

**CHILD ABUSE AND ACADEMIC PERFORMANCE IN SELECTED PUBLIC  
SECONDARY SCHOOLS STUDENTS IN OREDO LOCAL GOVERNMENT AREA,  
EDO STATE, NIGERIA**

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**SSC1814653**

**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIAL WORK,  
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BACHELOR OF SCIENCE (B.SC) DEGREE IN SOCIAL WORK**

**JULY, 2024**

## **DECLARATION**

I, **Anita OKUOIMOSE** declare that:

1. This project is a study carried out by me in the Department of Social Work, Faculty of Social Sciences, University of Benin, Benin City under the supervision of Dr. (Mrs.) A. Osaiyuwu of the Department of Social Work, Faculty of Social Sciences, University of Benin, Benin City, Nigeria.
2. This work has not been submitted for the award of any degree elsewhere.
3. All the ideas and views are the product of my personal research. All references made to the works of others have been duly acknowledge.
4. I shall be solely and completely accountable for any liability that may arise from this study, if any.

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## CERTIFICATION

We certify that this project was carried out by **Anita OKUOIMOSE** in the Department of Social Work, Faculty of Social Sciences, University of Benin, Benin City, Nigeria and it is considered adequate in scope and quality in partial fulfillment of the requirements for the award of Bachelor of Science (B.Sc) Degree in Social Work.

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## **DEDICATION**

This study is dedicated to God Almighty, Who bestowed upon me, exceptional grace, strength and wisdom to undergo this programme.

## ACKNOWLEDGEMENTS

My sincere appreciation and gratitude goes to God Almighty for His consistent guidance and protection throughout my academic pursuit. To my loving parents, Mr. & Mrs. Okuoimose, for their endless love and consistent support all through my academic pursuit. This work would not have been a huge success without the contribution rendered by some precious people, Mr. and Mrs. Omorogie and Mr E. I. Ikhouria. I wish to express my appreciation to the family of Okuoimose for their endless sacrifices.

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## TABLE OF CONTENTS

	<b>Pages</b>
Title page - - - - -	i
Declaration - - - - -	ii
Certification - - - - -	iii
Dedication - - - - -	iv
Acknowledgments - - - - -	v
Table of Contents - - - - -	vi
Abstract - - - - -	ix
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background to the Study - - - - -	1
1.2 Statement of the Research Problem - - - - -	4
1.3 Research Question - - - - -	5
1.4 Objectives of the Study - - - - -	6
1.5 Research Hypotheses - - - - -	6
1.6 Scope of the Study - - - - -	7
1.7 Significance of the Study - - - - -	8
1.8 Definition of Terms - - - - -	9
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1 Introduction - - - - -	10
2.2 The Concept of Child Abuse-- - - - -	10
2.3 Causes of Child Abuse - - - - -	11

2.3.1	Adults that were abused as children	--	-	-	-	--	-	-	11
2.3.2	Broken Home	-	-	-	-	--	-	-	12
2.3.3	Frustration	-	-	-	-	--	-	-	13
2.3.4	Parent Inexperience	-	-	-	-	--	-	-	14
2.3.5	Difficult Behaviour	-	-	-	-	-	--	-	14
2.4	Forms of child Abuse	-	-	-	-	-	--	-	14
2.4.1	Physical Abuse and Student Academic Performance	-	-	-	-	-	-	-	14
2.4.2	Sexual Abuse and Student Academic Performance	-	-	-	-	-	-	-	15
2.4.3	Emotional or Psychological Abuse and Student Academic Performance	-	-	-	-	-	-	-	16
2.5	Effect of Child Abuse on the Academic Performance of Students	-	-	-	-	-	-	-	17
2.6	Conceptual Framework	-	-	-	-	-	--	-	19
2.7	Theoretical Orientations towards Child Abuse as it affects Academic Performance	---	-	-	-	-	-	-	19
2.8	Empirical Reviews	-	-	-	-	-	--	-	20

### **CHAPTER THREE: METHODOLOGY**

3.1	Introduction	-	-	-	-	--	-	-	26
3.2	Research Design	-	-	-	-	-	--	-	26
3.3	Population of the Study	-	-	-	-	-	--	-	27
3.4	Sample and Sampling Techniques	-	-	-	-	-	-	--	27
3.5	Instrument for Data Collection	-	-	-	-	-	--	-	27
3.6	Validity of Research Instrument	-	-	-	-	-	-	--	28
3.7	Reliability of the Instrument	-	-	-	-	-	--	-	28
3.8	Model Specification	-	-	--	-	-	-	-	28

3.9	Method of Data Analysis	-	-	--	-	--	-	--	29
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**CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION**

4.1	Preamble-	-	-	-	-	--	-	-	31
4.2	Demographic Characteristics of the Respondents-	-	-	-	-	-	-	-	31
4.3	Hypothesis Testing -	-	-	-	-	--	-	-	42
4.4	Discussion of Findings-	-	-	-	-	--	-	-	45

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

5.1	Preamble --	-	-	-	--	-	-	-	-	49
5.2	Summary of Findings-	-	-	-	-	--	-	-	-	49
5.3	Conclusion-	-	-	-	-	--	-	-	-	50
5.4	Recommendations-	-	-	-	-	--	-	-	-	51
5.5	Contributions to Knowledge-	-	-	-	-	-	--	-	-	53
5.6	Suggestions for Further Study-	-	-	-	-	-	--	-	-	54
	REFERENCES-	-	-	-	-	--	-	-	-	55

**APPENDICES**

APPENDIX I:	QUESTIONNAIRE	-	-	-	-	-	-	-	61
APPENDIX II:	SPSS OUTPUT	-	-	-	-	-	-	-	64

## **ABSTRACT**

This study examines the relationship between academic performance in selected public secondary schools students in Oredo Local Government Area, Edo State, Nigeria. The study's specific objectives were to determine the causes of child abuse and whether it can influence students to engage in antisocial behaviour in public secondary schools in Oredo Local Government Area, Edo State, Nigeria. Additional objectives included determining whether there is a relationship between academic performance and physical, sexual, emotional, or psychological abuse, as well as whether it affects students' academic performance.

100 respondents were selected from Edokpolor Senior Grammar School and Oredo Girls Senior Secondary School. A personal administration of one hundred valid questionnaire responses was used to get the data. Major statistical techniques for data analysis and hypothesis testing in the study included frequency distribution, mean, standard deviation, t-test statistics analysis, multi regression analysis, and tables.

The analysis revealed that physical abuse has no significant relationship with academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria; that sexual abuse has significant relationship with academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria and that emotional or psychological abuse has significant relationship with academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

Finally, the study recommends for the establishment of thorough prevention and awareness initiatives in schools to inform parents, instructors, and students about the negative impacts of emotional and psychological abuse on academic performance; encouragement of a school climate that places a high value on empathy, respect, and a zero-tolerance policy for any kind of harassment or abuse, examination and improvement of current laws and policies pertaining to the protection of children and the avoidance of abuse in the educational system.

**Keywords:** Child Abuse, Physical Abuse, Sexual Abuse, Emotional Abuse and Student Academic Performance.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

One of the most difficult social problems that is currently garnering attention from the public worldwide is child abuse (Alokan & Olatunji, 2014). Any act of omission by parents, guardians, or other carers that ends in non-accidental physical, mental, or sexual abuse is considered child abuse (Moss & Moss, 1999). Both public and private settings, including households, schools, churches, hospitals, orphanages, can experience child abuse. Child abuse is defined by Denga and Denga (2007) as abusive behaviour directed towards children by siblings, parents, guardians, peers, teachers, and members of the public. Augustin and Abubaker (2016) claim that because child maltreatment is so prevalent, there are no longer any safe locations for kids.

The United Nations Declaration on the Rights of the Child, 1959, on the other hand, lists a child's name, nationality, right to adequate nutrition, housing, leisure, and medical care, as well as rights to education, protection from abuse as well as prejudice, underage labour, exploitation, and trafficking. A child has the right to "special protection" and "opportunities and facilities, by law and by other means," in order to develop physically, mentally, morally, spiritually, and socially in a setting of freedom and dignity" (Ukwuteno, 2011). According to Omonu (2003:15), the birth of a child is supposed to provide the couple honour, joy, happiness, and respect in a conjugal family.

Over the years, child abuse has devastated both Nigeria and the rest of the world. This is the outcome of years of sustained negligence on the parts of the government and private citizens. It is a byproduct of an unplanned economy, where the government has no clear obligations to its people (Mutua & Ouko, 2017). It also stems from unplanned families, where marriages are

entered into without any consideration for a family environment. Child protection and care are no longer major concerns for parents (Mutua & Ouko, 2017).

Chalk, Gibbons, and Scaupa (2002) noted that child abuse has a detrimental physical, psychological, and emotional impact on children in Nigeria. Physical issues brought on by domestic abuse of children destroy a child's developing brain, delaying cognitive development, which is reflected in psychological symptoms (Chalk, Gibbons & Scaupa, 2002). Academically, the abused child is negatively impacted by psychological complex, which finally leads to poor grades (Ekeng, Arop, Akpama, & Kankong, 2022). In this sense, child abuse has the potential to cause physical, sexual, emotional, psychological, and even fatal harm to children. Child abuse can also result from a variety of negative behaviours and characteristics directed towards children by educators, parents, guardians, siblings, peers, and the general public.

Omonu (2003) noted that parents' cruel behaviour is the primary contributor to child abuse. The child is not given the opportunity to exhibit their uniqueness in this situation. This could incite the child to revolt. Because of the fear and threat that their parents instilled in them, some children have become recidivists due to the actions and/or inaction of their parents. According to Urevbu (1984), one of the lessons learned from child studies is that there are no ready-made explanations for the manner in which children behave.

For example, Urevbu (1984) observed that school-age children exhibit certain behaviours, such as lying, truancy, cheating, and stealing, and suggested that the child's prior experiences and the environment's effect are the only possible explanations. Additionally, he clarified that some of the elements impacting a child's growth are inherited, environmental, emotional, and security-related, as well as parental and peer group influence. According to Etonu (2010) marriage not only brings people into the world and gradually integrates them through education into society,

but it also establishes parents as their children's primary educators. Parents are therefore expected to give particular attention and instruction. Today, parents have mostly abandoned this role. Regretfully, the majority of parents no longer care for their children (Etonu, 2010).

Child labour is one facet of child abuse. Child labour, according to Adejoh (2010), is the exploitation of minors and the early adoption of adult tasks on their part. It involves the child working long hours for little pay, harming their psychological well-being and depriving them of possibilities for leisure and education. Children may work as labourers on farms, in industries, on the streets, or as street vendors. Essentially, regardless of age or gender, child labour is defined by depriving children of their rights, separating them from their families, and subjecting them to unfavourable working conditions, such as long hours, a dirty workplace, and a high workload. According to Okoliko (2011), street food vendors are a complicated social and economic issue. He categorized vendors of street food can be divided into two groups: mobile and stationary. The youngsters who work as mobile vendors, or hawkers, are often particularly vulnerable to various situations, such as attacks that could result in their being knocked down by moving cars, causing serious injuries, or expose them to contagious diseases. Abused children are frequently obstinate and, in certain situations, aggressive. Their academic performance may be impacted by this (Okoliko, 2011).

Some parents in Edo State's Oredo Local Government Area have engaged in egregious acts of child abuse and neglect in recent years (Ijebor & Mfon, 2018). This is what led to the Local Government Area being selected for the study. Child abuse can take many different forms, including child labour, inadequate protection, lack of care of the child and most especially the lack of adequate education for the child. Due to the current circumstances in Oredo, children in the area are being educated as if they are back in the Stone Age (Ijebor & Mfon, 2018).

In Oredo Local Government Area, this responsibility (parental responsibility of providing for the needs of the family) has been shifted to children to the extent that children now decide whether or not to go to school; they are responsible for financing their education and training and child labour and exploitation has become the order of the day (Omoera & Awosola, 2008). One of the duties of parents which is providing the guidance and counselling to their children is seen to be absent in some homes in Oredo and has denied children the opportunities to express themselves and their talents. There has been incident of teenage girls becoming pregnant as a result of sexual exploitation and abuse. The lads in their adolescent years have also become fathers. In general, academic performance and activity are declining in the field. The fact that so many people are unable to continue their education beyond secondary school serves as evidence of this (Ijieber & Mfon, 2018).

## **1.2 Statement of the Research Problem**

Children who are able to achieve academic success in their school years are more likely to have an overall feeling of well-being throughout childhood and into adulthood (Ozcan, 2021). Success in the school setting is a key value reinforced from childhood. Children's interest in school activities seems to be steadily declining, which is leading to egregious violations of school policies like truancy, absenteeism, and school dropout rates.

Numerous studies have demonstrated that poor academic achievement is strongly predicted by adverse health outcomes associated with child abuse, including malnutrition, neglect, and all forms of maltreatment, including physical, sexual, emotional, and psychological aspects (Ukwuteno & Ukwuteno, 2022; Tsegba1, Ologele, Jidda & Stephen, 2021; Mutua & Ouko, 2017;

Ada & Anake, 2015). According to Ukwuteno and Ukwuteno (2022), children who experience abuse tend to be less attentive in the classroom, exhibit higher absenteeism rates, have lower grades and test scores, and have a higher likelihood of dropping out of school. It was claimed that emotional and behavioural issues brought on by ongoing maltreatment can exacerbate attention issues and impede cognitive function (Ukwuteno & Ukwuteno, 2022).

However, little or no investigation has been done to examine the effect of child abuse on academic performance of public secondary school students in Oredo Local Government Area of Edo State, Nigeria, hence the focus of the study.

### **1.3 Research Questions**

These research questions will help to systematically investigate the relationship between child abuse and students' academic performance and address the specific aspects of the topic. The following research questions were formulated to guide the study.

1. What are the causes of child abuse in public secondary schools in Oredo Local Government Area of Edo State, Nigeria?
2. Does child abuse lead students to indulge in anti-social activities in secondary schools in Oredo Local Government Area of Edo State, Nigeria?
3. What is the relationship between physical abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria?
4. Does sexual abuse relate with the academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria?
5. How does emotional or psychological abuse relate with and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria?

#### **1.4 Objectives of the Study**

The primary objective of this study is to examine the relationship between child abuse and academic performance in selected public secondary schools students in Oredo Local Government Area, Edo State, Nigeria. However, the study aims to accomplish the following specific objectives:

1. to ascertain the causes of child abuse in public secondary schools in Oredo Local Government Area, Edo State, Nigeria,
2. to establish if child abuse can lead students to indulge in anti-social activities in public secondary school students in Oredo Local Government Area, Edo State, Nigeria;
3. to ascertain whether there is any relationship between physical abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria;
4. to examine the relationship between sexual abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria and
5. to investigate whether there is any relationship between emotional or psychological abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

#### **1.5 Research Hypotheses**

The null hypotheses formulated for investigation in this study are as follow:

**H<sub>01</sub>:** There is no significant relationship between physical abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

**H<sub>02</sub>:** There is no significant relationship between sexual abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

**H<sub>03</sub>:** There is no significant relationship between emotional or psychological abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

## **1.6 Scope of the Study**

The study will look at how students academic performance relates to the problem of child abuse. The study's focus will be restricted to the academic performance of students who were abused as children in a few chosen schools in Edo State's Oredo Local Government Area.

The study is limited to two public secondary school located at the New Benin Quarters of Oredo Local Government Area of Benin City. The schools are Girls Secondary School and Edokpolor Grammar School. Like most parts of Edo State, Oredo Local Government Area is currently home to a diverse mix of ethnicities from all over the country.

This study will deal with three key independent variables which are physical abuse, sexual abuse and emotional or psychological abuse of victims of child abuse in Oredo Local Government, and the dependent variable is academic performance of public secondary school students. The study is limited to descriptive survey design and it is on the bases of information that will be gathered to analysed to draw relevant conclusion and recommendations. This study will be limited to one academic session in which it will be completed as expected.

### **1.7. Significance of the Study**

The ministry of education, school administration, curriculum/educational planners, parents, and students will all greatly benefit from the study's findings.

The ministry of education and school administration will improve the ways in which they receive reports regarding child abuse and will handle various child abuse instances by putting in place practical policies. This will also assist in raising awareness among curriculum and educational designers about the negative impacts of child abuse on children's physical, social, emotional, and psychological development in both primary and secondary schools.

Teachers and parents will both gain from the study's findings. Parents will be guided on how they can provide their children's needs and improve the conditions of their homes to enhance academic performance. It will also help the teachers understand the impact child abuse has on the physical, emotional, psychological, social and academic performance of students.

The study will help the government employ professional guidance counsellors in both public and private schools to help minimise child abuse by organising workshops, conferences, orientation and counselling sessions for parents, teachers and students. Finally for the students the study will help propel them to greater heights by taking their academic work seriously.

Since this is one of the few studies to specifically look into the empirical effects of drug abuse on student academic performance in the Nigerian context, it will be helpful to future researchers and academics as they explore future studies on child abuse and its implications for academic performance of public secondary school students. Future researchers will find value in the methodology used in this study to determine the empirical association between child abuse and

academic achievement of public secondary school pupils in Oredo Local Government Area, Edo State, Nigeria.

### **1.8 Definition of Terms**

1. **Child abuse:** physical, sexual, or emotional ill-treatment or neglect of a child, especially by those responsible for its welfare.
2. **Academic:** associated with academia or an academy.
3. **Performance:** process or manner of functioning or operating
4. **Student:** a learner who is enrolled in an educational institution
5. **Public secondary school:** a secondary school that is managed, maintained, and funded by the government.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The purpose of this chapter is to review pertinent research on the topic of child abuse and academic performance. It also looks at the causes of child abuse, the effects of abuse on students' academic performance, and the design of a conceptual framework that investigates this relationship. The theoretical underpinning supporting the investigation is also covered in this chapter.

#### 2.2 The Concept of Child Abuse

Child abuse is broadly described as any action (such as beating, stabbing, or other acts of violence) or inaction on the part of a parent, a primary caregiver, or other person responsible for the child that results in injury, major harm, emotional distress, or in severe situations, results in the child's death. A child may be abused physically, sexually, economically, emotionally, or psychologically (Altafim & Linhares, 2016). While Tillman, Prazak, Burrier, Miller, Benezra, and Lynch (2015) found that physical abuse was the most commonly reported type of abuse, Foster, Olson-Dorff, Reiland, and Budzak-Garza (2017) found that emotional abuse is the most common type. Finally, Olson-Dorff, Reiland, and Budzak-Garza (2017) found that sexual abuse was the least commonly reported type of abuse. Child neglect, on the other hand, is the incapacity of a parent, guardian, or other carer to provide a child's basic needs. These needs include, but are not limited to, emotional, economical, social, medical, and physical requirements. Foster, Budzak-Garza, Reiland, and Olson-Dorff (2017) claim that although child neglect is frequently unreported, it has a terrible impact on the children involved. Maltreatment of children

includes both child abuse and child neglect. Usakli (2012:21) states that child abuse "occurs across socioeconomic, religious, cultural, racial, and ethnic groups." Eighty percent of child maltreatment is thought to be conducted by parents or primary carers, with the exception of sexual abuse, which is usually done by acquaintances or other relatives (Foster et al, 2017).

## **2.3 Causes of Child Abuse**

There are various causes of child abuse and these causes are difficult to determine and some of causes are: adults that were abused as children, broken home, frustration, parent inexperience and difficult behaviour. These causes are discussed below:

### **2.3.1 Adults that were abused as children**

One element appears to be connected to child abuse. Nevertheless, no cause-and-effect chain has been shown. According to study by Shonkoff, Richter, Gaag, and Bhutta (2012), there is a direct link between child abuse and neglect. According to these researchers, 27% of the children who were discovered to have been abused or neglected ended up enrolling in special education programmes. Why do these parents do it is an often questioned question (Shonkoff, Richter, Gaag, & Bhutta, 2012).

It was found that abuse of children is a psychological problem. Buss, Entringer, Moog, Toepfer, Fair, Simhan, Heim, and Wadhwa (2017) claim in their study that every parent who abuses their child deprives them of basic maternal care from the beginning of their lives. This claim could be taken to suggest that all children who experience abuse will go on to become abusive adults and that no one who does not experience abuse as a child will abuse their own children. When a youngster witnesses violence, they may learn to use it as a solution to problems, particularly if they have witnessed many family conflicts between their parents and are experiencing strong

emotions. These experiences might further increase their learning process. A child is unlikely to forget the brutal teachings of family disagreements. Numerous studies have employed isolation to examine violence against children. For instance, Modern and Smith (2013) discovered that instances of child maltreatment have been documented in households without any continuing interactions outside the home.

It is true that people who witnessed abuse as children are more likely to unintentionally relive their childhood experiences (Thierauf, 2012). However, many adult survivors of child abuse are driven to become outstanding parents and shield their children from what they experienced (Thierauf, 2012).

Guilt on the parts of parents and children exacerbates the issue of child abuse. Few children, especially in early childhood, seem to venture outside for assistance (Thierauf, 2012). A child who experiences abuse may have a strong bond with their parent. Furthermore, very few parents—even those who support physical punishment—would typically feel comfortable intentionally hurting their children.

### **2.3.2 Broken Home**

According to a study done on spouses who were divorced, violent family behaviour is a major contributing factor to divorce in a considerable number of cases (Ijieber & Mfon, 2018). According to Ijieber and Mfon (2018) there is a cynical pattern of violence that leaves children who have experienced abuse or neglect without trust and unable to develop a close relationship with their spouse as adults. They also don't feel competent or like they have a good sense of self. These people display the helplessness syndrome; they frequently yearn to become parents but are ignorant of proper childrearing techniques or typical growth and development. According to

Augustin and Abubaker (2016) when a six-month-old baby cries to express his wants, parents may choose to discipline him for it. Parental dissatisfaction and fury can escalate into a crisis that leads to battering when the child behaves in a way that the parents see as rejection and accusation. Adults have historically mistreated children, but in recent times, the problem has gained traction (Kazeem & Akomolafe, 2020). Examining the unique response to children's issues within a broader historical framework from the turn of the century to the 1970s—a time when children's concerns were primarily focused on the advancement of society and the management of troubled youth—is crucial to understanding the significance of recent development. First and foremost concern with children has been in terms of the prevention of crime and anti – social behavior (Kazeem & Akomolafe, 2020)

### **2.3.3 Frustration**

The executive director of Child Abuse Prevention Services, McGuire (2014), expressed the opinion that there is not a single cause for child abuse. However, those who are under a lot of stress, have poor impulse control, are angry or frustrated, do not have support networks, abuse alcohol or other drugs, or were abused as children are more likely to be physically abused (McGuire, 2014:14). "Moreover, there is frequently little knowledge of normal age-appropriate child development and parenting, as well as unrealistic expectations from the child," the speaker continued. One of the main reasons why children under five months old are abused is frustration, among other things. Particularly for those who abuse children, this frustration is frequently felt during stressful situations, tense moments, tantrums, and toilet training (McGuire, 2014).

### **2.3.4 Parent Inexperience**

Applying the findings of Sasaki and Hayashi (2015), it is anticipated that as parents acquire parenting experience, their choice of regulatory emphasis messages will change to a negatively framed strategy. They observe that job duties and budgetary management typically cause stress for first-time parents, particularly single parents. They clarified that parenting is tougher than it seems because of this, endangering not just the way parents feel about their children but also about one other. Teenage parents, who are frequently single and still in their early years of life, are frequently reported to lack parental experience (Sasaki & Hayashi, 2015). They might experience tension and frustration due to the likelihood of social isolation brought on by shame.

### **2.3.5 Difficult Behaviour**

Parents of children who exhibit challenging behaviour are more prone to abuse them, especially if they are irritable or under the influence of drugs. When their children misbehave, most respectable parents do not resort to physical punishment, even when they ought to. In the long run, children who receive alternative forms of discipline will gain from them as they are more highly effective.

## **2.4 Forms of child Abuse**

There are 5 forms of child abuse, but for the purpose of this study we are going to review and be restricted to only 3 forms of child abuse as discussed below:

### **2.4.1 Physical Abuse and Student Academic Performance**

This is the act of an older person abusing a child in an aggressive manner. The majority of nations that have laws against child abuse define it as when adults intentionally cause harm to children or when their actions put children in danger of harm or death. Physical abuse can be

defined as adult behaviours that cause a child to suffer burns, cuts, bruises, scrapes, broken bones, rough treatment, or recurrent accidents that could result in physical harm (Theoklitou, Kabitsis & Kabitsi, 2012). Abuse can occur to both boys and girls, and it varies depending on the culture and stage of a child's development. In wealthy nations like the UK and the USA, what is considered child abuse may be considered normal or a way of discipline in developing countries such as Ghana and Nigeria. When administered to a younger child, the discipline meted out to an adult for misconduct may constitute abuse. In a similar vein, Isangedighi (2005) clarified that child abuse, a worldwide occurrence, can be classified as physical when a child is physically harmed or when a physical force that could endanger the child is applied to them. This includes behaviours that may or may not cause physical harm to the child, such as beating, biting, tossing, hitting, shaking, pinching, punching, kicking, poisoning, burning, slapping, or strangling. Physical abuse may come from punishment, intentional or not. Moreover, Sullivan (2000) said that children who experience physical abuse are exposed to domestic violence, which has an impact on their academic performance.

#### **2.4.2 Sexual Abuse and Student Academic Performance**

When an adult coerces someone into having intercourse against their will, that is considered sexual abuse. Any act that exposes a youngster to sexual exploitation beyond his or her comprehension is considered sexual abuse (Herrentohl, 2005). Herrentohl (2005) went on to say that, worldwide, at least one in ten girls had experienced sexual abuse at some point in their lives. This includes all forms of sexual exploitation carried out by adults who are in positions of authority or greater than the child, such as parents, teachers, elder relatives, maids, gatekeepers, siblings, or touching a child's sexual organs. It also includes sexual exploitation through incest, rape, touching a child's sexual organs, and exposing a child to pornography.

According to Snyder's (2000) research, 8.1% of 4,023 children in the United States had been sexually abused at some point in their lives. Of these victims, 74% knew the perpetrators, and 32.5% were the abusers' acquaintances. In a similar vein, Ebigbo (2003) clarified that children who experience sexual abuse are at an increased risk of contracting tuberculosis, developing unwanted pregnancies, and having issues connected to abortion. Ward and Beech (2006) developed a hypothesis called as the integrated theory of sexual offending based on the aforementioned information. According to the hypothesis, biological, psychological, and ecological variables all play a significant role in sexual abuse.

### **2.4.3 Emotional or Psychological Abuse and Student Academic Performance**

When a child's intellect, social life, or emotions are being manipulated, it is considered this kind of abuse. Bullying and yelling at children are two instances of this kind of abuse that can damage a child's confidence and sense of self (Chalk, Gibbons & Scarupa, 2002). When children grow up in broken families or see domestic violence, it has an emotional impact on them. Children in schools are emotionally abused by adults, teachers, and bullies who are seniors. Children are ignored when their fundamental needs—such as clothing, food, shelter, education, and health—are not provided. According to Chalk, Gibbons, and Scarupa (2002), neglect is a type of abuse that typically occurs when a carer disregards the child and shows no concern for their existence or well-being.

According to Hammer (2001), the psychological theoretical model focuses on the interpersonal and personal characteristics of both the abuser and the victim. Examples of psychological theories as presented by Hammer (2001) include violent tendencies and personality traits that have an impact on the psychological well-being of the abused child.

## **2.5 Effect of Child Abuse on the Academic Performance of Students**

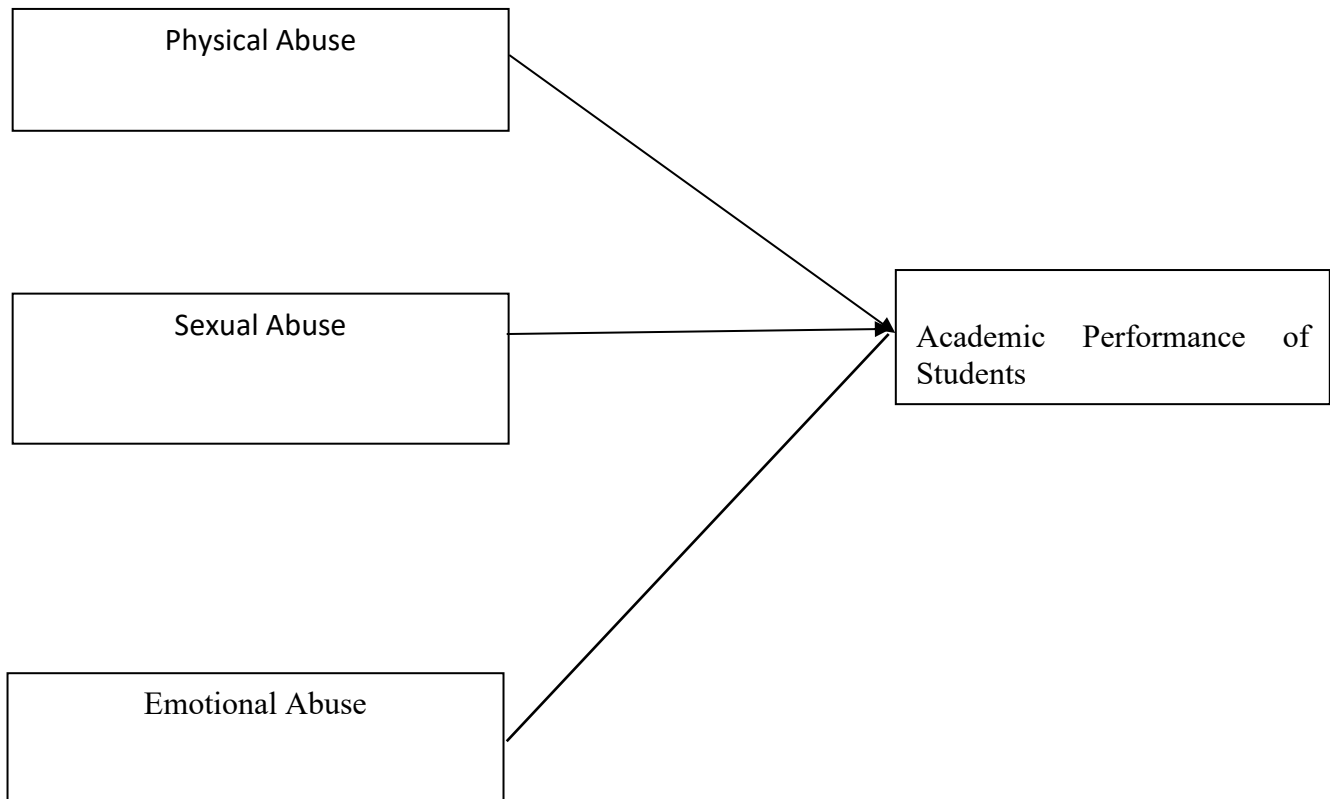
One of the most significant things that people do is learn. Learning is a prerequisite for children to do well in class; without it, teaching will be a pointless endeavour. There are three categories of learning theories, according to Zimmerman and Schunk (2001): behavioural, cognitive, and social learning theories. These theories clarify how instruction is given to children and how learning is supposed to occur. Zimmerman and Schunk (2001) said that because abused children are unable to learn efficiently, they do not do well in school.

Children who have experienced one or more forms of abuse may display distinct behaviours from other students in their school, which may have an impact on the children's academic performance. According to Shonk and Cicchetti (2001), child abuse typically impedes students' intellectual advancement. They clarified that this is because they have lost faith in people since they have been let down and abused by those who should be their source of happiness, confidence, protection, and security. As a result, they feel that no one can be trusted and that no place is safe. Behaviours including withdrawing from the other sex, having a bad social life, anxiety, mental tension, melancholy, trouble interacting with others, hooliganism, thuggery, rebelliousness, malnourishment, hostility, self-harming, addictions, and sexual difficulties, unhealthy appearance and clothing. These traits lead to poor academic performance by the child as concentration becomes a problem.

In addition, the US Department of Education (2005) notes that children who have experienced abuse perform worse academically than their classmates who have not experienced any kind of abuse. These children find it difficult to focus on their academics, become sidetracked, and distance themselves from peers and teachers. Due to mental pain she may have endured both during and after the act of sexual assault, a female student who has been sexually abused may

harbour animosity against her male teachers. Her educational journey and her relationships with teachers will be impacted by this. This also applies to male youngsters who are abused by someone of the other sex. Additionally, there have been instances of same-sex abuse of children. Teachers have a significant impact on children's life, Consequently, a poor relationship with them may result in subpar academic achievement. Students that receive less attention often display truancy and social vices (United States Department of Education, 2005). Some students may be expelled if they behave badly towards other students and their partners. Children who have experienced physical abuse face difficulties in school, at home, and with their peers. Some students may be expelled if they behave badly towards other students and their partners. Children who have experienced physical abuse face difficulties in school, at home, and with their peers. Likewise, children who experience parental neglect—particularly in the absence of maternal guidance and roles—tend to be self-sufficient, devoid of moral principles, unkind to educators, and lawbreakers (Heckman & Rubinstein, 2001). Conversely, some children may be overly reliant, lack self-assurance or self-worth, experience psychological issues, and struggle to handle difficult assignments or problems at school. Compared to their peers, they frequently repeat classes and have worse grades (Heckman & Rubinstein, 2001). Children who have been abused often skip school and classes in an attempt to conceal their wounds from others. A child's brain and body will grow and develop poorly if they are not eating adequately. In class, he or she won't be able to think clearly or quickly.

## 2.6 Conceptual Framework



**Source: *Researcher's Conceptual Schematic Framework (2023)***

The schematic conceptualisation depicts that physical abuse, sexual abuse and emotional abuse are the independent variables while the dependent variable is captured as academic performance of students.

## 2.7 Theoretical Orientations towards Child Abuse as it affects Academic Performance.

The researcher created a heuristic model that associates child abuse and maltreatment with deficiencies in later academic achievement in order to drive the empirical analyses of the current study. The foundation of the model is the theory put forth by Shonk and Cicchetti (2001), which holds that child abuse can affect how well children accomplish certain abilities, like participating in academic tasks that are essential for the best possible learning and academic achievement. Parent-child interactions have an impact on the subsequent incidence of emotional and

behavioural issues based on family background (e.g., Patterson, DeBaryshe, & Ramsey, 2015; Ramey & Ramey, 2016). Separate representations are made of the impact of family background on the acquisition of traditional academic skills such word knowledge, reading, and quantitative reasoning (Leibowitz, 2014).

Impaired performance of abilities that operate through learnt interpersonal style or through cognitive and behavioural functions necessary for optimum learning can be the outcome of emotional and behavioural disorders (Belsky & Cassidy, 2004). Children raised in homes where there are regular interpersonal disputes and physical, sexual, or emotional abuse, for example, may become more sensitive to threats and exhibit a hostile behaviour pattern in reaction to both perceived and real threats from other people (McGonigle, Smith, Benjamin, & Turner, 2013). According to Rapport, Denney, Chung, & Hustace (2011), those children may then exhibit more disruptive behaviours, which puts them at risk for out-of-school suspensions or other disruptions to their education in the classroom. Additionally, emotional and behavioural issues can lead to cognitive impairments such as decreased motivation, difficulty concentrating, and short-term memory impairments (Manly, 2015; Lauer, Giordani, Boivin, Halle, Glasgow, Alessi, & Berent, 2014); or worse executive function and increased impulsivity (Manly, 2015), which lowers performance on tasks and exams in school.

## **2.8 Empirical Reviews**

Ukwuteno and Ukwuteno (2022) conducted a study to examine child abuse and its implication on academic performance in Ibaji Local Government Area of Kogi State, Nigeria using simple descriptive statistics and mean scores. Ninety homes from three districts within the Local Government Area—Onyedega, Ujeh, and Unale—were included in the study. A structured questionnaire was distributed at random to the participants in order to gather data regarding child

abuse and its impact on academic achievement. The respondents' average age was 42.31 years. With a mean score of 3.98, the results of the mean score analysis showed that the largest factor influencing both academic performance and child maltreatment is insufficient parental care. With respective mean scores of 3.30 and 3.23, divorced couples and low parental income were likewise found to be significant predictors of child abuse and poor academic performance. It was proposed that all federation State Governments enforce and compel parents to provide for their children in accordance with the terms of the Child Rights Act. Penalties for parents who fall behind should be severe. In order to significantly impact the impoverished in rural areas, poverty alleviation programmes need to be reinforced.

Ekeng, Arop, Akpama and Kankong (2022) carried an investigation on child abuse and student's academic performance in Boki Local Government Area of Cross River State, Nigeria. 200 students were chosen at random from a list of local government secondary schools, and they were given questionnaires to complete. Child abuse can be caused by a variety of factors, including broken households, child hawking before and after school, severe beating of a child by parents, teachers, or supervision, and an unconditional learning environment. The mean percentage test was used in the study's analysis. Additionally, it has been shown that child abuse has a poor impact on children' academic performance. Abused children are more likely to get pregnant at a young age, experience maltreatment, and suffer from trauma that lasts a lifetime. As a result, they are less likely to be cognitively ready for school. One of the study's recommendations was for religious leaders to promote morality to parents and guardians.

Additionally, imposing fines on negligent parents or guardians—particularly those who physically abuse their children—as well as making sure children don't hang around with bad

people will go a long way towards eliminating or drastically lowering the rate of child abuse among secondary school students in the Boki Local Government Area.

Kazeem and Akomolafe (2020) conducted an investigation on The Influence of Child Abuse on Academic Performance of Secondary School Students in Ondo State, Nigeria. For the study, a descriptive survey research design was used. Using a multi-stage sampling procedure, nine hundred (900) junior secondary school class three (JSS 3) pupils from eighteen secondary schools in the three senatorial districts of Ondo State were chosen as the sample. The "Child Abuse Questionnaire" is the tool used to gather data. The scores of the students in mathematics and English were gathered using a proforma. Descriptive and inferential statistics were employed in the analysis of the acquired data. In particular, the study topic was addressed using frequency counts and percentages, and the hypothesis was tested at the 0.05 level of significance using regression analysis, The findings showed a statistically significant positive connection ( $R = 0.62$ ) between the academic achievement of Ondo State secondary school pupils and child abuse. Regardless of their financial situation, it was advised that classroom instructors and school counsellors support parents and guardians in avoiding actions that could lead to child abuse and neglect in light of the findings.

Dlamini and Makondo (2017) conducted a study to investigate the effects of child abuse on the academic performance of primary school learners in the Manzini Region of Swaziland. The research design used in the study was phenomenological and it was qualitative in nature. The mistreated students from the Manzini Primary Schools were the target group. Information was gathered from fifteen victims of abuse and their teachers in four different schools. These educational institutions were chosen using the critical case purposive sampling technique. Data were gathered through semi-structured interviews, focus groups, document analysis, and

discussions. According to the research, most of the abused students did worse academically as a result of the abuse and developed a suspicion of everyone in their immediate vicinity. A few developed antisocial behaviours and a misguided, acrimonious demeanour towards everyone in their vicinity. Therefore, the study's primary finding is that child abuse has an impact on the academic achievement of learners at primary school level. Based on the results, the study suggests that parents, teachers, and school officials collaborate to address the issues faced by abused students in order to support them in overcoming obstacles and enhancing their social and academic lives. The relevant ministries, including the Ministry of Education and Training, the Ministry of Child and Social Welfare, and the Police, should also help to stop child abuse at the local level.

Mutua & Ouko (2017) carried out an inquiry into child abuse's impact on lower primary school students' academic progress in a rural Kenyan environment was investigated using a structured questionnaire, which was the main data collection tool. The study included 42 randomly selected respondents. The instrument's test-retest reliability was determined, and Pearson Analysis of product moment correlation was the statistical method deemed suitable. The analysis's conclusion showed that a student's academic achievement is correlated with physical and sexual maltreatment of a youngster. It was suggested that in order to implement remedial measures, the administration of the school and the instructors in the classroom should keep an eye on the behaviour of the mistreated children and report any concerns to the appropriate authorities.

Augustin and Abubaker (2016) examined the effect of child abuse on the academic performance of school children: implication on the Nigerian Economy. The study's conclusions demonstrated that there are three main categories of child abuse: sexual, emotional, and physical abuse. The results also showed that children who have experienced abuse typically do poorly in school

because they struggle to focus on their studies. Furthermore, the annual rate of child maltreatment in Nigeria is 24.6%, which has had a detrimental impact on the country's economic progress. It was suggested, among other things, that parents, educators, school administrators, and the government all play a part in halting this trend and reducing the negative impact on Nigeria's economic development.

Ada and Anake (2015) investigated the relationship between academic achievement and child maltreatment in the Boki Local Government Area of Cross River State. The investigation was guided by the formulation of two (2) null hypotheses. For the study, 200 responder samples were chosen at random. The primary tool for gathering data was the questionnaire. The instrument's test-retest reliability was proven, and the proper statistical method was determined to be Pearson product moment correlation analysis. As a consequence of the investigation, students' academic achievement was statistically correlated with both physical and sexual maltreatment of children. Recommendations about the necessity of loving and vigorous campaigns to raise awareness about the threat of child abuse—both physical and sexual—were made in light of the findings. These abuses kill the child's future as well as the future of the family and society.

In the Central Senatorial District of Cross River State, Okpechi (2013) investigated the relationship between child maltreatment and secondary school pupils' academic achievement, focusing on street hawking as a component of child labour, abuse, and neglect. Finding out how much street hawking is done by students is one of the study's three main objectives. Identify the factors that, secondarily, affect students' engagement in street hawking. Lastly, contrast the academic achievement of pupils who engage in street hawking with that of their peers. The information required to evaluate the hypothesis was provided by the post-test findings for each

subject. Hypotheses were tested at the significance level of 0.5. In light of the results of the hypothesis, recommendations were made.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This section addresses the research methodology. It covers the methods utilised to conduct the study. The research design, study population, sample and sampling methods, data collection instrument, instrument validation, instrument reliability, model specification, and data analysis method are among the subheadings to be noted under this chapter.

#### **3.2 Research Design**

The research designs for this study were correlation and descriptive survey, respectively. In a study, the correlation and survey research designs were utilised to elucidate the relationships between two unrelated but significant variables. The strength and direction of the relationship could be either good or negative. Statistics from Pearson correlation are frequently used to do this. The descriptive survey study design was selected because it made it possible to obtain raw data from a large number of respondents in a very cost-effective manner. The design was adopted because the study aimed to investigate the connection between child maltreatment and academic achievement among a subset of students attending public secondary schools in Oredo Local Government Area, located within the metropolitan area of Benin City. The research design for surveys and correlation research design was quite fundamental in study as it suited the specific objectives and hypotheses.

### **3.3 Population of the Study**

All of the senior high school students at Oredo Girls high School and Edokpolor Grammar School in Oredo Local Government Area, Benin City, Edo State, made up the study's population.

### **3.4 Sample and Sampling Techniques**

Using the purposive sampling technique, a total of one hundred (100) public secondary school students from SSS1-3 in Oredo Local Government Area, Edo State, were sampled from two (2) secondary schools (Edokpolor Grammar School and Oredo Girls Secondary School). The schools that satisfied the researcher's accessibility requirements and had the necessary attributes were chosen using the purposive sample approach. Furthermore, only the students who had been subjected to the various types of abuse were chosen using the purposive sample approach.

Three senior secondary classes (SSI, SSII, and SSIII) produced the 100 responders. After the population of the study was first divided into three (3) groups using cluster sampling—SSI, SSII, and SSIII—the researcher employed purposive sampling to choose the final sample of respondents. The sample was arranged in these groups:

Senior Secondary School I – 35

Senior Secondary School II – 35

Senior Secondary School III – 30

### **3.5 Instrument for Data Collection**

The instrument for gathering data was a questionnaire that the researcher created on her own. The questionnaire's goal was to collect the data needed for this inquiry from public secondary schools in Edo State's Oredo Local Government Area. The questionnaire's A and B portions

examined the connection between public secondary school students' academic achievement in Oredo Local Government Area, Edo State, and child abuse (CAAPSSS). On the thirty (30) survey items, the alternatives available to the respondents were: SD = Strongly Disagreed = 1, ND = Not Decided = 3, A = Agreed = 3, D = Disagreed = 2, and SA = Strongly Agreed = 4.

### **3.6 Validity of Research Instrument**

Professionals employed facial validity and content analysis to validate the research instrument. A preliminary version of the questionnaire was provided by the researcher to their supervisor in order to allow for unbiased feedback that could result in changes to the research instrument, such as additions, deletions, or modifications. Two specialists in research technique from the University of Benin's Faculty of Social Sciences in Benin City examined and approved the questionnaires in order to assess their content validity. The instrument was judged to have both content and face value validity based on the study's objectives.

### **3.7 Reliability of the Instrument**

The test-retest procedure was employed to ascertain the instrument's reliability. In order to address this, copies of the questionnaires were given to twenty (20) students in Edo State's Oredo Local Government Area. Pearson The dependability coefficient of 0.7 was obtained using the Product Moment Correlation method.

### **3.8 Model Specification**

The model used in this study is underpinned by the work of Augustin and Abubaker (2016) which examined the relationship between child abuse and academic performance of school children and the implication on the Nigerian economy. The study modified and adopted the

model to suit the specific objectives. The model adopted for the study was stated in a mathematical form as follow:

$$APS = f(PHA, SEA, EPA) \dots\dots\dots (1)$$

In this study the OLS model was used:

$$SAP = \beta_0 + \beta_1PHA + \beta_2SEA + \beta_3EPA + \mu \dots\dots\dots (2)$$

Where:

- APS = Academic Performance of Students
- PHA = Physical Abuse
- SEA = Sexual Abuse
- EPA = Emotional or Psychological Abuse
- $\mu$  = Error Term
- $\beta_0$  = Constant
- $\beta_1, \beta_2, \beta_3$  = Coefficients of the various independent variables

### 3.9 Method of Data Analysis

Regression analysis was performed to evaluate the hypotheses at the 0.05 level of significance, while mean and standard deviation were utilised to address the study issues. Items having a mean response of 2.5 or higher were accepted, but those with a mean response of less than 2.5 were not. Tables and charts were used to illustrate and interpret the data. An explanation and analysis of the data improved this. The quantitative data was analysed using descriptive statistics. The analysis was conducted using the Statistical Package for Social Sciences (SPSS), and the results were interpreted in terms of mean scores and standard deviation. Regression analysis and other inferential statistics were employed to estimate whether there were any correlations between the

variables.

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## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Preamble**

Data analysis and presentation are covered in this chapter. The study aims to present and analyse data for sample background (demographic) variables first. It next seeks to present and analyse data for study variables and finally explain the results.

#### **4.2 Demographic Characteristics of the Respondents**

Based on the sampling method covered in chapter three, students from Edokpolor Grammar School and Oredo Girls Secondary School in Benin City, Edo State, Nigeria, were given 105 copies of the questionnaire. One hundred (100) completed, recovered, valid, and deemed useable copies of the questionnaire were obtained. This indicates a response rate of 95.24%. Because only correctly completed copies of the questionnaires were used for presentation, the response rate was quite satisfactory. This was done to make sure that bias and errors were kept to a minimum, which will increase the response rate's dependability or reliability.

The demographic characteristics of the respondents is hereby presented

**Table 4.1: Demographic Characteristics of the Respondents**

Demographic Characteristics	Categories	Frequency	Percentage
Sex	Male	31	31.0
	Female	69	69.0
	<b>TOTAL</b>	<b>100</b>	<b>100.0</b>
Class	SS1	25	25.0
	SS2	30	30.0
	SS3	45	45.0
	<b>TOTAL</b>	<b>100</b>	<b>100.0</b>
Age	12 – 13 years	18	18.0
	14 – 15 years	49	49.0
	16-17year	33	33.0
	Others	-	-
	<b>TOTAL</b>	<b>100</b>	<b>100.0</b>
I live with my	Parents	58	58.0
	Aunty	19	19.0
	Uncle	11	11.0
	Sibling	9	9.0
	Other Relative	3	3.0
	<b>TOTAL</b>	<b>100</b>	<b>100.0</b>
Schools	Oredo Girl Secondary School	69	69.0
	Edokpolor Grammar School	31	31.0
	<b>TOTAL</b>	<b>100</b>	<b>100.0</b>

*Source: Researcher’s Field Work (2024)*

Table 4.1, which presents the sex distribution of the respondents, indicates that 31 (31%) of the respondents are male and 69 (69%) are female. As a result, women make up a greater percentage of all responders—69% to be exact.

Table 4.1 displays the classes of the respondents. Of the total respondents, 45 respondents, or 45%, are in the SS3 class; 30 respondents, or 30% of the total, are in the SS2 class; and 25

respondents, or 25% of the total, are in the SS1 class. It is evident from the processed data that there were more pupils in the SS3 class than in any other class when the survey was administered.

Table 4.1 reveals that the age distribution of the respondents is as follows: the majority (49, or 49%) are between the ages of 14 and 15, 33 respondents, or 33% of the total, are between the ages of 16 and 17, and 18 respondents, or 18% of the total, are between the ages of 12 and 13. This demonstrates that 82% of the overall respondents to the poll were adolescent pupils, most of them were between the ages of 14 and 17.

Concerning who the respondents lived with, Table 4.1 reveals that majority of the respondents (58) representing 58% of the total respondents admitted that they lived with their parents, 19 i.e. 19%; 11 or 11% and 9 (9%) respondents accepted that they lived with their aunties; uncles and siblings respectively; while 3 respondents representing 3% of the total respondents admitted that they lived with other relatives. It is clear from the result obtained that more than half of the participants surveyed for the study resided with their parents.

With respect to the schools of respondents, Table 4.1, shows that 69 (69%) of the respondents (students) were from Oredo Girls Secondary School, while 31 (31%) of the respondents were students from Edokpolor Grammar School. Thus, students from Oredo Girls Secondary School constituted larger proportions of the total respondents surveyed, accounting for a whopping 69%.

**Table 4.2: Most Common Forms of Child Abuse in Respondents' Schools**

<b>Most common forms of child abuse in your school</b>	Physical Abuse	43	43.0
	Sexual Abuse	27	27.0
	Emotional Abuse	30	30.0
	<b>TOTAL</b>	<b>100</b>	<b>100.0</b>

*Source: Researcher's Field Work (2024)*

With regard to the question of the most common forms of child abuse prevalent in respondents' school, Table 4.2 reveals that majority of the respondents (96) representing 96% of the total respondents admitted to physical abuse as commonest form of abuse prevalent in their schools, 30 (30%) respondents admitted to emotional abuse; while the remaining 27 (27%) respondents admitted to sexual abuse. It could easily be deduced that physical abuse is the most prominent forms of child abuse prevalent in the schools studied.

### **Research Question 1: What Are the Causes of Child Abuse in Public Secondary Schools In Oredo Local Government Area of Edo State, Nigeria?**

**Table 4.3: Causes of Child Abuse in Public Secondary Schools**

S/N	Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	SD DEV
		No	(%)	No	(%)	No	(%)	No	(%)	No	(%)		
Q1	Child abuse occurs when parents, teachers, or advisors beat their children.	5	5.0	10	10.0	10	10.0	45	45.0	30	30.0	3.85	1.11
Q2	Children who lost their parents at early age will likely suffer child abuse	7	7.0	8	8.0	10	10.0	41	41.0	34	34.0	3.87	1.18
Q3	It is thought that a child who sells goods before and after school may be abusing them.	5	5.0	13	13.0	17	17.0	25	25.0	40	40.0	3.82	1.23
Q4	Broken homes lead to physical abuse and poor academic performance of a child	6	6.0	10	10.0	13	13.0	36	36.0	35	35.0	3.84	1.19
Q5	Unconducive learning environments could increase the risk factors for child abuse	7	7.0	9	9.0	13	13.0	43	43.0	28	28.0	3.76	1.16
<b>Grand Mean</b>												3.83	1.17

#### ***Researcher's Field Work (2024)***

The respondents' average answers to the statements outlining the reasons for child abuse in public secondary schools are shown in Table 4.3 above. The respondents (mean=3.85) agreed with the first statement in Table 4.2, which states that child abuse results from parents, teachers, or guidance abusing their child. Similarly, respondents agreed that children who lost their parents at early age would likely suffered child abuse issue (mean=3.87); that It is believed that a child

hawking before and after school could result to child abuse (mean=3.82); that broken homes result to physical abuse and poor academic performance of a child (mean=3.84); and unconducive learning environments could increase the risk factors for child abuse (mean=3.76). Therefore, we conclude that the above factors are the causes of child abuse in public secondary schools as the grand mean of the construct is 3.83 greater than the cut-off value of 2.5.

**Research Question 2: Does Child Abuse Lead Students to Indulge in Anti-Social Activities in Secondary Schools in Oredo Local Government Area of Edo State, Nigeria?**

**Table 4.4: Consequences of Child Abuse**

S/N	Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	SD DEV
		No	(%)	No	(%)	No	(%)	No	(%)	No	(%)		
Q6	Some children who are abused may struggle to behave well in school	7	7.0	11	11.0	14	14.0	40	40.0	28	28.0	3.71	1.19
Q7	Children who experience neglect from their parents may be more vulnerable to making poor choices	6	6.0	12	12.0	17	17.0	37	37.0	28	28.0	3.69	1.18
Q8	Parents lack of experience in child development can make it harder to have open conversations about sex and healthy relationships, which may increase the risk of teenage pregnancy	7	7.0	8	8.0	15	15.0	38	38.0	32	32.0	3.80	1.18
Q9	Abused children are usually not punctual to school	6	6.0	10	10.0	15	15.0	42	42.0	27	27.0	3.74	1.14
Q10	Abused children are prone to psychological distress	8	8.0	13	13.0	15	15.0	33	33.0	31	31.0	3.66	1.27
	<b>Grand Mean</b>											<b>3.72</b>	<b>1.19</b>

*Researcher's Field Work (2024)*

Table 4.4 shows that, with mean scores larger than 2.5 for each question, the respondents agreed with every item outlining the repercussions of child abuse. The first item's mean score (mean=3.71) showed that respondents generally agreed that some abused children could find it difficult to behave effectively in school. Also, the respondents agreed that Children who experience neglect from their parents may be more vulnerable to making poor choices (mean=3.69). Respondents agreed that Parents lack of experience in child development can make

it harder to have open conversations about sex and healthy relationships, which may increase the risk of teenage pregnancy (mean=3.80). Once more, respondents concurred that children who have experienced abuse are typically not on time for school (mean=3.74) and are more likely to have psychological distress (mean=3.66). The grand mean of 3.72 indicates that, in Oredo Local Government Area, Edo State, Nigeria, respondents strongly agreed with the preceding statement regarding the consequences of child abuse.

**Research Question 3: What is the Relationship between Physical Abuse and Academic Performance of Public Secondary School Students in Oredo Local Government Area, Edo State, Nigeria?**

**Table 4.5: Physical Abuse and Students' Academic Performance**

S/N	Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	SD DEV
		No	(%)	No	(%)	No	(%)	No	(%)	No	(%)		
Q11	The trauma from excessive physical punishment which resulted to visible injuries on me has affected my overall academic performance	5	5.0	9	9.0	15	15.0	39	39.0	32	32.0	3.84	1.13
Q12	Being subjected to acts of physical harm has had a negative impact on my ability to concentrate in class	6	6.0	11	11.0	15	15.0	38	38.0	30	30.0	3.75	1.18
Q13	My experiences of being disciplined regularly with objects such as sticks, belts have negatively influenced my motivation to engage in academic activities.	8	8.0	12	12.0	12	12.0	35	35.0	33	33.0	3.73	1.26
Q14	My experiences with physical abuse have negatively impacted my ability to develop positive relationships with both peers and educators.	6	6.0	11	11.0	15	15.0	39	39.0	29	29.0	3.74	1.17

Q15	Physical abuse experiences are a significant factor contributing to the decline in academic performance among many students.	5	5.0	10	10.0	11	11.0	40	40.0	34	34.0	3.88	1.14
	<b>Grand Mean</b>											<b>3.79</b>	<b>1.18</b>

***Researcher's Field work (2024)***

Given that the mean score for every question in Table 4.5 is more than 2.5, it can be concluded that the respondents agreed with every item that explained the relationship between physical abuse and students' academic achievement. The first item's mean score (mean=3.84) showed that respondents were in agreement that the trauma from excessive physical punishment which resulted to visible injuries on them have affected their overall academic performance. Again, respondents strongly agreed that being subjected to acts of physical harm has had a negative impact on their ability to concentrate in class (mean=3.75); that their experiences of being disciplined regularly with objects such as sticks, belts have negatively influenced their motivation to engage in academic activities (mean=3.73). Similarly, the respondents agreed that their experiences with physical abuse have negatively impacted their abilities to develop positive relationships with both peers and educators (mean=3.74) indicating that many students' experiences of physical abuse have a substantial role in their declining academic performance (mean=3.88). We can conclude that respondents agreed with the above statements regarding the relationship between physical abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria, because the grand mean of the construct is 3.79 more than the cut-off value of 2.5.

**Research Question 4: Does Sexual Abuse Relate with the Academic Performance of Public Secondary School Students in Oredo Local Government Area, Edo State, Nigeria?**

**Table 4.6: Sexual Abuse and Students Academic Performance**

S/N	Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	SD DEV
		No	(%)	No	(%)	No	(%)	No	(%)	No	(%)		
Q16	My experiences with sexual abuse have badly influenced my motivation to engage in academic activities	6	6.0	9	9.0	10	10.0	39	39.0	36	36.0	3.90	1.17
Q17	Sexual abuse has had a negative impact on my ability to concentrate in class.	6	6.0	11	11.0	12	12.0	41	41.0	30	30.0	3.78	1.17
Q18	Students who have been sexually abused may face difficulties forming trust relationships which may affect their academic performance.	6	6.0	9	9.0	16	16.0	37	37.0	32	32.0	3.80	1.16
Q19	A student's self-esteem may drop as a result of sexual abuse.	6	6.0	9	9.0	9	9.0	42	42.0	34	34.0	3.89	1.15
Q20	A student's mental health is significantly impacted by sexual abuse.	8	8.0	11	11.0	13	13.0	39	39.0	29	29.0	3.70	1.23
<b>Grand Mean</b>												<b>3.81</b>	<b>1.18</b>

***Researcher's Field Work (2024)***

Because the means in Table 4.6 are higher than the cut-off of 2.5, the respondents indicated agreement with all of the questions pertaining to sexual abuse and children' academic success. The first item's reported mean value (mean=3.90) demonstrates that respondents were in agreement that their experiences with sexual assault had a negative impact on their drive to participate in academic pursuits. The respondents also concurred that experiencing sexual assault had negatively impacted their ability to focus in class (mean=3.78) and that these students may have trouble building trusting connections, which could have an influence on their academic performance (mean=3.80); that experiencing sexual abuse could lead to a decline in students'

self-esteem (mean=3.89); and that students' mental health is significantly impacted by sexual abuse (mean=3.70). We can conclude that respondents agreed with the above statements regarding the relationship between sexual abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria, because the grand mean of the construct is 3.81 more than the cut-off value of 2.5.

**Research Question 5: How Does Emotional or Psychological Abuse Relate with Academic Performance of Public Secondary School Students In Oredo Local Government Area, Edo State, Nigeria?**

**Table 4.7: Emotional/Psychological Abuse and Students' Academic Performance**

S/N	Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	SD DEV
		No	(%)	No	(%)	No	(%)	No	(%)	No	(%)		
Q21	The child who is often subjected to unfounded criticism that undermines their self-esteem usually perform poorly in his academic	7	7.0	11	11.0	16	16.0	38	38.0	28	28.0	3.69	1.20
Q22	A child who frequently experience criticism that negatively affects their sense of self-worth tend to lose concentration in school.	6	6.0	11	11.0	14	14.0	39	39.0	30	30.0	3.76	1.17
Q23	Students who have been emotionally abused may struggle with concentration and focus in class.	7	7.0	9	9.0	11	11.0	40	40.0	33	33.0	3.83	1.19
Q24	The fear of encountering the perpetrator of emotional abuse may impact a student's attendance at school.	8	8.0	10	10.0	13	13.0	37	37.0	32	32.0	3.75	1.23
Q25	A child who is purposefully isolated from social interactions, friends, or family members may likely not perform well academically.	7	7.0	11	11.0	16	16.0	39	39.0	27	27.0	3.68	1.19
	<b>Grand Mean</b>											3.74	1.20

*Researcher's Field Work (2024)*

Because the means in Table 4.7 are higher than the cut-off of 2.5, the respondents indicated agreement with all of the questions pertaining to emotional/psychological abuse and children' academic achievement. The first item's reported mean value (mean=3.69) reveals that respondents generally agreed that students who are frequently the target of unjustified criticism that lowers their self-esteem typically do poorly academically. The respondents also agreed that children who frequently experience criticism that negatively affect their sense of self-worth tend to lose concentration in schools (mean=3.76), that students who have been emotionally abused might struggle with concentration and focus in classes (mean=3.83); that the fear of encountering the perpetrator of emotional abuse might impact students' attendance at school (mean=3.75); and that children who are purposefully isolated from social interactions, friends, or family members might likely not perform well academically (mean=3.68). The grand mean of the construct is 3.74 higher than the cut-off value of 2.5, indicating that respondents agreed with the aforementioned statements regarding emotional or psychological abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

**Table 4.8: Child Abuse and Students Academic Performance**

S/N	Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	SD DEV
		No	(%)	No	(%)	No	(%)	No	(%)	No	(%)		
Q26	Child abuse negatively affects my performance in school	6	6.0	9	9.0	12	12.0	41	41.0	32	32.0	3.84	1.15
Q27	Youngsters who help support their family financially have less time to focus and study their books.	6	6.0	11	11.0	11	11.0	39	39.0	33	33.0	3.82	1.18
Q28	Child abuse have had a negative impact on my ability to concentrate in class	5	5.0	8	8.0	13	13.0	42	42.0	32	32.0	3.88	1.10
Q29	The trauma from child abuse have affected my overall academic performance	7	7.0	9	9.0	13	13.0	42	42.0	29	29.0	3.77	1.17
Q30	Abused children are most likely to develop low cognition to school subjects	6	6.0	12	12.0	12	12.0	41	41.0	29	29.0	3.75	1.18
	<b>Grand Mean</b>											<b>3.81</b>	<b>1.16</b>

***Researcher's Field Work (2024)***

Given that the means of the items in Table 4.8 are higher than the cut-off of 2.5, the respondents indicated agreement with all of the issues pertaining to child abuse and students' academic performance. According to the first item's stated mean value (mean=3.84), respondents were in agreement that child abuse had a detrimental impact on their academic performance. The participants concurred that children who help support their family's business have less time to focus and read books (mean=3.82), and that children who experience child maltreatment have trouble focusing in class (mean=3.88); that their total academic performance has been impacted by the trauma of child abuse (mean=3.77), and that children who have experienced abuse are more likely to have low cognition in school courses (mean=3.75). We can therefore conclude that respondents agreed with the aforementioned assertions regarding child abuse and students'

academic progress in public secondary schools in Oredo Local Government Area, Edo State, Nigeria, because the grand mean of the construct is 3.81 more than the cut-off value of 2.5.

### 4.3 Hypothesis Testing

Regression analysis (t-test) was used in this study to assess the hypotheses at the 5% significant level. The p-value determines whether or not we accept a hypothesis. If the p-value is  $>0.05$  (more than 5%), we fail to reject the null hypothesis, meaning we accept it. If the p-value is  $<0.05$  (less than 5%), we reject the null hypothesis.

The following are the hypotheses that were investigated in this study and are expressed in the null form:

H<sub>01</sub>: There is no significant relationship between physical abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

H<sub>02</sub>: There is no significant relationship between sexual abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

H<sub>03</sub>: There is no significant relationship between emotional or psychological abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687 <sup>a</sup>	.472	.455	.47790
a. Predictors: (Constant), Emotional/Psychological Abuse, Sexual Abuse, Physical Abuse				

The value of  $R^2$  which is 0.472 indicates that the independent variables (physical abuse, sexual abuse and emotional/psychological abuse) explain only 47.2%; 52.8% of the dependent variable's (students' academic achievement) systematic volatility goes unaccounted for. After additional adjustments to the R-squared figures, this percentage drops even lower to 45.5%. This indicates that the academic achievement of pupils is determined by factors/determinants other than the independent variables.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.580	3	6.527	28.577	.000 <sup>b</sup>
	Residual	21.925	96	.228		
	Total	41.506	99			
a. Dependent Variable: Students Academic Performance						
b. Predictors: (Constant), Emotional/Psychological Abuse, Sexual Abuse, Physical Abuse						

At 0.000, the F statistic of 28.577 is noteworthy. This indicates that there is a statistically significant correlation between physical, sexual, emotional, and psychological abuse and pupils' academic performance.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.952	.316		3.017	.003
	Physical Abuse	.028	.096	.032	.289	.773
	Sexual Abuse	.413	.101	.412	4.098	.000
	Emotional/Psychological Abuse	.315	.073	.380	4.321	.000
a. Dependent Variable: Students Academic Performance						

**H<sub>01</sub>: There is no significant relationship between physical abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.**

Physical abuse is not significant at the 0.05 level of statistical significance, as indicated by the p-value of 0.773. Therefore, with a t-value of 0.289 and P-values of 0.773, we do not reject the null hypothesis, which claims that there is no meaningful correlation between physical abuse and academic achievement of public secondary school pupils in Oredo Local Government Area, Edo State, Nigeria. In Oredo Local Government Area, Edo State, Nigeria, public secondary school students' academic achievement is not statistically predicted by physical abuse, according to this conclusion.

**H<sub>02</sub>: There is no significant relationship between sexual abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.**

Sexual abuse is significant at the 0.05 level of statistical significance, as indicated by the p-values of 0.000. With a t-value of 4.098 and P-values of 0.000, we thus reject the null hypothesis, which claims that there is no meaningful correlation between sexual abuse and academic achievement of public secondary school pupils in Oredo Local Government Area, Edo State, Nigeria. This suggests that academic achievement of public secondary school students in Oredo Local Government Area, Edo State, Nigeria, is statistically predicted by sexual abuse.

**H<sub>03</sub>: There is no significant relationship between emotional or psychological abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria.**

At the 0.05 level of statistical significance, emotional or psychological abuse is substantial, as indicated by the p-values of 0.000. Thus, with a t-value of 4.321 and P-values of 0.000, we reject the null hypothesis, which claims that there is no meaningful correlation between emotional or psychological abuse and public secondary school students' academic performance in Oredo Local Government Area, Edo State, Nigeria. This implies that academic achievement of public secondary school students in Oredo Local Government Area, Edo State, Nigeria, is statistically predicted by emotional or psychological maltreatment.

#### **4.4 Discussion of Findings**

This study made an attempt to examine child abuse and academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria. The ages of the

respondents ranges from 12 to 17 years old. The population of the study was well spread across genders and classes, though the population of SS3 was 15% higher than that of the SS2 population. More than half of the population lived with their parents.

Based on the findings obtained, the discussion of findings can be presented as follows:

According to the findings, the most common form of child abuse that takes place in public secondary schools in the Oredo Local Government Area is physical abuse. This result aligns with earlier studies that found physical abuse to be a serious problem in school environments (Abrahams & Jewkes, 2005; Williams & Weeks, 2005). Physical abuse, which can involve actions like striking, slapping, or causing bodily pain, can negatively impact a child's development and well-being in significant and lasting ways (Fang, Brown, Florence & Mercy, 2012).

Among the identified causes of child abuse in public secondary schools in Oredo Local Government Area are child battering, child hawking, and broken homes. These factors shed light on the complex interplay of societal, economic, and familial factors contributing to the occurrence of child abuse, which is consistent with findings from other studies (Butchart, Phinney, Mian & Fürniss, 2006; Sedlak, Mettenburg, Basena, Petta, McPherson, Greene & Li, 2010).

Physical abuse of children is known as child battering, and it can result from a number of factors, such as parental stress, inadequate discipline techniques, or even the cultural acceptability of physical punishment (Gershoff, 2002; Straus & Paschall, 2009). It is essential to address these root issues by encouraging good parenting techniques, offering counselling, and providing information.

Economic challenges experienced by families are typically the driving force behind child hawking, which is the practice of children engaging in street trading or begging (Gloria & Samuel, 2012; Uzochi et al., 2018). Children can be forced into these circumstances by poverty and a lack of access to high-quality education, leaving them open to abuse and exploitation. Combating this issue requires addressing the underlying causes of poverty and expanding access to education (Whetten, Messer, Ostermann, Whetten, Pence, Buckner, Thielman & O'Donnell, 2011).

Child abuse can also result from broken homes, where children may deal with parental divorce, separation, or absence (Brown, Cohen, Johnson & Smailes, 1991; Turner et al., 2007). Children who don't have a secure home life or adequate parental direction are more vulnerable to abuse. It is critical to offer children from broken homes support services, counselling, and a supportive atmosphere (Amato & Keith, 1991).

Physical abuse was found to be the commonest form of child abuse prevalent in public secondary schools in Oredo Local Government Area. Among the causes of child abuse in public secondary schools in Oredo Local Government Area were child battering, child hawking and broken homes

There doesn't seem to be any significant relationship between physical abuse and students' academic performance in public secondary schools. This result defies earlier studies' outcomes that physical abuse and academic performance are negatively correlated (Ifeyinwa & Ncheta, 2016). It is important to remember, nevertheless, that the absence of a meaningful relationship does not mean that there is no influence. The degree to which the abuse has an impact on academic performance may depend on a number of other variables, including its intensity and duration (Niazi, Iqbal & Aslam, 2022).

On the other hand, there was a significant relationship found between the academic performance of public secondary school students and instances of sexual abuse. This result is in line with several other researches (Buckle, Lancaster, Powell & Higgins, 2005; Petersen, Joseph & Feit, 2014) that have repeatedly shown the negative consequences of sexual abuse on a variety of areas of a child's development, including academic functioning. A student's capacity to focus, controls their emotions and participates in class activities can all be significantly impacted by the trauma and psychological anguish that come with sexual assault (Henkhaus, 2022).

Similarly, it was shown that there was a significant relationship between public secondary school students' academic performance and emotional or psychological abuse. This finding supports previous researches emphasising the detrimental effects of emotional abuse on self-esteem, cognitive development, and general well-being (McEachern, Aluede & Kenny, 2008; Niazi, Iqbal & Aslam, 2022). A climate of dread, insecurity, and poor self-worth can be nurtured by ongoing emotional abuse, and this can hinder a student's motivation, engagement, and academic performance (McEachern, Aluede & Kenny, 2008).

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The main conclusions are summarised in this chapter together with their contributions to knowledge, conclusion, and suggestions. Based on the findings of the data analysis, the study's summary, conclusion, and suggestions were given.

#### 5.2 Summary of Findings

Based on the hypotheses tested, the findings of the study are as follows:

1. Physical abuse was found to be the commonest form of child abuse prevalent in public secondary schools in Oredo Local Governmet Area. It implies that physical abuse of students, including beatings and corporal punishment, is a common practice at these schools. Beyond merely possible bodily harm, this normalisation of physical abuse is extremely dangerous and may have serious psychological repercussions for the students.
2. Child battering, child hawking, and broken homes were found to be among the identified causes of child abuse in public secondary schools in Oredo Local Government. The causes of child labour through hawking items, child battering (physical abuse of children), and the high prevalence of unstable family circumstances and broken homes are indicative of broader societal problems that facilitate and sustain child abuse. Children are more likely to be mistreated and exploited in environments where there are no social support networks, poverty, and unstable families
3. Physical abuse has no significant relationship with academic achievement of Oredo Local Government Area, Edo State, Nigerian public secondary school students. It's important to

note that, despite being the most prevalent kind of abuse, there was no statistically significant correlation found between physical abuse and children' academic achievement. This could mean that pupils are less susceptible to physical aggression or that other factors have a bigger impact on their academic achievement.

4. Sexual abuse has significant relationship with academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria. The psychological effects of sexual abuse, such as despair, anxiety, and PTSD, can seriously hinder a child's ability to concentrate and study in school. It draws attention to the serious harm that sexual abuse causes to schooling.
5. Emotional or psychological abuse has significant relationship with academic performance of public secondary school students in Oredo Local Government Area, Edo State, Nigeria. Forms of abuse like verbal aggression, bullying, and emotional neglect can deeply impact a child's self-esteem, mental health, and motivation to learn. Both sexual and emotional abuse create unhealthy stress that hinders academic development

### **5.3 Conclusion**

This study examined the relationship between academic performance and child abuse in a sample of students attending public secondary schools in Oredo Local Government Area, Edo State, Nigeria. The purpose of the study was to determine the reasons behind child abuse in public secondary schools in Oredo Local Government Area, Edo State, Nigeria; to determine whether child abuse can influence students to engage in antisocial behaviour; and to determine whether physical abuse and academic achievement are related in any way for public secondary school students in Oredo Local Government Area, Edo State, Nigeria; to look into the relationship between sexual abuse and public secondary school students' academic performance in Oredo

Local Government Area, Edo State, Nigeria; additionally, to see if there is a connection between emotional or psychological abuse and academic performance in the same local government area.

The study concludes, based on the data, that there is no significant correlation between physical abuse and academic performance among public secondary school students in Oredo Local Government Area, Edo State, Nigeria; there is a significant correlation between academic performance and sexual abuse, emotional or psychological abuse, and academic performance among public secondary school students in Oredo Local Government Area, Edo State, Nigeria.

#### **5.4 Recommendations**

Based on the findings of this study, the following recommendations were made:

##### **1. Handling Sexual and Emotional/Psychological Abuse:**

- Establish thorough prevention and awareness initiatives in schools to inform parents, instructors, and students about the negative impacts of emotional and psychological abuse on academic performance.
- Provide students who have been the victims of sexual, emotional, or psychological abuse with robust support networks and counselling services, giving them the tools and direction they need to heal from the trauma and enhance their academic performance.
- Work together with social services, non-governmental organisations, and local law enforcement to create efficient reporting procedures and intervention plans for incidents of sexual and emotional/psychological abuse of students.

##### **2. Promoting a Safe and Supportive Learning Environment:**

- Encourage a school climate that places a high value on empathy, respect, and a zero-tolerance policy for any kind of harassment or abuse.

- Give educators and other staff members' frequent training and professional development on how to spot abuse indicators, react appropriately, and establish a welcoming and safe learning environment for all students.
- Promote open lines of communication so that parents, students and school administrators can report any abuse or concerns without worrying about stigma or reprisal.

### **3. Strengthening Laws and Policies:**

- Examine and improve current laws and policies pertaining to the protection of children and the avoidance of abuse in the educational system.
- Promote comprehensive laws and legal frameworks that address child sexual abuse as well as emotional and psychological abuse, making sure that the right systems of accountability and support are in place.
- Work together with pertinent parties, such as legislators, law enforcement, and child advocate organisations, to create and put into practice efficient plans to address abuse and its negative effects on academic performance.

### **4. Ongoing Monitoring and Evaluation:**

- Create a framework for the routine assessment and monitoring of the success of programmes and interventions put in place to address the effects of abuse on academic achievement.
- Collect and examine data on academic performance, reported incidences of abuse, and students' general wellbeing to support evidence-based policy decisions.
- Promote study and cooperation with academic institutions and specialists in order to gain a deeper comprehension of the intricate connection between abuse and academic performance and to create innovative remedies.

- To effectively address the issue of abuse and its effects on academic performance in public secondary schools, a multifaceted approach including multiple stakeholders such as students, parents, instructors, legislators, and community organisations is important.

### **5.5 Contributions to Knowledge**

One of the few empirical research carried out in Nigeria examined the connection between secondary school students' academic performance and child abuset in public schools located in the Oredo Local Government Area of Edo State.

1. This research contributes to management sciences literature by examining the effect of child abuse on performance of public secondary school students in Oredo Local Government Area of Edo State, Nigeria. This will help the public secondary school administrators to specify areas to tailor their disciplinary programmes to in order to the issue of child abuse in public secondary school students in Oredo Local Government Area of Edo State.
2. Another contribution of this study is the revelation of important dimensions of child abuse (sexual abuse and emotional or psychological abuse) that has significant influence on academic performance of public secondary school students in Oredo Local Government Area of Edo State, Nigeria.
3. This will enable the education agency to put in place effective implementation disciplinary framework that will address the issue of child abuse among public secondary schools students in Oredo Local Government Area so as to boost academic performance of public secondary school students.

## **5.6 Suggestions for Further Study**

This paper contains limits, which presents a chance for additional research despite its contributions and ramifications.

First, only students enrolled in public secondary schools in Edo State, Nigeria's Oredo Local Government Area were included in the study. In order to push the boundaries of knowledge regarding the topic, more research ought to be conducted over the whole geographic area of Edo State, Nigeria's local government area.

Second, the study looked at three child abuse antecedents that affect students' academic performance: physical abuse, sexual abuse, and emotional/psychological abuse. Other child maltreatment antecedents or variables that impact students' academic achievement but were not examined in this study should be the subject of future research.

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## APPENDICES

## APPENDIX 1: QUESTIONNAIRE

### QUESTIONNAIRE ON CHILD ABUSE AND ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOL STUDENTS (QCAAPPSSS)

Dear Respondent,

I am an undergraduate student of the Faculty of Social Sciences, Department of Social Work, University of Benin, Benin City, Edo State. I am currently conducting research on Child Abuse and Academic Performance of Public Secondary School Students in Oredo Local Government Area, Edo State, Nigeria. I hereby solicit your collaboration in responding to the questionnaire, as your insights will contribute to finding out the relationship between child abuse and students' academic performance in secondary schools. The research work is solely for academic purposes and your responses will be treated with utmost confidentiality.

Thank you.

#### Section A: Demographics

1. Gender: Male  Female
2. Class: SS1 , SS2 , SS3 .
3. Age: 12 – 13 years , 14 – 15 years , 16-17year
4. I live with my: Parents  Aunty  Uncle  Sibling  Other Relative
5. What are the most common forms of child abuse in your school?  
Physical Abuse  Sexual Abuse  Emotional Abuse

#### Section B

Please read each of the following statements carefully and put a tick (✓) in the appropriate column to show your level of agreement with each of .the options.

SA =Strongly Agreed, A= Agreed, D=Disagreed, and SD=, Strongly Disagreed

S/N	ITEM	SA	A	D	SD
	<b>Causes of Child Abuse in Public Secondary Schools</b>				
1	Battering of a child by parents/teacher/guidance causes child abuse				
2	Children who lost their parents at early age will likely suffer child abuse				
3	It is believed that a child hawking before and after school could result to child abuse				
4	Broken homes lead to physical abuse and poor academic performance of a child				
5	Unconducive learning environments could increase the risk factors for child abuse				
	<b>Consequences of Child Abuse</b>				
6	Some children who are abused may struggle to behave well in school				
7	Children who experience neglect from their parents may be more vulnerable to making poor choices				
8	Parents lack of experience in child development can make it harder to have open conversations about sex and healthy relationships, which may increase the risk of teenage pregnancy				
9	Abused children are usually not punctual to school				
10	Abused children are prone to psychological distress				
	<b>Physical Abuse and Students' Academic Performance</b>				
11.	The trauma from excessive physical punishment which resulted to visible injuries on me has affected my overall academic performance				
12.	Being subjected to acts of physical harm has had a negative impact on my ability to concentrate in class				
13.	My experiences of being disciplined regularly with objects such as sticks, belts have negatively influenced my motivation to engage in academic activities.				
14.	My experiences with physical abuse have negatively impacted my ability to develop positive relationships with both peers and educators.				
15.	Physical abuse experiences are a significant factor contributing to the decline in academic performance among many students.				
	<b>Sexual Abuse and Students Academic Performance</b>				
16.	My experiences with sexual abuse have badly influenced my motivation to engage in academic activities				
17.	Sexual abuse has had a negative impact on my ability to concentrate in class.				
18.	Students who have been sexually abused may face difficulties forming trust relationships which may affect their academic performance.				
19.	Experiencing sexual abuse can lead to a decline in a student's self-esteem				
20.	Sexual abuse has a significant impact on a student's mental health.				
	<b>Emotional/Psychological Abuse and Students' Academic</b>				

	<b>Performance</b>				
21.	The child who is often subjected to unfounded criticism that undermines their self-esteem usually perform poorly in his academic				
22.	A child who frequently experience criticism that negatively affects their sense of self-worth tend to lose concentration in school.				
23.	Students who have been emotionally abused may struggle with concentration and focus in class.				
24.	The fear of encountering the perpetrator of emotional abuse may impact a student's attendance at school.				
25.	A child who is purposefully isolated from social interactions, friends, or family members may likely not perform well academically.				
	<b>Child Abuse and Students Academic Performance</b>				
26.	Child abuse negatively affects my performance in school				
27.	Children who contribute to the sustenance of their family's economy have less time to concentrate and read their books				
28.	Child abuse have had a negative impact on my ability to concentrate in class				
29.	The trauma from child abuse have affected my overall academic performance				
30.	Abused children are most likely to develop low cognition to school subjects				

**APPENDIX 2: SPSS OUTPUT**

**Frequency Table**

<b>GENDER</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	31	31.0	31.0	31.0
	2.00	69	69.0	69.0	100.0
	Total	100	100.0	100.0	

<b>Class</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	25	25.0	25.0	25.0
	2.00	30	30.0	30.0	55.0
	3.00	45	45.0	45.0	100.0
	Total	100	100.0	100.0	

<b>Age</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	18.0	18.0	18.0
	2.00	49	49.0	49.0	67.0
	3.00	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

<b>I live with my</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	58	58.0	58.0	58.0
	2.00	19	19.0	19.0	77.0
	3.00	11	11.0	11.0	88.0
	4.00	9	9.0	9.0	97.0
	5.00	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

<b>Most common forms of child abuse in your school</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	43	43.0	43.0	43.0
	2.00	27	27.0	27.0	70.0
	3.00	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

<b>Q1</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	5.0	5.0	5.0
	2.00	10	10.0	10.0	15.0
	3.00	10	10.0	10.0	25.0
	4.00	45	45.0	45.0	70.0
	5.00	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

<b>Q2</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	7.0	7.0	7.0
	2.00	8	8.0	8.0	15.0
	3.00	10	10.0	10.0	25.0
	4.00	41	41.0	41.0	66.0
	5.00	34	34.0	34.0	100.0
	Total	100	100.0	100.0	

<b>Q3</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	5.0	5.0	5.0
	2.00	13	13.0	13.0	18.0
	3.00	17	17.0	17.0	35.0
	4.00	25	25.0	25.0	60.0
	5.00	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

<b>Q4</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	10	10.0	10.0	16.0
	3.00	13	13.0	13.0	29.0
	4.00	36	36.0	36.0	65.0
	5.00	35	35.0	35.0	100.0
	Total	100	100.0	100.0	

<b>Q5</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	7.0	7.0	7.0
	2.00	9	9.0	9.0	16.0
	3.00	13	13.0	13.0	29.0
	4.00	43	43.0	43.0	72.0
	5.00	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

<b>Q6</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	7.0	7.0	7.0
	2.00	11	11.0	11.0	18.0
	3.00	14	14.0	14.0	32.0
	4.00	40	40.0	40.0	72.0
	5.00	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

<b>Q7</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	12	12.0	12.0	18.0
	3.00	17	17.0	17.0	35.0
	4.00	37	37.0	37.0	72.0
	5.00	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

<b>Q8</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	7.0	7.0	7.0
	2.00	8	8.0	8.0	15.0
	3.00	15	15.0	15.0	30.0
	4.00	38	38.0	38.0	68.0
	5.00	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

<b>Q9</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	10	10.0	10.0	16.0
	3.00	15	15.0	15.0	31.0
	4.00	42	42.0	42.0	73.0
	5.00	27	27.0	27.0	100.0
	Total	100	100.0	100.0	

<b>Q10</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	8.0	8.0	8.0
	2.00	13	13.0	13.0	21.0
	3.00	15	15.0	15.0	36.0
	4.00	33	33.0	33.0	69.0
	5.00	31	31.0	31.0	100.0
	Total	100	100.0	100.0	

<b>Q11</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	5.0	5.0	5.0
	2.00	9	9.0	9.0	14.0
	3.00	15	15.0	15.0	29.0
	4.00	39	39.0	39.0	68.0
	5.00	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

<b>Q12</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	11	11.0	11.0	17.0
	3.00	15	15.0	15.0	32.0
	4.00	38	38.0	38.0	70.0
	5.00	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

<b>Q13</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	8.0	8.0	8.0
	2.00	12	12.0	12.0	20.0
	3.00	12	12.0	12.0	32.0
	4.00	35	35.0	35.0	67.0
	5.00	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

<b>Q14</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	11	11.0	11.0	17.0
	3.00	15	15.0	15.0	32.0
	4.00	39	39.0	39.0	71.0
	5.00	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

<b>Q15</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	5.0	5.0	5.0
	2.00	10	10.0	10.0	15.0
	3.00	11	11.0	11.0	26.0
	4.00	40	40.0	40.0	66.0
	5.00	34	34.0	34.0	100.0
	Total	100	100.0	100.0	

<b>Q16</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	9	9.0	9.0	15.0
	3.00	10	10.0	10.0	25.0
	4.00	39	39.0	39.0	64.0
	5.00	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

<b>Q17</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	11	11.0	11.0	17.0
	3.00	12	12.0	12.0	29.0
	4.00	41	41.0	41.0	70.0
	5.00	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

<b>Q18</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	9	9.0	9.0	15.0
	3.00	16	16.0	16.0	31.0
	4.00	37	37.0	37.0	68.0
	5.00	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

<b>Q19</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	9	9.0	9.0	15.0
	3.00	9	9.0	9.0	24.0
	4.00	42	42.0	42.0	66.0
	5.00	34	34.0	34.0	100.0
	Total	100	100.0	100.0	

<b>Q20</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	8.0	8.0	8.0
	2.00	11	11.0	11.0	19.0
	3.00	13	13.0	13.0	32.0
	4.00	39	39.0	39.0	71.0
	5.00	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

<b>Q21</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	7.0	7.0	7.0
	2.00	11	11.0	11.0	18.0
	3.00	16	16.0	16.0	34.0
	4.00	38	38.0	38.0	72.0
	5.00	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

<b>Q22</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	11	11.0	11.0	17.0
	3.00	14	14.0	14.0	31.0
	4.00	39	39.0	39.0	70.0
	5.00	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

<b>Q23</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	7.0	7.0	7.0
	2.00	9	9.0	9.0	16.0
	3.00	11	11.0	11.0	27.0
	4.00	40	40.0	40.0	67.0
	5.00	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

<b>Q24</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	8.0	8.0	8.0
	2.00	10	10.0	10.0	18.0
	3.00	13	13.0	13.0	31.0
	4.00	37	37.0	37.0	68.0
	5.00	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

<b>Q25</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	7.0	7.0	7.0
	2.00	11	11.0	11.0	18.0
	3.00	16	16.0	16.0	34.0
	4.00	39	39.0	39.0	73.0
	5.00	27	27.0	27.0	100.0
	Total	100	100.0	100.0	

<b>Q26</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	9	9.0	9.0	15.0
	3.00	12	12.0	12.0	27.0
	4.00	41	41.0	41.0	68.0
	5.00	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

<b>Q27</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	11	11.0	11.0	17.0
	3.00	11	11.0	11.0	28.0
	4.00	39	39.0	39.0	67.0
	5.00	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

<b>Q28</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	5.0	5.0	5.0
	2.00	8	8.0	8.0	13.0
	3.00	13	13.0	13.0	26.0
	4.00	42	42.0	42.0	68.0
	5.00	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

<b>Q29</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	7.0	7.0	7.0
	2.00	9	9.0	9.0	16.0
	3.00	13	13.0	13.0	29.0
	4.00	42	42.0	42.0	71.0
	5.00	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

<b>Q30</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	6.0	6.0	6.0
	2.00	12	12.0	12.0	18.0
	3.00	12	12.0	12.0	30.0
	4.00	41	41.0	41.0	71.0
	5.00	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q1	100	1.00	5.00	3.8500	1.11351
Q2	100	1.00	5.00	3.8700	1.17770
Q3	100	1.00	5.00	3.8200	1.23403
Q4	100	1.00	5.00	3.8400	1.18680
Q5	100	1.00	5.00	3.7600	1.16446
Q6	100	1.00	5.00	3.7100	1.19168
Q7	100	1.00	5.00	3.6900	1.17804
Q8	100	1.00	5.00	3.8000	1.18065
Q9	100	1.00	5.00	3.7400	1.14256
Q10	100	1.00	5.00	3.6600	1.26507
Q11	100	1.00	5.00	3.8400	1.12564
Q12	100	1.00	5.00	3.7500	1.17529
Q13	100	1.00	5.00	3.7300	1.26215
Q14	100	1.00	5.00	3.7400	1.16879
Q15	100	1.00	5.00	3.8800	1.13956
Q16	100	1.00	5.00	3.9000	1.16775
Q17	100	1.00	5.00	3.7800	1.16844
Q18	100	1.00	5.00	3.8000	1.16342
Q19	100	1.00	5.00	3.8900	1.15378
Q20	100	1.00	5.00	3.7000	1.22680
Q21	100	1.00	5.00	3.6900	1.19507
Q22	100	1.00	5.00	3.7600	1.17310
Q23	100	1.00	5.00	3.8300	1.18964
Q24	100	1.00	5.00	3.7500	1.23399
Q25	100	1.00	5.00	3.6800	1.18816
Q26	100	1.00	5.00	3.8400	1.15225
Q27	100	1.00	5.00	3.8200	1.18390
Q28	100	1.00	5.00	3.8800	1.10353
Q29	100	1.00	5.00	3.7700	1.17082
Q30	100	1.00	5.00	3.7500	1.17529
Valid N (listwise)	100				

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687 <sup>a</sup>	.472	.455	.47790
a. Predictors: (Constant), Emotional/Psychological Abuse, Sexual Abuse, Physical Abuse				

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.580	3	6.527	28.577	.000 <sup>b</sup>
	Residual	21.925	96	.228		
	Total	41.506	99			
a. Dependent Variable: Students Academic Performance						
b. Predictors: (Constant), Emotional/Psychological Abuse, Sexual Abuse, Physical Abuse						

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.952	.316		3.017	.003
	Physical Abuse	.028	.096	.032	.289	.773
	Sexual Abuse	.413	.101	.412	4.098	.000
	Emotional/Psychological Abuse	.315	.073	.380	4.321	.000
a. Dependent Variable: Students Academic Performance						