

EFFECTIVENESS OF PSYCHO-EMOTIONAL INTERVENTION THERAPY ON DEPRESSION AND ANXIETY OF OUT-OF-SCHOOL-CHILDREN IN SULEJA NIGER STATE

¹Prof. Apeh Hosea Abalaka, ²Dr. Ojonugwa, D. Solomon and ³Ichenwo Folashade Annatu

¹Department of Education Foundations, Faculty of Education, University of Abuja-Nigeria

²Department of Education Foundations, Prince Abubakar Audu University Anyigba, Kogi State, Nigeria.

³National Commission for Colleges of Education, Abuja Nigeria

Email: Apehhosea@gmail.com, 08035052279; domsolly2009@yahoo.com. 08037325224, 08080231352; Folaade7@yahoo.com, 0806564457

Keywords: Psycho-Emotional Intervention Therapy (PEIT), Depression, Anxiety, Out-of-School Children Centers.

Abstract: Stressors such as depression and anxiety are expected reactions of out-of-school children. The study intervened with the use of Psycho-Emotional Intervention Therapy (PEIT) for its effectiveness on depression and anxiety of out-of-school-children (OOSC) in Suleja LGA in Niger State. The study employed quasi-experimental research design. The population of the study consists of all out-of-school children in Suleja LGA in Niger State. Two purposes, research questions and hypotheses guided this study. The sample size consists of 35 OOSC drawn from three (3) out-of-school children centers purposively sampled in Suleja LGA in Niger State. Beck Depression Inventory (BDI) and Hamilton Anxiety Rating Scale (HARS) were the instruments used for data collection. Data were analyzed using means and analysis of covariance (ANCOVA). Findings indicates that Psycho-Emotional Intervention Therapy (PEIT) significantly affected depressive and anxiety behaviours positively leading to a change of behaviours. It is recommended that Psycho-Emotional Intervention Therapy (PEIT) should be employed in all out-of-school children centers in Nigeria and in the world as intervention and corrective mechanism to depression and anxiety problem behaviours among out-of-school children centers to enhance positive behaviours and effective teaching and learning.

Introduction

The menace of out of school children has become overwhelming and disturbing in Nigeria especially in the northern part of Nigeria. It is disheartening to see multiple numbers of

children on the street begging and selling commercial products during school hours. According to Ogunode and Ayoko (2022), "Nigeria is home to about 20 million out-of-school age children with the North Central

Prof. Apeh Hosea Abalaka, Dr. Ojonugwa, D. Solomon and Ichenwo Folashade Annatu

having 26%, North West 25%, South South 24%, South West 22% and South East 19%". To Oyekan, Ayorinde and Adenuga (2023), "Nigeria has the largest number of out-of-school children in the world". According to UNICEF report in 2018, the study reported that "the Northern part of the country has the highest number of out of school children in Nigeria." Ikiyei, Donkemezu, Munasuote and Seribafa (2022) opined that "the rate of out of school children in Nigeria is on the increase daily as the situation has become worrisome. The world is emphasizing the sustainability of the gains of the Education for All (EFA) and the MDGs however, it is invariably impossible to sustain the already height attained many children that are out of school today.

It is saddening to note according to UNICEF (2024) that "one in every five of the world's out-of-school children is in Nigeria. The above report calls for a desperate and determined action toward the reduction of out-of-school children in Nigeria. UNICEF further noted that "even though primary education is officially free and compulsory, about 10.5million of the country's children aged 5-14 years are not in school. Only 61% of the 6-11 years olds regularly attend primary school and only 35.6% of children aged 36-59 months receive early childhood education." To Ndanusa and Abayomi (2021) despite the various policy, initiative and institutional designs by UNICEF and other non-governmental organization, school-aged children of about 16 million are roaming about the streets of Nigeria and of all the nations of the earth, Nigeria has the highest number of out-of-school children. Complementing the above

assertion, Ojuolape and Mohd (2022) reported high number of out-of-school children in Kwara state. The above declaration may be as a result of the educational neglect of girl child education, early marriage, poverty, illiteracy, war, societal unrest, ignorance and other religious factors. To achieve domestic and international educational goals, attention must be given to the increasing rate of out-of-school children.

Out-of-school children can be described as school children between the aged 4-16 years who ordinarily should be in school but could not be enrolled into the formal school system but are left to roam the street in search for survival through begging and serving as domestic help givers. In line with the above assertion, Samuel (2024) asserted that there are several factors that are responsible for the increasing rate of out of school children (OOSC). Some of these factors are "economic barriers, conflicts, socio-cultural norms and lack of inclusive practices"

According to Adedeji and Marco (2020) "Nigerian OOSC are grouped into three subsets: first are children of school age that have never attended school. The second group of OOSC in Nigeria is captured by the children enrolled in Almajiri schools. The third and the last type of OOSC is the dropout". To ignore the increasing rate of out-of-school children and its consequences is to undermine the development of Nigeria. It is to this end that the quest for strategies, measures, interventions and designs geared towards the reduction in the rate of out-of-school children is always encouraged. Furthermore, of great concern is the psychological implications of out-of-school

children which includes depression, anxiety, low self-esteem, low self-concept and the likes. It is against the above bedrock that this study seeks the intervention of psycho-emotional intervention therapy

Psycho-emotional intervention therapy is a training program with different strategies and methods designed to run for some weeks with the goal of reshaping the emotional concept, contents and cognition of out-of-school children. The intervention of psycho-emotional therapy is to reconfigure and re-conceptualize the emotional state of out-of-school children. Psycho-emotional state according to Tetyaria, Zoriana, Levgeniia, Liudmyla, Iryna and Antonia (2020) “is the essential state of the general functioning state of the body, which directly affects health, working capacity, intellectual processes and quality of human life”. Psycho-emotional state is a state of people’s mental health and general wellbeing which is related to temperament, stress, anxiety and other emotional variables. Intervention comes in when a therapy is designed to re-conceptualize the ones emotional state towards a better general functioning and mental health. Kandarora, Surtaeva, Afanasiev, Ivanova and Rezakor (2018) not that our daily interaction with human beings and the environment trigger positive and negative experiences as negative experiences as negative encounters serve as stressors.

For Sara, Juan, Montserrat, Diego, Macarena and Carlos (2020) “Anxiety, depression and stress are common and expected reactions” especially to out-of-school children. The state of hopelessness to the academic and social life of

out-of-school children will trigger stressors. These situations call for various interventions including psycho-emotional intervention therapy. Complimentarily, the above assertion Vasylenko, Komar, Pilishek, Posritak and Potaochuk (2020) has it that the peculiarities of out-of-school children’s age, and a variety of tense and difficult situations around their life lead to different stressors such as depression and anxiety.

Depression is the ill feeling of sadness and pleasurable condition instigated by stressors within the environment which has the capacity to prevent effective and reasonable healthy living. World Health Organization WHO (2024) described “depression as a common mental disorder”, and reported that “globally an estimated 5% of adults suffer from depression, more women are affected by depression than men and depression can lead to suicide”. WHO further noted that “depression involves a depressed mood or loss of pleasure or interest in activities for long period of time”. Depression is kindly related to anxiety.

Anxiety is a mental health disorder. Anxiety according to Adam (2023) American Psychological Association (APA) is “an emotion characterized by feeling of tension, worried thoughts and physical changes like increased blood pressure”. Adam (2023) described anxiety as a complex response to real or perceived threats. It can involve cognitive, physical and behavioral changes.

Problem of the Study

The danger of increasing numbers of out-of-school children in any society has some unavoidable effect on the children and the society. The act of hawking and begging among

out-of-school children exposes the children to danger of kidnapping, sexual abuse, social stigma, and the possibility of being involved in criminal activities. It is disheartening to note that out-of-school children will have issues of psychological problem such as mental health, low self-esteem, low self-motivation, low achievement motivation, low interest and negative hatred for school children.

Some other consequences around the life of out-of-school children is drug abuse which may triggered by peer induction to drugs and abuse of drugs. The fact that these children are not integrated into the school system to keep them busy with academic activities may generate deviant behaviors. Other consequence of out-of-school children is character failure. The consequences of out-of-school children do not live the society out of it. The development of any nation relies strongly on the human resources. The development of a nation's human resources leads to national development and the high number of out-of-school children generate human resources with low skills which will lead to unemployment and increased crime rate in the nation. The above calls for the need for strategies that can be adopted to reduce the rate of out-of-school children.

Objectives of the Study

The following objectives were formulated to guide this study;

1. To figure out the differences in the value of depression mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not.

2. To determine the differences in the value of anxiety mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not.

Research Questions

1. What is the difference in the value of depression mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not?

2. What is the difference in the value of anxiety mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not?

Hypotheses

1. There is no significance differences in the value of depression mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not.

2. There is no significance differences in the value of anxiety mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not. .

Research Method

The study adopted a quasi-experimental research design to determine the effect of on depression and anxiety of out-of-school-children. Quasi means “resembling” “Thus quasi-experimental research is the research that resemble experimental research but is not true experimental research. The independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions as independent variable are manipulated before the dependent variables are measured” (Chiang, 2015).

Experimental Procedure

“Psycho-Emotional Intervention Therapy (PEIT)” was used for the study; PEIT contents

used for the study were drawn from Beck Depression Inventory (BDI) and Hamilton Anxiety Rating Scale (HARS). “Psycho-Emotional Intervention Therapy (PEIT)” involves the use of therapeutic talks and training on out-of-school children for four weeks. It requires the following procedures; the administration of Beck Depression Inventory (BDI) and Hamilton Anxiety Rating Scale (HARS) on both the experimental and the control groups as pre-test, psychotherapeutic diagnosis of the emotional issues, asking therapeutic questions, psychotherapeutic training on discovering of emotional issues and problems, psychotherapeutic dialogue on adjusting emotional depression and anxiety, psychotherapeutic workshop on handling depression and anxiety, psychotherapeutic dialogue on the side effects of depression and anxiety, psychotherapeutic dialogue/treatment on out-of-school children with depression and anxiety. Assessment of “Psycho-Emotional Intervention Therapy (PEIT)” with the administration of Beck Depression Inventory (BDI) and Hamilton Anxiety Rating Scale (HARS) on both the experimental and the control groups.

Before the study, subjects in both groups were pre-tested with the draft of Beck Depression

Table 1: *Pretest and posttest mean depression scores of out-of-school-children taught using “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not?*

Variable Teaching Strategies	N	Pre-test		Post-test		Mean gain
		\bar{x}	SD	\bar{x}	SD	
Psycho-Emotional Intervention Therapy (PEIT)	55	5.31	4.24	9.52	7.39	4.21
Conventional Method	78	2.46	0.23	2.89	0.24	0.63

Inventory (BDI) and Hamilton Anxiety Rating Scale (HARS). After the pre-test, the designed packages which the training with depression and anxiety instructional packages. the training with depression and anxiety instructional packages lasted for four (4) weeks. The end of the experiment cleared the ground for post-test administration of Beck Depression Inventory (BDI) and Hamilton Anxiety Rating Scale (HARS) on out-of-school children in the experimental group and without the control groups. Items in the post-test package was reshuffled after the pre-test otherwise, the content remained the same. Data collected from both the pre-test and post-test of the experimental and control groups were separated and analysed through the instrumentality of ‘mean and standard deviation’ for research questions and ‘analysis of Covariance’ (ANCOVA) at an alpha level of 0.05 level of significance.

Results

Research Question 1

What is the difference in the value of depression mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not?

The result presented in Table 1 shows the pretest and posttest depression mean scores of out-of-school-children taught using “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not (control group). The result indicates that the pretest depression mean scores of out-of-school-children “Psycho-Emotional Intervention Therapy (PEIT)” (experimental group) was 5.31 with a standard deviation of 4.24 and a posttest mean depression score of 9.52 with a standard deviation of 7.39. The mean gain between the pretest and posttest depression mean scores taught using “Psycho-Emotional Intervention Therapy (PEIT)” (experimental group) was 4.21. The results also show that the control group had a pretest mean scores of 2.26 with a standard deviation of 0.23 and a posttest mean of 2.89 with a standard deviation of 0.24.

Table 2: Analysis of Covariance (ANCOVA) of the difference in the depression scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” (experimental group) and those who were not (control group).

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	13.773 ^a	4	3.443	47.388	.000
Intercept	15.620	1	15.620	283.792	.000
PreInt	1.147	1	1.147	15.788	.000
Strategies	19.041	1	19.041	13.542	.000
Error	10.245	111	.073		
Total	1566.467	133			
Corrected Total	24.017	133			

The result in Table 2 indicated that an F-ratio of 13.542 with associated probability value of 0.000 was obtained with respect to the difference in the

The mean gain between the pretest and posttest depression mean scores in the control group was 0.63. For both experimental and control groups, the posttest depression mean scores obtained were greater than the pretest mean depression scores of out-of-school children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” (experimental group) having a higher mean gain. This implies that “Psycho-Emotional Intervention Therapy (PEIT)” reduced the depression of out-of-school-children compared to the control group’.

Hypothesis 1

H₀₁: There is no significance difference in the value of depression mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not.

depression mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” (experimental

group) and those who were not (control group). Since the associated probability (0.000) below 0.05 set as criterion for taking a decision, the null hypothesis one (H_{01}) was hence rejected. Therefore, the conclusion drawn was that the difference in the depression scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” is significant compared to those who were not control group”. The above statement portrayed that “Psycho-

Table 3: Pretest and posttest mean anxiety mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not (control Group)”.

Variable Teaching Strategies	N	Pre-test		Post-test		Mean gain
		\bar{x}	SD	\bar{x}	SD	
Psycho-Emotional Intervention Therapy (PEIT)	55	3.45	3.25	9.12	6.31	5.67
Conventional Method	78	3.31	0.37	5.41	0.24	2.1

The result presented in Table 3 shows the pretest and posttest anxiety mean scores of out-of-school-children taught using “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not (control group). The result indicates that the pretest anxiety mean scores of out-of-school-children “Psycho-Emotional Intervention Therapy (PEIT)” (experimental group) was 3.45 with a standard deviation of 3.25 and a posttest mean depression score of 9.12 with a standard deviation of 6.31. The mean gain between the pretest and posttest anxiety mean scores taught using “Psycho-Emotional Intervention Therapy (PEIT)” (experimental group) was 5.67. The results also show that the control group had a pretest mean scores of 3.31 with a standard deviation of 0.37 and a posttest mean of 5.41 with a standard deviation of 0.24. The

Emotional Intervention Therapy (PEIT)” is effective in improving the level of depression of out-of-school-children better than those who were not “control group”.

Research Question 2

What is the difference in the value of anxiety mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not?

mean gain between the pretest and posttest anxiety mean scores in the control group was 2.1. For both experimental and control groups, the posttest anxiety mean scores obtained were greater than the pretest mean depression scores of out-of-school children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” (experimental group) having a higher mean gain. This implies that “Psycho-Emotional Intervention Therapy (PEIT)” reduced the anxiety of out-of-school-children compared to the control group’.

Hypothesis 2

H₀₂: There is no significance differences in the value of anxiety mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not.

Table 4: *Analysis of Covariance (ANCOVA) of the difference in value of anxiety mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” and those who were not (control group).*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	13.773 ^a	4	3.443	47.388	.000
Intercept	20.620	1	20.620	283.792	.000
PreInt	1.147	1	1.147	15.788	.000
Strategies	14.041	1	14.041	14.412	.000
Error	10.245	111	.073		
Total	1566.467	133			
Corrected Total	24.017	133			

The result in Table 4 shows that an F-ratio of 14.412 with associated probability value of 0.000 was obtained with regards to the difference in the anxiety mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” (experimental group) and those who were not (control group). Since the associated probability (0.000) was less than 0.05 set as a criterion for taking a decision, the null hypothesis two (H_{02}) was therefore rejected. Hence, inference drawn was that the difference in the in the anxiety mean scores of out-of-school-children exposed to “Psycho-Emotional Intervention Therapy (PEIT)” is significant to those who were not (Control Group). The conclusion here based on the above statement revealed that “Psycho-Emotional Intervention Therapy (PEIT)” is effective and improved the anxiety of out-of-school-children.

Discussion

The inference drawn based on the results from this study indicated that out-of-school-children

exposed to the “Psycho-Emotional Intervention Therapy (PEIT)” indicated higher reduction in the depression mode compared to those who were not. This assertion is in agreement with the study carried by Zhao, Amarnath, Karyotaki Struijsand Cuijpers, (2024), which reported that “psychological treatment was effective for depressed patients who are not actively seeking help. The results obtained from this study are also in line with Ojonugwa and Muraina (2022) who investigate the effect of cognitive behavioural intervention on aggression and violence of pupils with problem behaviours in primary schools in Abuja. The study reported that cognitive behavioural intervention was effective in the treatment of aggression and violent problem behaviours in schools. The report of the study is also in line with the report of the research work of Wilmots, Midgley, Thackeray, Reynolds and Loaded (2019) who worked on the therapeutic relationship in cognitive behavior therapy with depressed

adolescents: a qualitative study of good outcome cases reported positive therapeutic relationship. The report of this research work is also in line with the research work of Baker, Creswell, Lawrence, Karalus and Waite (2021) who worked on the effectiveness of psychological therapies for anxiety disorders in adolescents: a meta-analysis reported that there is clear need to develop more therapies for adolescents as a result of the effectiveness of the psychological treatment. The findings of this study is also inline with the research work of Shepardson, Buchholz, Weisberg and Funderburk (2018) who worked on psychological interventions for anxiety in adult primary care patients: A review and recommendation for future research reported that the therapy reduced anxiety among adult primary care patients.

Conclusion

With the results obtained, the conclusions are as follows that:

1. “Psycho-Emotional Intervention Therapy (PEIT)” is effective and improved the depression of out-of-school-children.
2. “Psycho-Emotional Intervention Therapy (PEIT)” is effective and improved the anxiety of out-of-school-children.

Recommendations

In line with the results obtained from the study, the researchers in agreement have the following as recommendations:

A. That “Psycho-Emotional Intervention Therapy (PEIT)” is effective and is recommended in an effort to improve the depression of out-of-school-children.

B. That “Psycho-Emotional Intervention Therapy (PEIT)” is effective and is recommended in an effort to improve the anxiety of out-of-school-children.

C. That stakeholders should adopt “Psycho-Emotional Intervention Therapy (PEIT)” in an effort to improve the anxiety of out-of-school-children.

C. That federal, states and local government should take up the task of promoting “Psycho-Emotional Intervention Therapy (PEIT)” to enhance depression and anxiety of out-of-school-children.

References

Shepardson, R.L., Buchholz, L.J. Weisberg, R.B., and Funderburk, J.S. (2018) Psychological interventions for anxiety in adult primary care patients: A review and recommendation for future research. *Journal on Anxiety Disorders*, 54, 71-86.

Baker, H.J., Creswell, C., Lawrence, P.J., Karalus, J., and Waite, P., (2021). The effectiveness of psychological therapies for anxiety disorders in adolescents: a meta-analysis. *Clin Child Fam Psychology*, 24(4), 765-782.

Wilmots, E., Midgley, N., Thackeray, L., Reynolds, S., and Loaded, M. (2019). Therapeutic relationship in cognitive behavior therapy with depressed adolescents: a qualitative study of good outcome cases. *Psychology and Psychotherapy: Theory; Research and Practice*. 93(2), 276-291.

Zhao, R., Amarnath, A., Karyotaki, E., Struijsand, S.Y., Cuijpers, P. (2022). Effects of

- psychological treatment for depression among people not actively seeking help: ameta-analysis. *PsychoMed* 53(2), 320-33.
- Ojonugwa, D. S. (2022). Effectiveness of cooperative instructional strategy on mathematics interest and achievement in primary school in Abuja F.C.T. *Conference paper of Prince Abubakar Audu University 2022 Faculty of Education International Conference*.
- Ojonugwa, D. S and Muraina K. O. (2022). Effect of cognitive behavioural intervention on aggression and violence of pupils with problem behaviours in primary schools in Abuja. *Journal of The Millennium University* 7(1), 42-47.
- Ikiyei P.K., Donkemezuo I., Precious M., Seribofa T.I. (2022), Out-of-School Children in Nigeria: a creation by society and its implications for nation building. *British Journal of Contemporary Education*, 2(2), 17-32. doi:10.52589/BJCETENR2EIA
- Oyekan, K., Ayorinde, A. and Adenuga, O. 2023. The problem of out-of-school children in Nigeria. 2023/058. https://doi.org/10.35489/BSG-RISE-RI_2023/058
- Ogunode N.J and Ayoko V.O (2022). Out of school children in nigeria: causes, social implications and way forward. *International Journal on Integrated Education*, 5(12), 82-91.
- Vasylenko, O., Komar, T., Pilishek, S., Posvistak, O., & Potapchuk, Y. (2020). Diagnosing the negative psycho-emotional states among students. *Revista Romaneasca pentru Educatie Multidimensionala*, 12(1), 39-52. doi:10.18662/rrem/198
- Kanduarora, A.V/. Surtaeva, N.N Afanasiev, V.V., Ivanova, O.A., and Rezakor, R.G (2018). A research of the psycho-emotional state of a teacher under the influence of social changes. *Revista ESPACIOS*. 39(46).
- UNICEF (2024). Getting out-of-school children back to classrooms in north-west Nigeria Retrieved from <https://www.unicef.org/nigeria/stories/getting-out-school-children-back-classrooms-north-west-nigeria>. on 30th August 2024
- Ndanusa, M.M and Abayomi, K. Q. (2021). Examining the fragment and causes of in increasing out-of-school children in Nigeria. *Journal of African Studies and Development*. 13(4), 66-73.
- Ojuolape, A.M., and Mohd, S (2022). Datase of child schooling/out-of-school children in Households in Kara state, Nigeria. *Data in Brief* 45, <http://doi.org/10.1016/j.dib.2022.108654>

Adedeji A. and Marco C. (2020). What out-of-school children in Nigeria truly need from the government. Retrieved from *Southernvoice.org*. on 1st September 2024.

Tetyaria, S., Zoriana, V., Levgeniia, K., Liudmyla, K Iryna, N. and Antonia, K (2020). Psycho-emotional state of students: research and regulation. *Estudios Economia Aplicada*, 38(4), DOI: [http://dx.doi.org/10.25115/eea.v38i3%20\(1\).4049](http://dx.doi.org/10.25115/eea.v38i3%20(1).4049)

Adam, F. (2023). What to know about anxiety. Retrieved from *medicalnwsatoday.com* on 1st September 2024.

World Health Organization WHO (2024). Depressive disorder (depression). Retrieved from *who.int.news-room.fac* on 1st September 2024.

Sara, M.S., Juan, G.S., Montserrat, A.V., Diego, D.M., Macarena, R.M., and Carlos,R., (2020). Psycho-emotional approach to the psychological distress related to the covid 19 pandemic in Spain: A cross-sectional observational study. *Institutional Repository of the Universal Loyola*. Doi10.3390/healthcare8030190

Samuel, T.A (2024). Out-of-school children in Nigeria: The struggle for education and the solution. Retrieved from <https://edutimesafrica.com.out-of-school-children> on 1st September 2024.