (2009) investigated the normalization of violence that seems to be prevalent in the lives of crack users in inner cities using ethnographic data. Of them, about half-remembered having been physically assaulted by their mothers or by other men who were their moms' companions. People who did not disclose that they had been beaten as children usually spoke about different kinds of physical assaults that they "deserved." It was common for people to view physical abuse, particularly from mothers, as a sign of affection. The authors speculate that during their childhood and adolescence, these crack users considered this kind of abuse to be commonplace. They contend that physical punishment of this kind helped them socialize and equipped them for the violence they would probably encounter growing up in an inner-city setting.

It has also been discovered that emotional abuse affects neglect and abuse on an intrapersonal and interpersonal level. Emotional abuse, as a social component, has the greatest detrimental effects on victims' growth in social, cognitive, and emotional domains; these victims might be children, young people, adults, or older adults (Aluede et al., 2012). Emotional abuse, similar to other forms of interpersonal and intrapersonal abuse, neglect, or violence, can entail all sorts of non-physical aggression and suffering brought on by verbal and non-verbal behaviours. It can also be a purposeful and manipulative means of acquiring control (Nesbit & Philpott, 2002). Emotionally abused individuals are more likely to encounter physical violence, criminality, and interpersonal or intrapersonal relationship issues, all of which have a detrimental impact on their desire for education and capacity to succeed in school, according to a 2006 study by Moore and Pepler. According to Carleton (2006), people who have experienced physical, sexual, or neglectful abuse can easily be recognized because of their obvious damage. On the other hand, emotional abuse causes concealed wounds in its victims that have an intrinsic impact on their behavioural and psychological health. Self-worth, self-esteem, and self-image are frequently impacted by emotional maltreatment (Di Venturi, 2012).

## Conclusion

Individual presentations are highly diverse, influenced by developmental stage, due to the multiple factors and variable individual responses to interpersonal and intrapersonal abuse and neglect events. Results are improved when the impacts of abuse and neglect are addressed at earlier developmental stages. When abuse and neglect go untreated, the repercussions can endure a lifetime and cause problems with both physical and emotional health as well as serious public health issues. Deficits in the care giving system should be identified and addressed to lessen the possibility that abuse or neglect will continue, even for future generations of children. Given the significant financial cost linked to abuse and neglect, ongoing initiatives are required to support early intervention, timely identification, and effective prevention.

## Declaration

# References

ACF. (2012). *Child Maltreatment, 2011*. U.S. Department of Health and Human Services.

Adewuya, A. O., Ola, B. A., Aloba, O. O., Mapayi, B. M., & Oginni, O. O. (2006). Depression amongst Nigerian university students. *Social Psychiatry and Psychiatric Epidemiology*, *41*(8), 674-678.

Akinyemi, O. O., Owoaje, E. T., Popoola, O. A., & Ilesanmi, O. S. (2012). Quality of life and associated factors among adults in a community in south west Nigeria. *Annals of Ibadan Postgraduate Medicine*, *10*(2), 34-39.

Aluede, O., Ojugo, A. I., & Okoza, J. (2012). Emotional abuse of secondary school students by teachers in Edo state, Nigeria. *Research in Education*, *88*(1), 29-39.

American Psychiatric Association (APA). (2013). *Diagnostic and Statistical Manual of Mental Disorders*. American Psychiatric Press.

Barber, B. K. (2013). Annual research review: The experience of youth with political conflict-challenging notions of resilience and encouraging research refinement. *Journal of Child Psychology and Psychiatry*, *54*(4), 461-473.

Berger, L. M. (2004). Income, family structure, and child maltreatment risk. *Children and Youth Services Review*, *26*(8), 725-748.

Betancourt, T. S., Meyers-Ohki, S. E., Charrow, A. P., & Tol, W. A. (2013). Interventions for children affected by war: An ecological perspective on psychosocial support and mental health care. *Harvard Review of Psychiatry*, *21*(2), 70-91.

Biordi, D. L., & Nicholson, N. R. (2013). Social isolation. In P. D. Larsen & I. M. Lubkin (Eds.), *Chronic Illness: Impact and Intervention* (pp. 85-115). Jones and Bartlett Publishers.

Boladale, M., Olakunle, O., Olutayo, A., & Adesanmi, A. (2015). Sexual orientation and quality of life among students of Obafemi Awolowo University (OAU), Nigeria. *African Health Sciences*, *15*(4), 1065-1073.

Bower-Russa, M. E., Knutson, J. F., & Winebarger, A. (2001). Disciplinary history, adult disciplinary attitudes, and risk for abusive parenting. *Journal of Community Psychology*, *29*(3), 219-240.

Branje, S. J., Hale, W. W., Frijns, T., & Meeus, W. H. (2010). Longitudinal associations between perceived parent-child relationship quality and depressive symptoms in adolescence. *Journal of Abnormal Child Psychology*, *38*(6), 751-763.

Brenner, A. B., Zimmerman, M. A., Bauermeister, J. A., & Caldwell, C. H. (2013). Neighbourhood context and perceptions of stress over time: An ecological model of neighbourhood stressors and intrapersonal and interpersonal resources. *American Journal of Community Psychology*, *51*(3-4), 544-556.

Burton, L. M., Cherlin, A., Winn, D. M., Estacion, A., & Holder-Taylor, C. (2009). The role of trust in low-Income mothers' intimate unions. *Journal of Marriage and the Family*, *71*(5), 1107-1124.

Carleton, R. A. (2006). Does the mandate make a difference? Reporting decisions in emotional abuse. *Child Abuse Review*, *15*(1), 19-37.

Carvallo, M., & Gabriel, S. (2006). No man is an island: The need to belong and dismissing avoidant attachment style. *Personality and Social Psychology Bulletin*, *32*(5), 697-709.

Castro, E. K., Kreling, M., Ponciano, C., Meneghetti, B. M., & Chem, C. M. (2012). Longitudinal assessment of illness perceptions in young adults with cancer. *Psicologia: Reflexão e Crítica*, *25*(4), 671-678.

Coulton, C. J., Crampton, D. S., Irwin, M., Spilsbury, J. C., & Korbin, J. E. (2007). How neighborhoods influence child maltreatment: A review of the literature and alternative pathways. *Child Abuse & Neglect*, *31*(11-12).

Coulton, C. J., Korbin, J. E., & Su, M. (1999). Neighborhoods and child maltreatment: A multi-level study. *Child Abuse & Neglect*, *23*(11).

Di Venturi, A. (2012). *Words Hurt: A Literature Review on the Impact of Verbal/Emotional Abuse*. University of Wisconsin–Stout.

Dunlap, E., Golub, A., Johnson, B. D., & Benoit, E. (2009). Normalization of violence: Experiences of childhood abuse by inner-city

crack users. *Journal of Ethnicity in Substance Abuse*, *8*(1), 15-34.

Fajemilehin, B. R., & Odebiyi, A. I. (2011). Predictors of elderly persons quality of life and health practices in Nigeria. *International Journal of Sociology and Anthropology*, *3*(7), 245-252.

Foster, A. (2014). *Traumatic Life Events and Symptoms of Anxiety: Moderating Effects of Adaptive versus Maladaptive Coping Strategies*. East Tennessee State University.

Garbarino, J., & Gilliam, G. (1980). *Understanding Abusive Families*. Lexington Books.

Govindshenoy, M., & Spencer, N. (2007). Abuse of the disabled child: A systematic review of population-based studies. *Child: Care, Health and Development*, *33*(5), 552-558.

Grieve, R., Indian, M., Witteveen, K., Tolan, G. A., & Marrington, J. (2013). Face-to-face or Facebook: Can social connectedness be derived online?. *Computers in Human Behaviour*, *29*(3), 604-609.

Hair, E. C., Moore, K. A., Garrett, S. B., Ling, T., & Cleveland, K. (2008). The continued importance of quality parent-adolescent relationships during late adolescence. *Journal of Research on Adolescence*, *18*(1), 187-200.

Kaufman, J., & Zigler, E. (1987). Do abused children become abusive parents?. *American Journal of Orthopsychiatry*, *57*(2), 186-192.

Kim, H. M. (2009). The effects of the solution-focused communication training on the problem-solving ability and interpersonal relationship of nursing students. *Journal of Korean Academy of Psychiatric and Mental Health Nursing*, *1*(18), 399-408.

Kim, H. S., Park, W. J., Park, G. R., & Kim, M. H. (2012). Interpersonal relationships and suicide probability among Korean adolescents. *Journal of Korean Academy of Psychiatric and Mental Health Nursing*, *21*(1), 11-20.

Kotch, J. B., Browne, D. C., Ringwalt, C. L., Stewart, P. W., Ruina, E., Holt, K., Lowman, B., & Jung, J. W. (1995). Risk of child abuse or neglect in a cohort of low-income children. *Child Abuse & Neglect*, *19*(9).

Lee, K. (2011). The role of media exposure, social exposure and biospheric value orientation in the environmental attitude-intention-behavior model in adolescents. *Journal of Environmental Psychology*, *31*(4), 301-308.

Lynch, M., & Cicchetti, D. (1998). An ecological-transactional analysis of children and contexts: The longitudinal interplay among child maltreatment, community violence, and children's symptomatology. *Development and Psychopathology*, *10*(2), 235-257.

Moore, T. E., & Pepler, D. J. (2006). Wounding words: Maternal verbal aggression and children'sadjustment. *Journal of Family Violence*, *21*(1), 89-93.

Nesbit, W. C., & Philpott, D. F. (2002). Confronting subtle emotional abuse in classrooms. *Guidance & Counselling*, *17*(2), 32-38.

Park, G. H. (2009). *The Development of Interpersonal Relationship Harmony Program for University Students*. Kyung book National University.

Pekmezovic, T., Popovic, A., Tepavcevic, D. K., Gazibara, T., & Paunic, M. (2011). Factors associated with health-related quality of life among Belgrade University students. *Quality of Life Research*, *20*(3), 391-397.

Renner, L. M., & Slack, K. S. (2006). Intimate partner violence and child maltreatment: Understanding intra-and intergenerational connections. *Child Abuse & Neglect*, *30*(6), 599-617.

Rothschild, B. (2011). *Trauma Essentials: The Go-To Guide*. W. W. Norton & Company.

Schutz, A. (1960). The social world and the theory of social action. *Social Research*, *27*(2), 203-221.

Sedlak, A. J., Mettenburg, J., Basena, M., Petta, I., McPherson, K., & Greene, A. (2010). *Fourth National Incidence Study of Child Abuse and Neglect (NIS-4)*. US Department of Health and Human Services.

Silin, H., Ming Yue, H., & Mei, Z. (2016). The impact of interpersonal relationship on social responsibility. *Acta Psychologica Sinica*, *48*(5), 578-587.

Slack, K. S., Holl, J. L., McDaniel, M., Yoo, J., & Bolger, K. (2004). Understanding the risks of child neglect: An exploration of poverty and parenting characteristics. *Child Maltreatment*, *9*(4), 395-408.

Song, S. (2008). The effects of self-assertiveness training program on college student's depression, interpersonal relationships and self-assertiveness. *The Korea Journal of Youth Counselling*, *16*(1), 103-117.

Sullivan, P. M., & Knutson, J. F. (1998). The association between child maltreatment and disabilities in a hospital-based epidemiological study. *Child Abuse & Neglect*, *22*(4), 271-288.

Thomas, R., & Zimmer-Gembeck, M. J. (2011). Accumulating evidence for parent–child interaction therapy in the prevention of child maltreatment. *Child Development*, *82*(1), 177-192.

Thornberry, T. P., Knight, K. E., & Lovegrove, P. J. (2012). Does maltreatment beget maltreatment? A systematic review of the intergenerational literature. *Trauma, Violence, & Abuse*, *13*(3), 135-152.

To, S. M. (2019). *Youth Mental Health in Precarious Socio-Political Contexts: Implications for Mental Health Interventions and Clinical Research*.

Weissman, A. M., Jogerst, G. J., & Dawson, J. D. (2003). Community characteristics associated with child abuse in Iowa. *Child, Abuse & Neglect*, *27*(10), 1145-1159.

Yoon, H. S., Kim, G., & Kim, J. (2011). Effectiveness of an interpersonal relationship program on interpersonal relationships, self-esteem, and depression in nursing students. *Journal of Korean Academy Nursing*, *41*(6), 805-813.

**Author Details**

**Grace Aba Mensah,** *Wesley College of Education, Ghana*

**Eric Atta Quainoo,** *Beijing Normal University, China,* **Email ID***: equainoo767@yahoo.com*

**Abraham Gyamfi,** *Wesley College of Education, Ghana*