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The Psychological Effects of Marital Violence on Children Aged 6 to 12 (A Clinical Study of Two Cases)

الآثار النفسية للعنف الزوجي على الطفل من 6 إلى 12 سنة
(دراسة عيادية على حالتين)

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Abstract:

The present study aimed to investigate the psychological effects of marital violence on children. It focused on a clinical study of two cases, employing the clinical approach, which included clinical interviews, observation, and psychological tests. The study utilized Viola El-Beblawi's Anxiety Scale for children and the Children's Apperception Test (CAT), which provided insights into various psychological aspects of the two cases. It is worth noting that the necessary information for the study was gathered from the children and their mothers. The findings revealed that marital violence had psychological effects on the two cases, manifesting as moderate to high levels of anxiety, low self-confidence, feelings of inferiority, a diminished self-concept, and social withdrawal in both cases. Additionally, it was observed that marital violence negatively impacted academic performance in one case but not the other, with an analysis of the results providing an explanation for this discrepancy.

Keywords: Psychological effects, marital violence, children.

المخلص باللغة العربية:

هدفت الدراسة الحالية إلى الكشف عن الآثار النفسية للعنف الزوجي على الطفل، والتي تمثلت في دراسة عيادية لحالتين اعتمدنا فيها على المنهج العيادي الذي ضم المقابلة العيادية والملاحظة وكذا الاختبارات النفسية: مقياس القلق للباحثة فيولا البيبلاوي للأطفال، وكذا اختبار تفهم الموضوع للطفل (CAT) الذي ساعد على الكشف على جوانب نفسية عديدة لدى الحالتين، وتجدر الإشارة إلى أنه تم جمع المعلومات اللازمة للبحث من الحالة، الأم. أسفرت نتائج الدراسة على أن هناك آثاراً نفسية للعنف الزوجي على حالي الدراسة تمثلت في درجات متوسطة ومرتفعة للقلق، نقص الثقة بالنفس، الشعور بالدونية، تدني مفهوم الذات، انسحاب اجتماعي للحالتين، كما لاحظنا أن العنف الزوجي أثر سلباً على التحصيل الدراسي لدى حالة واحدة دون الأخرى والتي سنعرض في تحليل النتائج تفسير ذلك.

الكلمات المفتاحية: الآثار النفسية، العنف الزوجي، الطفل.

1. INTRODUCTION

Late childhood, ranging from 6 to 12 years old, is characterized by a set of features and attributes that distinguish it from earlier stages of childhood. One of its particularities is that the child enters a new world during this phase—the school, where they acquire new knowledge that enhances their intellectual abilities. Socially, they form new relationships, such as with teachers and classmates, all of which help them achieve self-adjustment, build relationships with others, and attain good academic performance. However, some factors hinder certain children, making them more vulnerable to psychological effects that obstruct their proper development and negatively impact their mental well-being. Among these factors are numerous family problems, most notably marital violence, which involves one parent inflicting harm on the other in front of the child. This paper aims to highlight the effects of such violence on children. The following will present the study's problem, hypothesis, objectives, and significance, followed by the definition of the study's concepts, its methodology, and finally the presentation and discussion of the results.

2. The Problematic

Communication plays a crucial role in the upbringing of a child, particularly during the phase from 6 to 12 years old, in various socializing institutions, especially the family, which is the first institution where a child receives socialization. Any dysfunction within the family affects the socialization process and impacts the child themselves. Among the dysfunctions that can be

observed within the family are the lack of communication between its members or its complete absence, the disturbance of one of its members, and violence between family members, particularly marital violence. This last factor is one of the variables in our study, titled *The Psychological Effects of Marital Violence on Children Aged 6 to 12 Years*. Many psychoanalysis scholars have emphasized the importance of early family experiences in shaping children's behaviors and attitudes, which significantly influence their psychological development. A family free of marital conflicts provides a healthy psychological environment for proper growth and leads to better mental health for children. On the other hand, frequent marital conflicts within the family create a fertile ground for behavioral deviations and psychological disorders ⁽¹⁾.

Several studies have addressed marital violence, some linking it to the child and others to the spouse. One of these studies is Rahmani Naima's (2011) study titled *Marital Violence Against Women in Tlemcen: The Case of the Tlemcen Court*, which aimed to identify the dimensions of marital violence in Algerian society, in addition to discussing its indicators, contributing factors, and resulting effects. Among the most important findings of the study: the violence inflicted on women has severe physical and psychological consequences, including death, internal organ injuries, HIV, abortion, neurological diseases, fear, anxiety, lack of self-confidence, and, finally, suicidal tendencies ⁽²⁾. There is also a study by Shiha Nour Al-Huda (2017) titled *The Impact of Marital Conflict on the Child's Mental Health: A Field Study of Three Cases Using*

the Blackfoot Sheep Adventure Test. The study aimed to define mental health and its relationship to marital conflict, identify the factors influencing the child's mental health, and examine the impact of marital conflict on the child's mental health. The study concluded the following: all three cases exhibited disturbances in their mental health, which could directly result from the ongoing conflict between the parents, leading to various disruptions in the children's mental health. These disturbances manifested in the form of behavioral and emotional disorders, as well as sleep disorders ⁽³⁾.

This last study serves as the foundation for our current research. Therefore, we pose the following questions:

- Does marital violence have psychological effects on children aged 6 to 12?
- What are the psychological effects resulting from marital violence on children aged 6 to 12?

3. Hypothesis

Based on the problem presented, we formulate the following hypothesis:

- Marital violence has psychological effects on children aged 6 to 12.
- The psychological effects of marital violence on children aged 6 to 12 include: lack of self-confidence, anxiety, feelings of inferiority, diminished self-concept, and social withdrawal.

4. Study Objective

The current study aims to determine whether marital violence has psychological effects on children aged 6 to 12, as well as to identify and explore the psychological effects resulting from marital violence.

5. Study Significance

The significance of the study lies in raising awareness within the family and school environments to help children overcome parental conflicts, and in highlighting the psychological effects of marital violence on the child and other family members.

6. Defining Study Concepts

• Marital Violence

Before addressing the operational definition of the marital violence variable, we will define violence. Violence is a concept "referring to the use of pressure or force in an unlawful or improper manner... It may be used in the sense of coercion, and can be classified into individual and collective violence, taking various forms: verbal, physical, or sexual violence"⁽⁴⁾. It is also defined in terms of the actors involved: "It is the mistreatment of one person by another who shares a close relationship, such as the relationship between husband and wife, parents and children, or siblings... Violence often occurs from husbands towards their wives, although it is not uncommon for some wives to exert violence against their husbands. As for children, violence is typically inflicted by either the father or the mother. Domestic violence may also target the elderly, such as grandparents"⁽⁵⁾. In this study, we consider marital violence as verbal and physical mistreatment by the husband against the wife in front of the child.

• Child Aged 6 to 12 Years

In the operational definition of a child aged 6 to 12 years, we adopt the definition provided by the medical dictionary: Childhood from 6 to 12 years is defined as a

stage of life characterized by slower growth compared to previous and later stages (adolescence). During this stage, the child primarily develops in the social and cultural fields, coinciding with the school age where the child acquires knowledge and develops abilities⁽⁶⁾.

7. Study Methodology

In preparing our study, we adopted the clinical approach, specifically the case study method, which involved the following: clinical observation, clinical interviews, the Viola El-Beblawi Anxiety Test for Children, and the Children's Apperception Test (C.A.T.).

Clinical observation refers to the process where the researcher records events and facts as they occur, without being influenced by their personal opinions, experiences, assumptions, or beliefs. The researcher maintains a neutral stance towards the observed facts, relying on the senses of the psychological specialist.

Clinical interviews are interactive situations involving two parties: the psychological specialist and the client, or the researcher and the participant. In these interviews, information and opinions are exchanged, with the aim of encouraging the client or participant to speak freely and openly. There are three types of interviews:

- Directed Interviews: The researcher asks pre-prepared questions to gather specific information.
- Non-Directed Interviews: The individual is allowed to speak as freely as possible while the researcher observes their reactions, resistance, and defense mechanisms.

- Semi-Directed Interviews: A compromise between the two previous types⁽⁷⁾.

In our study, we used directed and semi-directed interviews with three main parties: the teacher, the mother, and the child. We also utilized the **Viola El-Beblawi Anxiety Scale for Children**, developed in its Arabic version by **Viola El-Beblawi** and originally created by **Kastaneed, Mack Kandless, and Barlemo**. This scale consists of 42 items designed to measure anxiety in children, considered as a syndrome of symptoms manifested through psychological and physiological components. The child responds to each item with a simple answer: "Yes" or "No." Each "Yes" response to the anxiety-related items—42 in total—is given one point. The child's level of anxiety is determined based on the total number of points:

- Less than 18 points: Low anxiety.
- 19–28 points: Moderate anxiety.
- 29 points or higher: High anxiety.

This scale helps identify levels of anxiety in children. We also relied on the **Children's Apperception Test (C.A.T.)**, which includes ten cards depicting various scenarios involving animals. This test was designed for children of both genders, aged between 3 and 10 years. Its primary goal is to help understand the relationships and connections between the child and significant figures in their life, their most critical tendencies, and the nature of their defense mechanisms. While the test serves a diagnostic purpose, it is also useful for identifying the key factors influencing the child's reactions and responses within their environment, such as school, daycare, or family settings. Regarding the application process, before administering the test, the

psychological specialist must establish good communication with the child to create a comfortable environment. This can be achieved by providing a set of toys to help the child become accustomed to the examiner. It is advisable to explain to the child that they will play a game involving storytelling based on cards, where they describe what is happening and what the depicted animals are doing. Once the appropriate time or moment is chosen, the examiner can ask the child about what might have happened before in the story and what might happen next. It is essential to encourage the child to narrate freely without suggesting any responses. The test requires the examiner to record the child's responses word for word, exactly as they are spoken, and in the same order as the story's events. The psychological specialist should present the cards in sequential order, from 1 to 10. After completing the test, a follow-up inquiry should be conducted for all the cards to verify whether the child's account reflects actual events or merely a desired wish.

As for the interpretation of the test, it is based on a set of elements, including: the main theme of the story, the main character, the perception of surrounding characters, identification, the presentation of characters, objects, and external circumstances, omitted objects or characters, the nature of anxiety, significant conflicts, punishment for mistakes, and the story endings ⁽⁸⁾.

8. RESULTS AND DISCUSSION

- Case 1

Presentation of the first Case and Summary of Interviews:

The case, referred to as "M," is an 8-year-old female student in her second year

of primary school. Parental situation: Divorced, following conflicts that escalated to verbal and physical violence. Both parents are alive. The mother is 29 years old, has a ninth-grade education, and works in a factory. The father is 50 years old, has a third-year high school education, and works as a senior technician in electricity. The family's economic status is average.

Academic performance: "M" performs well in school. She has no siblings and lives with her mother, aunt, three cousins, and her aunt's husband in a cramped house with three rooms and a small yard. During her free time, she enjoys writing letters to her teacher and mother, drawing, reading, and reviewing her lessons immediately after school, which she does willingly. Regarding her parents desire for her birth, she was wanted by her mother but rejected by her father, who began physically abusing her when she was only one year old. "M" has no friends, dislikes men, and avoids strangers, refusing to interact with them. She is extremely quiet, cries easily, especially under pressure to complete tasks, and often experiences prolonged silence, even refusing to speak to her mother. She is consistently afraid of her surroundings. "M's" Mother: A kind and somewhat quiet woman, she appears sad but reasonably presentable in terms of attire and politeness. She demonstrated full cooperation by providing all the necessary information about her, her husband, and their daughter. "M's" mother had undergone psychological treatment and continues to take sedatives following the trauma of her mother's death. Family Environment: "M" did not grow up in a stable family environment. She perceived her father as a monster due to witnessing him frequently abusing her mother. This instilled constant fear in her, even when he

approached her without the intention of harming her. She also endured physical abuse from him for trivial reasons or sometimes for no reason at all. The father often isolates himself from his wife and daughter, preferring to spend long hours in front of the computer or television. He enjoys absolute quiet at home and avoids interacting with his family. The mother described the situation, saying: *"My daughter is traumatized because of her father. He would beat us for no reason."*

"M's" Behavior and Appearance: "M" is a very quiet child who shows little concern for her personal appearance, such as combing her hair or dressing neatly. She is physically thin and moves slowly. "M" rarely laughs, and speaks minimally. She does not express herself fluently, with silence being her only means of conveying her suffering. This silence reflects her deprivation of having her mother by her side, as her mother works far away, her lack of a kind and caring father, and her longing for a private home to bring them together as a family. This desire is evident in her drawings, where she frequently sketches a house surrounded by a garden and says, *"This is the home where my mom and I will live."* She appears pale and breathes heavily.

Her teacher describes "M" as a diligent student who works hard in her studies, saying: *"She seems pitiful; she wants to learn, but her circumstances don't support her,"* referring to the situation of divorce and family disintegration. The teacher is often puzzled by "M's" behavior when she doesn't give the correct answer verbally, saying: *"Sometimes she lacks focus and is afraid to speak. I can tell she knows the answer, but she stays silent and refuses to respond."* "M's" fear of answering reflects her fear of

being criticized by the teacher or being told her answer is wrong. She also fears being punished, which was inferred from discussions with "M." In the classroom, "M" is a quiet and well-mannered student who does not cause any disruptions. She listens attentively to her teacher's instructions and never challenges them. Her notebook is clean and organized, and her handwriting is neat. However, she is very slow in writing and completing exercises. She consistently achieves good grades. As for her participation in class, she sometimes hesitates to answer questions. She raises her hand but then lowers it. If she does answer, she only provides part of the answer and pauses to gauge her teacher's reaction. If the teacher encourages her to continue, she proceeds; however, if the teacher says her answer is incorrect, she remains silent.

During recess, she is often isolated, walking around with a frown on her face while observing her classmates as they play and enjoy themselves without joining them. When she goes home, she prefers playing with her younger cousin, who is seven years old. She enjoys taking on the role of leader during playtime and directing the game as she pleases. What caught our attention is that when her mother returns from travel, "M" becomes cheerful, cares about her appearance, wears her best clothes, and combs her hair to look beautiful. She becomes very happy, smiles often, and starts acting spoiled around her mother. Initially, her mother indulges her, but she quickly grows tired and reprimands her.

Results of the Anxiety Scale for Children by Viola El-Beblawi:

After applying El-Beblawi's Anxiety Scale, "M" scored 37. According to the

standardized table of the scale, this score places her in the category of high anxiety.

Results of the Children's Apperception Test (C.A.T) for the first Case:

The test was administered to "M," focusing on responses to cards relevant to the study's subject matter: cards 1, 3, 6, and 7. Below is a summary of her responses:

- Card 1: "M" recalled situations where she had been physically punished. In her response, she omitted the hen that represents the mother, reflecting the absence of her mother due to work commitments and infrequent visits (once every two weeks). Her mother's preoccupation with work has led to neglect in caring for her daughter.

- Card 3: The seated lion watching TV represents the father because her father used to love watching television. She expressed fear of the lion in the card, describing him as having thick hair and saying he might eat her. This reflects the dominance and harshness she experienced with her father, whose interactions with her were characterized by physical punishment. Her omission of the stick in her description supports this. She resisted talking about the lion, almost as if it were present before her. She also denied any connection between the lion and the mouse, describing each character as entirely independent.

- Card 6: She denied the presence of the father, which reflects her situation with her mother following the divorce.

- Card 7: She imagined an aggressive and tragic scene, where the main character, the monkey, tried to resist by climbing a tree to escape the lion, which represented power and dominance. However, the monkey eventually surrendered. "M" appeared

frightened, saying, "He's not going to eat him, right?" The story ended sadly, reflecting her generally pessimistic nature and tendency to anticipate negative outcomes. This pessimism and heightened anxiety stem from her experiences of witnessing violence perpetrated by her father against her mother and herself.

General Conclusion on the First Case:

"M" is an excessively quiet child, introverted, and scored 37 points, which indicates high anxiety on the "**Viola El-Beblawi**" anxiety scale. She lacks the warmth, affection, and care of a mother who works far away, and she also lacks a father figure. "M" has been subjected to harsh treatment from her father, both toward her and her mother, including severe physical abuse. As a result, she developed a strong dislike and fear of men. This negative experience was generalized to all strangers, regardless of gender, and she no longer trusts anyone for fear of being hit, as her father did. She lives in a state of psychological instability due to the disintegration of her family and her mother's absence, as she hasn't found the safe, nurturing family environment that would make her feel secure.

• Case 2:

Presentation of the second Case and Summary of Interviews:

The case is "R," a 9-year-old male student in second grade. His parents have been separated for about a year and a half. The father is 45 years old, with a ninth-grade education, and works as a merchant. His relationship with the child is limited and not very close. The mother is 30 years old, with a sixth-grade education, and is a

housewife. Her relationship with the child is troubled and tense. The child has a 7-year-old brother and a 2-year-old sister, and his family status is rated as "first." The family relationships are strained, but the child's growth and development are normal and expected. "R" is a 9-year-old student in second grade who has repeated first grade twice. He is a thin child with dark skin, black hair, and black eyes. His health is generally good, and he does not suffer from any physical illnesses. His clothes are clean and somewhat neat. Notably, "R" displays an unusual level of calmness compared to other children his age, speaking softly and shyly. He lives with his mother and siblings, and their family faces significant financial difficulties, which have led to malnutrition. It is common for him to come to school without food, both in the morning and evening. Consequently, his academic performance is poor, and he often has many absences.

Furthermore, "R" exhibits signs of fear, especially when interacting with his teacher. For example, when he arrives late, the teacher calmly asks about the reason, but he steps back, his face turning red, as though bracing for punishment. Interviews revealed that the child's tardiness is linked to his mother's psychological disorder, for which she takes tranquilizers. Unfortunately, due to her condition, we could not obtain more specific information. She also struggles to wake up early, causing "R" and his brother to be late for school. Thus, the combination of financial hardship and his mother's disorder creates a tense and unstable environment for him. Moreover, "R" lives in constant fear, as he is afraid to ask his mother for anything, fearing she might react with aggression. He is also deeply concerned about her health worsening. The

child's nightmares are often related to the ongoing family issues, especially his father and mother's struggles. He witnessed verbal violence between his parents, with the mother responding to conflicts by yelling at the father and breaking household items in front of the children. Eventually, this led to the parents' separation, but the cycle of verbal and physical abuse toward the children continued. The case exhibits feelings of jealousy toward his brother, as he perceives that the father favors him more. He appears to be introverted, without friends, and plays alone. According to him, children of his age reject him, and even in class, he sits by himself. Moreover, he dislikes sitting at the front of the classroom. he views himself as inferior to others, often comparing himself to them. During our observations in the classroom, we noticed that when the teacher leaves, the case is subjected to physical abuse from his peers, yet she does not respond. This indicates a lack of self-confidence and a sense of inferiority and worthlessness. Additionally, his responses to our questions were limited, and he did not engage in long conversations.

When we provided him with a paper and pen to draw, he drew a house with a tree in front, alongside his parents, suggesting his desire for reconciliation between them. However, he placed himself far from his parents, with his sister closer to them and his brother even closer. This indicates his withdrawal, introversion, and shyness, as well as a strained relationship with his parents. His father is absent from the family, and his relationship with his mother is also troubled, as the mother exercises authority over him, restricting him from various activities, such as watching television or going on outings. The teacher confirmed that the case is good at mathematics and enjoys

studying, possessing potential in other subjects, but he does not make use of it. He lacks family support, which contributes to his weak academic performance. The case is fully aware of his academic struggles, as demonstrated in an interview when we asked him if he felt others were happier than him. He replied, *"Yes, because they study well and are clever."* This suggests he has developed a negative self-image and feelings of inferiority and frustration due to comparisons with others. This was further confirmed when we asked him if he thought other children could do things more easily than he could, to which he answered, *"Yes, in studies."* He believes achieving success is difficult and feels incapable of attaining it.

Results of Applying the "Viola El-Beblawi" Child Anxiety Scale:

After applying the "Viola El-Beblawi" Child Anxiety Scale, the case "R" scored 26 points, classifying him within the moderate anxiety range according to the standard table. This result indicates that the child experiences a moderate level of anxiety, which is reflective of her emotional and psychological state.

Results of the Children's Apperception Test (C.A.T) for the second Case:

After administering the test, we selected responses to the cards that aligned with the study's theme, which were found in responses to cards 1, 2, 4, 5, and 8. A summary of these responses follows:

- In card 1, the disturbed relationship with his mother was evident, as the child did not pay attention to his mother and did not even mention her. He took on the role of the chick on the right, projecting his difficulties onto the academic level. Furthermore, the child

expressed a wish to live with his father, who represents security, and a desire to excel in his studies.

- In card 2, neither of the two large bears was assigned the roles of father or mother, indicating tension in the family relationship between the parents, the child and his mother, and the absence of the father. The mother was completely absent from the response, while the child expressed a desire for the father's presence. Additionally, the child wished to have friends to play with, or at least to be able to form friendships. He perceives his relationship with others negatively, believing they do not pay attention to him, do not like him, and that he is inferior to them. As a result, he prefers to stay alone, although he wishes he could integrate into their group, which reflects a desire to overcome feelings of inferiority and a low self-concept.

- In response to card 4, which focuses on family bonds, the child took on the role of the kangaroo on the bicycle, symbolizing his desire for freedom, independence, and the need to break free from the dependency he experiences, particularly as it is influenced by stressful family circumstances. His response clearly expresses a longing for the family to be reunited. The nature of the anxiety in this story revolves around the fear of losing affection completely, especially after his mother's illness and separation from her father. This family tension has affected the child, causing him to worry about everything, with his thoughts primarily focused on the current family situation. Instead of working towards success and building a positive self-image, he withdraws and dwells on negative thoughts.

- In the story related to card 5, there is a clear reflection and projection of the anxiety the child is experiencing. He discussed the relationship between his parents and what he goes through daily, concluding the story with a wish for his father to return and live with them. It is evident that the child ties his self-worth and thoughts to his parents, and without them, he considers himself powerless and weak. This perception was further confirmed in his response to card 8, where he showed similar feelings of inadequacy and emotional distress.

General Conclusion about the Second Case:

After conducting a series of interviews, we concluded that the case is experiencing a state of anxiety, which is manifested through: unusual calmness, shyness, facial redness, feelings of fear and tension related to the mother's illness, and fear of her repeating the violence she inflicted on the father, which was the cause of their separation. The case also isolates himself and feels embarrassed about his difficulties. The application of the "Viola El-Beblawi" anxiety test revealed an anxiety score of 26, indicating moderate anxiety. The "C.A.T" was also used to explore other aspects related to the effects of marital violence, and we found that the case perceives himself as helpless and unable to achieve his desires in life. It became clear that he spends most of his time reflecting on his surroundings and the situations he is currently going through. As a result, in most of the stories, he projected the difficulties he faces, particularly his mother's illness and his separation from his father. Since he could not confront these issues and lacks full self-confidence, this led him to develop negative thoughts about himself.

The anxiety that the case suffers from occupies his mind and prevents him from engaging in regular activities such as playing with others, helping his mother, participating in class, and completing his school assignments. Although he has the ability to study, his constant anxiety has led him to think negatively, forming a self-concept that he is helpless and weak, inferior to others, and that they are happier than he is. He also feels rejected by others, especially since he does not receive support from his family.

• Discussion of Study Results:

Our study hypothesis is as follows:

- Marital violence has psychological effects on children aged 6 to 12 years.
- The psychological effects of marital violence on children aged 6 to 12 years include: low self-confidence, anxiety, feelings of inferiority and poor self-concept, and social withdrawal.

Through the study of the two cases, our hypothesis was confirmed in both cases, as it was proven that marital violence has effects on children. These effects include: high anxiety in one case and moderate anxiety in the other, feelings of weakness and inferiority, academic decline and weakness in the second case due to constant worry about family circumstances, dissatisfaction with oneself, and feelings of frustration. The children also displayed submission to aggression directed at them, all of which led to negative thoughts about themselves, a tendency to give up quickly, failure to resist problems, and lack of self-confidence. There was also social isolation and withdrawal. Academic success brings both cases self-confidence and

encouragement to continue their efforts, but this does not negate their essential need for a warm family environment. These results are specific to the cases studied and cannot be generalized; they pertain only to the cases within a particular environment and under specific conditions with standardized measurement tools.

The findings of this study are in agreement with those of a study conducted by Shaḥa Nour al-Huda (2017), which concluded that marital conflict leads to mental health disorders in children. The results also align with the study of Hatim Younis Mahmoud (2010), which aimed to examine marital conflicts and their impact on both spouses and children. Among the findings was that marital conflicts negatively affect children and their mental health ⁽⁹⁾.

9. CONCLUSION

Childhood is a crucial stage in the formation and development of a child's personality, in collaboration with the family environment. Any disruption in the developmental process during this stage or any disturbance in the child's environment negatively impacts them. This is what we concluded through this study, where we found that marital violence has negative psychological effects on the child, including: anxiety, feelings of inferiority and frustration, social withdrawal, a poor self-concept, lack of self-confidence, and even a decline in academic performance.

2017, p4.

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