

**ADOLESCENT GIRLS' WILLINGNESS TO DISCLOSE  
SEXUAL ABUSE THROUGH INTERPERSONAL  
COMMUNICATION IN DELTA-CENTRAL SENATORIAL  
DISTRICT OF DELTA STATE**

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**ABSTRACT:** Sexual abuse remains a critical social issue, particularly among adolescent girls who face barriers in telling their sexual abuse experiences. The study examines the willingness of adolescent girls to talk about sexual abuse experience through interpersonal communication in Delta Central Senatorial District of Delta State. The study explores the factors that influence willingness to tell abuse experiences by fostering empathy, trust, understanding, and privacy assurance and providing a safe environment for in-person interactions. Using the mixed method research design. The qualitative and quantitative approaches utilised the interview and survey to elicit data from the adolescent girls. Findings revealed that interpersonal relationship could promote conversational willingness through asking children and adolescents their sexual experiences can help facilitates telling with a grand mean of 3.8749 and 1.1057 3) Findings also revealed that empathy could help sexually abuse victims disclose experiences (Mean = 3.9687) and having strong parent-child relationship influences a decision to disclose abuse experiences? (Mean = 3.9531) with a grand mean and standard deviation of 3.8869 and 1.1015. More so, the results obtained from the IDI support the above assertion that believing in their story and not blaming them encouraged them to tell me about the sexual abuse. The study underpins that interpersonal communication can provide conversational willingness among sexually abused adolescent girls.

**Keywords:** Adolescent Girls, Sexual Abuse Disclosure, Interpersonal Communication, Trust and Empathy, Parent-Child Relationship

## **INTRODUCTION**

Sexual abuse is a frequent phenomenon still underestimated and misconstrued to be consensual sex. Stoltenborgh et al. (2011) estimated that the global prevalence rate is 11.8% compared to the rate of self-report studies, which is 30 times higher. More so, immediate reporting of sexual abuse in adolescents is rare (Alaggie et al., 2019). Numerous children exhibit a tendency to postpone disclosing incidents of sexual abuse. Various factors have been recognised as obstacles to the

reporting of such abuse, including contextual elements such as the nature of the relationship with the perpetrator (Dupont et al., 2014). Additional factors influencing this delay encompass age (Leclerc & Wortley, 2015), the severity of the abuse (Wallis & Woodworth, 2020), threats made by the perpetrator (Schaeffer et al., 2011; Wolf & Pruitt, 2019), and instances of victim blaming (Collin-Vezina et al., 2015). The complexities and challenges associated with articulating experiences of sexual abuse render the disclosure process intricate and heterogeneous. Consequently, sharing these experiences is a crucial mechanism for adolescent girls in educational settings to obtain the necessary support and assistance.

Importantly, early access to therapeutic support and intervention is key to assisting victims and reducing negative consequences associated with sexual abuse (McElvancy, 2015). Thus, it is decisive to know the factors that facilitate adolescents' willingness and decision to tell sexual abuse experiences. However, Malloy, Brubacher & Lamb (2013) attested that these factors affecting disclosure are inconsistently reported. Murphy and Tener (2015) opined that many of these factors have been implied in a child's decision to talk about their sexual abuse experiences. Still, there is limited agreement within literature about the best optimal conditions and factors that facilitate in-school adolescent girls' sexual disclosure. For example, a recent literature review on "adult disclosure" shows that the barriers and facilitators to telling sexual abuse experience involve a complex interplay between several interpersonal and social factors, which are still only partially understood (Tener & Murphy, 2015).

More so, it is believed that telling is not a one-way process for victims but an event that happens in the context of communicating and relating to others. (McElvancy, Greene & Hogan, 2011). Understanding sexual abuse disclosure from children's perspective helps in obtaining more accurate and detailed descriptions that provide important insights into how to support disclosures, design appropriate services and enable timely access to intervention (Malloy et al., 2013; McElvancy et al., 2011). Also, the World Health Organization (2006) acknowledged that prompting or asking children and adolescents about their experiences of sexual abuse facilitates "telling" by providing permission to tell. Insightful evidence obtained from an adolescent perspective is effective. McElvancy et al. (2014) and Softestad et al. (2013) identified that asking children directly about their abuse is a facilitator to disclosure. Furthermore, Softestad et al. (2013) emphasized that the importance of engaging in meaningful conversation during intrafamilial sexual abuse can help disclosure.

In addition, victims of sexual abuse can "tell" if they receive positive emotional support and understanding (Schonbucher et al., 2014). The quality of interpersonal communication may play an important role in facilitating disclosure (Knapp et al., 2018), given that timely disclosure is a key to safeguarding children and adolescents against re-victimization (Lemaigre et al., 2017). Also, McElvaney et al. (2011) highlight the need to understand the variability and multiplicity of factors that might influence the decision to disclose. Braun and Clarke (2013) affirmed that qualitative research seeks to understand the subjective realm of human experience. McElvaney et al. (2013) thereby provide a rich and detailed narrative that can capture their understanding of the factors that facilitate disclosure. Qualitative research can view child voice and perspective to be recognised and understood (Morrison et al., 2018). More so, raising awareness amongst the general population with the use of rich awareness campaigns aimed at supporting non-professionals,

victims, families, friends, and peers to know how to ask children to tell their abuse (Lemaigre et al., 2017) prevention strategies and training programmers can also educate individuals on what to do when they tell their abuse experiences. Given credence to the above narratives, it is imperative to note that not many studies conducted have addressed the factors facilitating to telling sexual abuse experiences in adolescence; therefore, this study examines the willingness of adolescent girls to tell sexual abuse experiences through interpersonal communication as an intervention.

### **Objectives**

1. To know the factors that facilitate willingness to tell sexual abuse experiences among adolescent girls who have been sexually abused.
2. To know if trust can help adolescent girls' willingness to tell their sexual experiences.
3. To find out if Interpersonal Communication provides Conversational Willingness among adolescent girls who have been sexually abused.

### **Research Questions**

1. What are the factors that facilitate willingness to tell sexual abuse experiences among adolescent girls?
2. How does trust help adolescent girls' willingness to tell sexual abuse experiences?
3. How does Interpersonal Communication provide Conversational Willingness among adolescent girls who have been sexually abused?

### **Statement of the Problem**

The issue of sexual abuse is pervasively engulfed with psychological, emotional, and social consequences, yet the willingness for adolescent girls to tell their sexual abuse experiences remains uncertain. Many victims choose to remain silent due to fear, stigma, judgment, and lack of trust. The cultural and societal norms in Delta State often discourage open conversation about sexual abuse, creating an environment where adolescent girls feel reluctant to tell their experiences. This not only perpetuates their trauma but prevents timely intervention and justice. This underscores the urgent need for the study to examine the factors that facilitate the adolescent girl's willingness to tell sexual abuse experiences.

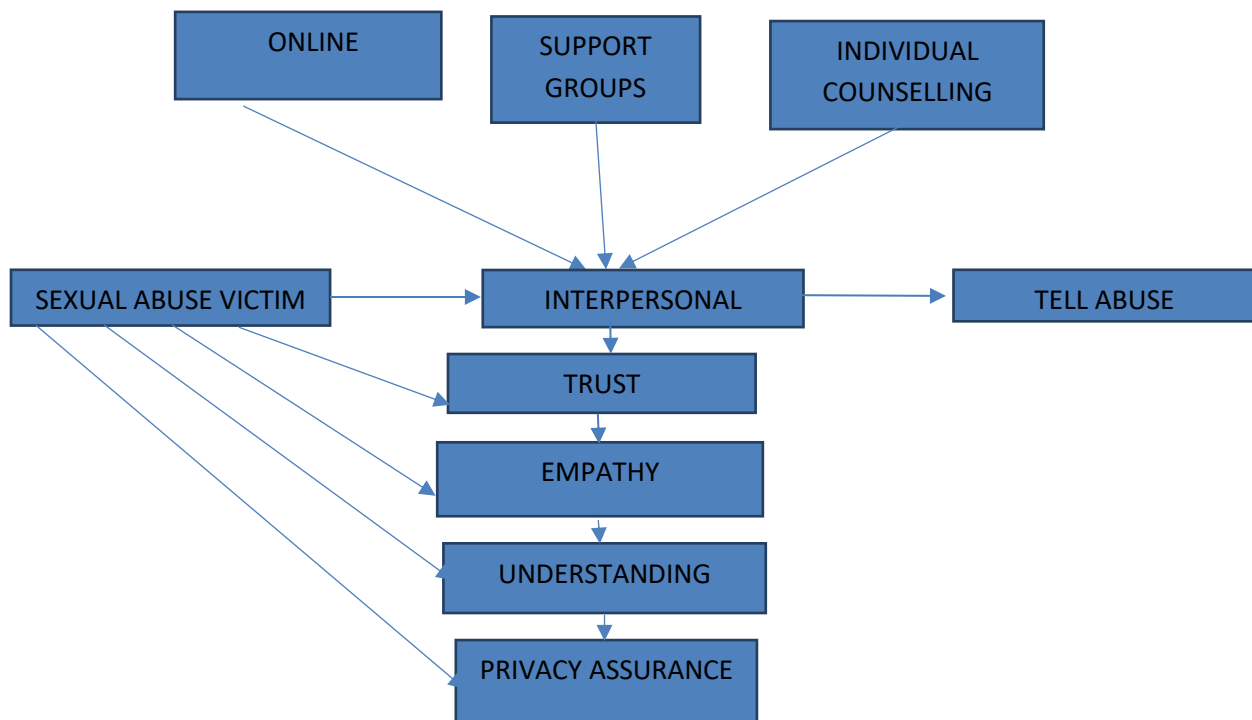
### **LITERATURE REVIEW**

Interpersonal communication is capable of modifying targeted audiences to mass media messages (Lubinga, 2015), intentions). Interpersonal communication requires not only the ability to convey messages clearly but also the ability to listen and respond appropriately. (Berger, 2018). A few empirical studies have shown that interpersonal discussion has the capacity to affect behavioural changes, social norms, attitudes, and beliefs among target audiences (Dunlop et al., 2014; Reimuller et al., 2011).

Interpersonal communication is fundamental in facilitating the expression of sexual abuse experiences among adolescent girls in school settings. Such communication can be effectively

supported by creating a safe and confidential environment, leveraging virtual platforms or in-person interactions while adhering to appropriate safety measures. This enables adolescents to articulate their experiences through mechanisms of active listening and empathetic responses. A demonstrated genuine interest and supportive feedback in response to their concerns can significantly enhance their willingness to share their narratives. Furthermore, trust-building is essential, as in-school adolescents may exhibit reluctance to disclose their experiences due to fears of stigma, shame, or a deficit of trust. By cultivating supportive and trustworthy relationships, these adolescents can feel more at ease sharing their experiences.

Similarly, adopting a non-judgmental attitude and providing reassurance that they will not be blamed, criticized or punished can make them “tell” their abuse experience. Also, providing information about counselling services, support groups, hotline and other relevant support systems that can help them “tell” their abuse without fear of retribution. Parent/Guardian involvement will help encourage healthy communication boundaries and relationships that foster telling abuse experiences. Moreso, Interpersonal communication between parents and their children has an important role in the effort to anticipate sexual abuse in adolescents (Dewi, 2016). The consent of telling sexual abuse can help prevent re-victimization. Interpersonal mediated relationships between sexual victims and support personnel can help provide a safe and non-judgmental space for sexual abuse victims to share their thoughts, fears, and experiences. Also, through the support personal model (Fig.1), sexual abuse victims can learn skills and strategies to set boundaries and overcome residual trauma.



*Fig.1. Propose Interpersonal Support Personal Model (Odedede, 2025)*

An interpersonal mediated relationship between a sexual abuse victim and a support personal model is characterized by empathy, understanding, trust, and privacy assurance. A crucial component that helps facilitate the abuse and offers emotional validation, reassurance and encouragement throughout the victim recovery process. Studies have shown that there is an increase in sexual abuse of adolescent girls, but there are factors that inhibit them from telling anyone about the abuse. Several researchers have attested to the high rate of delayed disclosures (Collins et al., 2015; Easton, 2013; McElvaney, 2015), among others. Thus, in-school adolescent girls who are victims of sexual abuse are reticent to tell their experiences because of numerous external and internal factors and doubts about what would happen if they told their abuse experiences to others. This silence often accompanies more assaults and makes them go through secondary victimization, in which they are regarded as the enablers of the act (Amaka-Okafor, 2013). Also, perpetrators gain and maintain their victims' compliance, and silence frequently places the child in the role of a conspirator acting to conceal their own abuse (Furniss, 1991).

Research has consistently revealed some identifying factors that delay or affect the willingness to talk about sexual experiences. In Nigeria, reporting sexual abuse cases is low, and official statistics of victimized adolescents do not appear to portray the actual level of the problem (Aborisade, 2014; Human Rights Watch, 2020). Cognitive and development are indicators in adolescent decisions to withhold disclosure (Paine & Hansen, 2002). Lack of knowledge may inhibit their decision to tell sexual abuse experiences, and they may not understand that sexual abuse is a crime and injury to health.

Paine and Hansen's (2002) review investigating child and adolescent sexual abuse disclosure findings shows that no conclusive trend can be drawn for each of the studies published. Also, McElvancy (2015) reviewed the literature on delayed non-disclosures and partial disclosures of child sexual abuse in adult and child populations and compared it with Paine & Hansen (2002) and identified the intricacy and complexity involved in individual disclosure. Fear of negative consequences is among the Factors impeding in-school adolescents' willingness to report their sexual abuse experiences, which may be the knowledge of social and unknown or known consequences of disclosure. Adolescents may be threatened by their rapist or perpetrators not to disclose their abuse and such threat can be dangerous to their life or family. Words like "*I will kill your father or mum or siblings if you report*" or "*I will kill you if you tell*". Adolescent also fear corporal punishment from their parents. Fear of negative consequences of disclosure may be seen in cases of incest. Adolescent girls may fear this (Smith *et al.*, 2000). Other demographic variables like disability have received attention in the literature.

Similarly, children with disabilities are not only at greater risk of abuse than others because they are likely to delay or fail to disclose (Jones et al., 2012). Also, a forensic statement of 40,430 alleged abused victims shows that regardless of age or gender, children with disabilities failed to tell or disclose abuse than normal developing children (Hershkowitz et al., 2007). Six studies identified child emotional response to abuse (guilt, shame, self-blame, and responsibility for perpetrators' actions) as important barriers to disclosing or telling abuse (Munzer et al., 2016; Schonbucher et al., 2017). Qualitative studies found that children are more likely to delay disclosing or telling their abuse experiences and feel guilt and shame (Munzer et al., 2016; Schonbucher et al., 2017). Researchers have found out that children and adolescents who delayed

disclosure were significantly those that believe the abuse was their own fault. This sense of responsibility alongside feelings of self-blame and shame was also a factor affecting telling experiential accounts of sexual abuse (McElvancy et al., 2014). The alleged perpetrators were found to be potential barriers to victims disclosing their experiences of sexual abuse. This may further explain why child victims of intrafamilial abuse are more likely to delay disclosure than victims of extrafamilial abuse. Also, Schonbucher et al. (2012) and Schaeffer et al. (2011) have identified various barriers associated with sexual abuse disclosures. While six studies perceived lack of understanding and limited support from adults' parent or professionals) to be impediments to disclosure. This finding is congruent with extant research, which anticipated social reactions to be an important drawback in a person's decision to tell abuse experiences. In addition, these findings show that sexual abuse victims in both children and adolescents may lack the understanding of abuse and support from others. Therefore, fear and anticipation of negative social reactions may inhibit adolescents from disclosing their experiences of abuse.

More so, studies have identified that children and adolescents feared negative consequences like parental sanctions (McElvancy, Greene & Hogan, 2014; Schonbucher et al., 2012). Children and adolescents feared losing familial support, being socially shamed, ruining their reputation, violating the family honour, being killed, and causing the family to break up (McElvancy et al., 2011). Telling sexual abuse is a multifaceted process that is not fully understood. The detection of sexual abuse relies on disclosure. Adolescent girls' sexual victimization is difficult to recognize and underreported. There are no clear signs that a child or adolescent has been sexually abused. It is then imperative to understand the factors that may facilitate adolescent girl telling their sexual abuse experiences.

### **Theoretical Framework**

This study is based on cognitive theory, which is rooted in Jean Piaget's work and further developed by psychologists such as Ellis (1957) and Beck (1957). Cognitive theory focuses on how individuals perceive, interpret, and process information in their social environment and respond to verbal and nonverbal cues. It offers an explanation of how victims think, interpret, and cope with traumatic events.

### **Relevance of cognitive theory to this study**

Cognitive theory is relevant to the study; it provides insight into how sexual abuse among adolescent girls is perceived, processed, and experienced. Several keys highlight the relevance of cognitive theory in the context of interpersonal communication and telling experiential accounts of adolescent sexual abuse.

### **Perception and Risk Assessment**

Cognitive theory examines how adolescent' girls are exposed to traumatic situations. The fear of distorted beliefs and attitudes increases the likelihood of vulnerability and victimization during an abusive situation. Cognitive theory recognizes the impact of stress on cognitive processes. In-school adolescent girls may experience heightened stress and anxiety during the pandemic. This



can affect their cognitive processes, leading to symptoms of memory fragmentation. The theory explains how perpetrators use cognitive manipulation to justify their actions.

### **Social Influence and Power Dynamics**

Cognitive theory examines social influence and power dynamics within interpersonal communication. This study suggests that victims of sexual abuse often develop negative cognitive distortions such as self-blame, guilt, and shame, which Perpetrators often use to justify their actions. These distortions reflect a distorted perception of personal responsibility and can affect the victim's self-esteem, self-worth, and mental health. Cognitive theory highlights the role of these cognitive distortions in maintaining and exacerbating the psychological consequences of sexual abuse.

### **METHODOLOGY**

The study employed a descriptive research design. Qualitative and quantitative approaches were used to gain in-depth insights into Adolescent girls' willingness to tell sexual abuse experiences. A structured questionnaire with an open-ended question and a five-point Likert-scale question of strongly agreed to undecided was administered to adolescent girls, allowing expansion of knowledge. An in-depth individual semi-structure question that measures adolescents' willingness to tell sexual abuse experiences. The qualitative phase utilized 20 participants for the study.

### **Population of Study**

The Population of this study consists of adolescent girls aged 13-19 years in the six selected secondary schools in the Delta-Central senatorial district of Delta State. The selection of the age grade was due to the fact they are easily misled and vulnerable to sexual abuse. A purposive sampling technique was applied.

### **Data Analysis**

Data was analysed using the descriptive statistical methods of mean, standard deviation, frequency, and percentage to describe the findings. The qualitative phase was analysed using the conventional content analysis.

### **Ethical Consideration**

Addressing adolescent girls' willingness to tell sexual abuse experiences, confidentiality and privacy were mandatory while following reporting laws. Also, emotional support was provided because discussing abuse can be retraumatizing

### **Sample Size and Sampling Technique**

The sample size of this study was calculated using the Cochran formular of 1977 to derive the sample size of 384 for this study. Given as:

$$n = Z^2 \times P \times (1 - P) / E^2$$

Where n = Sample size, Z = 1.96, P = Estimated proportion = 0.5, E = margin of error – 5 % = 0.05

$$n = 1.96^2 \times 0.5 (1 - 0.5) / 0.05^2$$

$$= 3.8416 \times 0.5 (0.5) = 0.9604 / 0.0025 = 384$$

**Table 1: Sample Size Distribution of the Six Selected Secondary Schools in Delta-Central Senatorial Districts.**

S/N	Senatorial Districts	Local Government Areas	Names of Selected Secondary Schools	Sampled Student Population	Sample 10%
1.	Delta Central	Ethiope East	Abraka Grammar school, Abraka	60	15.63 %
			Delta State University Secondary School, Abraka	80	20.83 %
		Okpe	Adeje Secondary School, Adeje	39	10.16%
			Baptist High School, Orerokpe	70	18.23 %
		Uvwie	Alegbo Secondary School, Alegbo.	50	13.02%
			Urhobo College, Effurun	85	22.14

### Analysis of Research Questions

This study posits four critical research questions: 1) What factors facilitate adolescent girls' willingness to disclose experiences of sexual abuse? 2) In what ways does trust influence the willingness of adolescent girls to share their sexual abuse experiences through interpersonal communication? 3) How does interpersonal communication foster conversational willingness among adolescent girls? 4) What is the impact of fear, stigma, and judgment on adolescent girls' propensity to disclose their sexual abuse experiences?

The analysis of these research questions was conducted utilizing data derived from a questionnaire and In-Depth Interviews (IDI) involving ten participants. The findings are detailed as follows:



**Research Question 1:** What factors facilitate willingness to tell sexual abuse experiences among adolescent girls?

**Table 2: Willingness to tell sexual abuse experiences among adolescent girls.**

S/N	Items	Mean	Std. Dev.	Obs.
1.	Interpersonal communication can encourage telling sexual abuse experiences	.1302	0.8388	384
2.	Privacy assurance can support telling sexual abuse experiences	4.3046	0.6450	384
3.	Trust can affect the willingness to tell sexual abuse experiences	4.3307	0.6483	384
4.	Understanding therapy can help sexual abuse victims to tell their experiences	4.3229	0.6700	384
5.	Support systems like hotlines, in-person interaction, and safe environments are most effective in encouraging the disclosure of abuse experiences	4.3489	0.6991	384
<b>Grand Mean</b>		<b>4.2954</b>	<b>0.7002</b>	

*Source: Compiled by the Researcher (2024)*

The result revealed that all the five items scored above the 2.00 cut-off point of the mean; however, the majority of the respondents agreed that interpersonal communication could encourage telling sexual abuse experiences with a (Mean = 4.1302) and Support system can encourage disclosure (4.3489). In addition, the respondents consented that understanding can promote willingness to tell abuse experiences (4.3229). Overall, the values of the aggregate mean and standard deviation of 4.2954 and 0.7002 suggest that Trust, understanding, and support systems can facilitate willingness to tell abuse experiences among adolescent girls.

The results obtained from the IDI are in line with the above assertions that empathy and validation reassure abuse victims that their feelings and experiences are acknowledged. Interpersonal communication requires not only the ability to convey messages clearly but also the ability to listen and respond appropriately.

**Research Question 2.** How does trust help adolescent girls' willingness to tell sexual abuse experiences through interpersonal communication?

**Table 3: Adolescent girls' willingness to tell sexual abuse experiences through interpersonal communication**

S/N	Items	Mean	Std. Dev.	Obs.
1.	Having a strong parent-child relationship influences a decision to disclose abuse experiences.	3.9531	1.0183	384
2.	Showing empathy can help sexual abuse victims disclose their experiences	3.9687	1.0930	384
3.	Being non-judgmental and avoiding negative responses from confidants can facilitate the disclosure of abuse experiences.	3.8229	1.1402	384
4.	Being believed can make it easier for abuse victims to tell their experiences.	3.8802	1.1130	384
5.	Non- exposure to pressure like threat can influence abuse victims to communicate experiences.	3.8098	1.1430	384
<b>Grand Mean</b>		<b>3.8869</b>	<b>1.1015</b>	

The result in Table 3 revealed that all the 5-items scored above the 2.00 cut-off point of the mean; however, most of the respondents agreed that showing empathy can help sexually abused victims disclose experiences (Mean = 3.9687) and that having a strong parent-child relationship influences the decision to disclose abuse experiences (Mean = 3.9531). Overall, the grand mean and standard deviation are 3.8869 and 1.1015, respectively. The results obtained from the IDI are in line with the assertion that:

Believing in my story and not being blamed encouraged me to tell my sexual abuse experiences. 'I believe you' and 'it is not your fault' can empower sexual abuse victims to tell their experiences. Also, effective communication can help sexual abuse victims access support systems.

**Research Question 3:** How does interpersonal communication provide conversational willingness among adolescent girls?

**Table 4:** Interpersonal communication provides conversational willingness among adolescent girls

S/N	Items	Mean	Std. Dev.	Obs.
1.	Staying positive and establishing trust can help sexual abuse victims to tell their experiences.	3.9270	1.0766	384
2.	Interpersonal relationships can promote conversational willingness by asking children and adolescents about their sexual abuse experience, which can facilitates telling.	4.0208	1.0667	384
3.	Listening and maintaining close relationships can influence sexually abused victims to tell their experiences	3.6744	1.1497	384
4.	The non-judgmental approach can facilitate conversational willingness among sexually abused in-school adolescents' girls.	3.7239	1.1570	384
5.	Having feelings of empathy for sexually abused victims can help them tell their abused experiences.	4.0287	1.0789	384
<b>Grand Mean</b>		<b>3.8749</b>	<b>1.1057</b>	

The result in Table 4. revealed that all the 5-items scored above the 2.00 cut-off point of the mean; also, most of the respondents agreed that having feelings of empathy for sexually abused victims can help them tell their abused experiences (Mean = 4.0287) and that interpersonal relationship can promote conversational willingness through asking children and adolescent about their sexual abuse experience can facilitates telling (Mean = 4.0208). In addition, the majority of the respondents agreed that staying positive and establishing trust can enhance sexual abuse victims to tell their experiences (Mean = 3.9270). Overall, the aggregate mean and standard deviation values of 3.8749 and 1.1057 are clear indications that, to a very large extent, interpersonal communications provide conversational willingness among sexual abuse adolescent girls.

The results obtained from the IDI support the assertions that the most fundamental factors they believe influence the willingness of sexually abused adolescent girls to engage in conversations with peers or adults include empathy and trust, which can make the abused tell the experience. For instance, some IDI states that:

*‘Interpersonal communication provides conversational willingness of adolescent girls to tell abuse experiences hence, maintaining close relationships and listening to them can make sexually abused victims tell their experiences (IDI 6)’.*

## DISCUSSION

### **Research Question 1: What factors facilitate willingness to tell sexual abuse experiences among adolescent girls?**

The quantitative result shows aggregate mean and standard deviation of 4.2754 and 0.7002 confirming that Interpersonal communication, privacy assurance, trust, understanding and trust can facilitate telling sexual abuse experiences (Table2) Results from the qualitative result gave credence to the assertion that empathy and validation reassure abuse victims their feelings and experiences are acknowledged. Berger, (2018) opined that Interpersonal communication requires not only the ability to convey messages clearly but also the ability to listen and respond appropriately. (Berger, 2018). A few empirical studies have three shown that interpersonal relationships can promote conversational willingness through asking children and adolescents their sexual experiences can help facilitates telling with a grand mean of 3.8749 and 1.1057

### **Research Question 2. How does trust help adolescent girls' willingness to tell sexual abuse experiences through interpersonal communication?**

The quantitative result in Table 3 revealed that empathy could help sexual abuse victims disclose experiences (Mean = 3.9687) and having a strong parent-child relationship influences a decision to disclose abuse experiences. (Mean = 3.9531). with a grand mean and standard deviation of 3.8869 and 1.1015. More so, the results obtained from the IDI support the above assertion; **that:**

*'Believing in my story and not being blamed encouraged me to tell my sexual abuse experiences. 'I believe you" and "it is not your fault" can empower sexual abuse victims to tell experiences.* Researchers have found out that children and adolescents who delayed disclosure were significantly those who believe the abuse was their own fault. (McElvancy et al., 2014). Studies also revealed that children and adolescents fear negative consequences like parental sanctions (McElvancy, Greene and Hogan,2014; Schonbucher et al., 2012).

### **Research Question 3: How does interpersonal communication provide conversational willingness among adolescent girls?**

The quantitative data presented in research question three showed that interpersonal relationships could promote conversational willingness through asking children and adolescents their sexual experiences can help facilitates telling with a grand mean of 3.8749 and 1.1057 (Table 4. This indicates that sexual abused adolescent girls tell experiences are in agreement with the above assertions. McElvang et al., (2011) affirmed that interpersonal communication provides conversational willingness among sexual abuse adolescents girls. The result from the qualitative data (IDI) underpinned the facts that truth, empathy and trust can make the adolescent girls tell. Softestad et al., (2013) support the fact that asking children and adolescents about their sexual abuse directly facilitates telling or disclosure. Schonbucher et al., (2012) agreed that sexual abuse victims can tell their abuse if they receive positive emotional support and understanding. (Odedede ,2025).

## Conclusion

The study underpins the fact that Interpersonal communications provide conversational willingness among sexual abuse adolescent girls through providing an enabling environment, understanding, empathy, trust and privacy assurance can make adolescent girls tell their abuse experiences.

## Recommendations

1. There is the need to launch public awareness campaigns and educational programs to raise the level of awareness about sexual consent and gender-based violence and promote a culture of zero tolerance towards sexual abuse. By empowering individuals to recognize and report abuse.
2. The Nigerian government should review and strengthen existing laws related to sexual abuse including provisions for harsher penalties for perpetrators. Also, there is the need to improve access to justice for survivors and enforce laws that criminalize all forms of sexual abuse.

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