

**INCIDENTS AND CAUSES OF CHILD ABUSE AND NEGLIGENCE OF PUPILS IN
PUBLIC PRE-PRIMARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA**

BY:

ASOMBA NGOZI LYNDA

EDU1602877

**A RESEACH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT, FACULTY OF EDUCATION IN COLLABORATION WITH THE
INSTITUTE OF EDUCATION, UNIVERSITY OF BENIN.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF B. SC.
(ED) EARLY CHILDHOOD EDUCATION.**

JULY, 2021.

CERTIFICATION

We certify that this project was carried out by ASOMBA NGOZI LYNDA with matriculation number EDU1602877 and has been approved as meeting the requirements for the award of Bachelor of Science in Education. B.Sc. (Ed) Early childhood Education.

Prof. (Mrs.) R. O. Olubor
(Project Supervisor)

Dr. (Mrs.) F. Adeyanju
(Project Coordinator)

Date

Date

Dr. (Mrs.) I. F. Iyamu
(Director, Institute of Education)

Prof. E. O. S. Iyamu
(Dean, Faculty of Education)

Date

Date

DEDICATION

This research work is dedicated to God Almighty, the creator of heaven and earth, for granting me the knowledge, and strength and life to accomplish this research work.

It is also dedicated to the University of Benin, Faculty and Institute of education to be precise, for the need to introduce early childhood education as a course.

ACKNOWLEDGMENTS

My profound gratitude goes to my maker, who is my father his name is the Lord Jesus Christ, Who gave me inspiration; grace and enablement and who in his infinite mercy has kept me going all through the days of my life and made the completion of this research work a successful one and also making me overcome the challenges and tasks.

My special appreciation goes to my noble project supervise, Prof. (Mrs.) R. O. Olubor, for her subsequent approval, encouragement, support, advice, guidance and useful corrections in all the aspect of making this project work a huge success. And also Mr. K. Imasuen, who took out time to render his assistance in the area of data analysis. May God continue to bless and reward both of you endlessly. My immeasurable appreciation also goes to all the institute lecturers for their support and advice throughout my study in the University of Benin, God bless you all. My profound gratitude also goes to prof. (Mrs) B. O. J. Omatseye and Mr. W. C. Uwadiae when things got tough, may the lord reward you bountifully.

To my beloved parents, Mr. and Mrs. Asomba for their immeasurable efforts in my life, which will never be forgotten, may the Lord in his infinite mercy continue to guide and protect, bless and comfort them in sound health. It is my sincere wish that you both will reap the fruit of your labour (Amen). My profound gratitude also goes to Mr. J. I. Ibekwe and Mrs. O. Iiawagbon when things got tough, may the lord reward you bountifully. And also my siblings: Mr Ifeanyi, Mr Chima and Miss Ofunneka, you are all awesome and fantastic, may our love never quench. To my supportive uncle Sir Anthony Ibenezi, thank you all for your prayers and support. And to wonderful cousins Mr Anthony Ezulike, Mr Chinedu Ibenezi, Mr Chike Onyezuru, Mr Izu Onyezuru, Mr Ebuka, Mr Bright, Kosis

I specially acknowledge friends very dear to my heart Esther, Rev sister, Happiness, Uche, Njieka, Ijeoma, Judith, Loveth, Yemi, Victory, Cynthia, Grace, Chinelo, Rosemary, Slyiva, Mmesoma and Rita who have been a part of my four years journey and it a memorable one. To my lovely roommates Aminat, Priceless, Stella, Grace, Abigail and Sophie, I thank you all for your support.

Special thanks to NFCS Nigeria federation of catholic students for impacting me both academically and religiously, for proofreading this project work and constantly motivating me to be the best version of myself, May almighty God reward you all abundantly.

TABLE OF CONTENTS

Title Page	-	-	-	-	-	-	-	-	-	i
Certification	-	-	-	-	-	-	-	-	-	ii
Dedication	-	-	-	-	-	-	-	-	-	iii
Acknowledgement	-	-	-	-	-	-	-	-	-	iv
Table of Contents	-	-	-	-	-	-	-	-	-	v
Abstract	-	-	-	-	-	-	-	-	-	

CHAPTER ONE: INTRODUCTION

1.1	Background to the study	-	-	-	-	-	-	-	-	1
1.2	Statement of the problem	-	-	-	-	-	-	-	-	6
1.3	Research Questions	-	-	-	-	-	-	-	-	7
1.4	Purpose of the study	-	-	-	-	-	-	-	-	8
1.5	Significance of the study	-	-	-	-	-	-	-	-	8
1.6	Scope and Delimitation of the study	-	-	-	-	-	-	-	-	9
1.7	Definition of Terms	-	-	-	-	-	-	-	-	10

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Theoretical framework	-	-	-	-	-	-	-	-	11
2.2	Concept of Child abuse	-	-	-	-	-	-	-	-	12
2.3	Concept of Child Neglect	-	-	-	-	-	-	-	-	13
2.4	Signs of Child Neglect	-	-	-	-	-	-	-	-	16
2.5	incidents of child abuse and negligence in preschools	-	-	-	-	-	-	-	-	18
2.6	Causes of child abuse and negligence in preschools	-	-	-	-	-	-	-	-	26
2.7	Difference in the causes of child abuse and neglect in preschools	-	-	-	-	-	-	-	-	31
2.8	Summary of reviewed literature	-	-	-	-	-	-	-	-	33

CHAPTER THREE: METHODOLOGY

3.1	Research design	-	-	-	-	-	-	-	-	37
3.2	Population of the Study	-	-	-	-	-	-	-	-	37
3.3	Sample and Sampling Techniques	-	-	-	-	-	-	-	-	38
3.4	Research Instrument	-	-	-	-	-	-	-	-	38
3.5	Instrument of the data collection	-	-	-	-	-	-	-	-	38
3.5	Validity of the Instrument	-	-	-	-	-	-	-	-	38
3.6	Reliability of the Instrument	-	-	-	-	-	-	-	-	38
3.7	Method of Data Collection	-	-	-	-	-	-	-	-	38
3.8	Method of Data Analysis	-	-	-	-	-	-	-	-	39

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1	Presentation of Results	-	-	-	-	-	-	-	-	40
-----	-------------------------	---	---	---	---	---	---	---	---	----

4.2	Discussion of Findings	-	-	-	-	-	-	-	47
-----	------------------------	---	---	---	---	---	---	---	----

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	-	-	-	-	-	-	-	49
5.2	Conclusion	-	-	-	-	-	-	-	50
5.3	Recommendations	-	-	-	-	-	-	-	51
5.4	Suggestion for Further Research	-	-	-	-	-	-	-	52
5.5	References	-	-	-	-	-	-	-	53
5.6	Appendices	-	-	-	-	-	-	-	55

ABSTRACT

*This study investigates the incidents and causes of child abuse and negligence of pupils in public pre-primary schools in Oredo Local Government Area. This was a view to determine incidents and causes of child abuse and negligence of pupils in public pre-primary schools. Three research questions were raised. The study adopted the descriptive survey research design. The checklist titled **Incidents and causes of child abuse and negligence of pupils in public pre-primary schools in Oredo LGA**” was used for the study. A total of fifty teachers were randomly drawn from five pre-primary schools. A checklist was used to collect the data. The data were analysed using Frequency table, simple percentage rank order. The result from the study revealed that the incidents and causes of child abuse and negligence of pupils.*

CHAPTER ONE

INTRODUCTION

Background of the study

A child is a boy or girl of any age between infancy and adolescence. This agrees with the United Nations Convention where it was resolved through the Child Right Act, 2003 that a child is anyone who has not attained the age of 18 years (Akinlami, 2013). A preschool, also known as nursery school, pre primary school, playschool or kindergarten, is an educational establishment or learn space offering early childhood education to children before they begin compulsory education at primary school (Wikipedia,2000). It may be publicly or privately operated, and may be subsidized from public funds.

There is no generally accepted definition of child abuse as a result of differences in the perception of what generally is acceptable as abusive or not. The African Network for Prevention and Protection against Child Abuse and Neglect {ANPPCAN}, defines child abuse as the intentional, unintentional or well intentional acts which endanger the physical health, emotional, moral and the educational welfare of children.

According to Child Welfare Information gateway 2008, child abuse can be seen as any act of omission or commission, physical or psychological mistreatment or neglect of a child by its parents, guardians, caregiver or other adults that may endanger the child's physical, psychological or emotional health and development. In this definition, wrongfully mistreating a child or selfishly making an unfair use of Childs services by adult reasonable for child constitutes child abuse. Thus the adult may not be directly related to the child but a person in whose care the child is left can be an abuser. This may include the educators, healthcare workers, day care workers or other responsible adult {Child Welfare Information Gateway, 2008}.Child abuse or child maltreatment is physical, sexual, and /or psychological maltreatment or neglect of a child or children, especially by a parent or a caregiver. Child abuse may include any act by a parent or a caregiver that results in actual or potential harm to a child, and can occur in a child's home, or in the organizations, schools or communities they interacts with.

Child abuse, commonly known as child maltreatment, was discovered as a social problem and became a matter of intense public concern in western industrialized countries in the 1870s, although children had been hurt, killed, injured and exploited by others well before this date. According to National Society for the Prevention of Cruelty to Children (NSPCC), 2006, it was the horrific physical violence, starvation and neglect of 9-year-old Mary Ellen in the United States, in 1874, that precipitated the development of the world's first organization against child cruelty, the New York Society for the Prevention of Cruelty to Children, and subsequently, in England, the development of the NSPCC in 1889.

Child abuse is therefore a practice whereby children are maltreated, battered or deprived of some basic needs in the home, street, religious houses or at school by the elderly (Denga, 2007). Child abuse could harm children physically, psychologically, intellectually, emotionally, sexually or could even lead to their death. It is caused by poverty, lack of parental care, unemployment, marital conflicts and polygamous homes. Child abuse causes pain to both male and female victims, harmful behaviours of children's teachers, parents, peers, guardians, siblings, so-called mentors and the society in various forms could also lead to child abuse. Child abuse is therefore not a strange phenomenon in Nigeria. There is no safe place for children anymore because it is everywhere. Similarly, Chalk *et al.*, 2002, observed that child abuse negatively affects the child physically, psychologically and behaviorally, however, it is not possible to discuss them individually in real world situation. Physical problems {for example destruction of a child's developing brain}, can lead to psychological manifestations {for example delay in cognitive development}. Psychological effect mostly appears as high-risk behaviors which could affect the abused academically and ultimately the economy.

Children make up the segment of society that is the most defenseless, vulnerable, and completely dependent on adults. It is the fault of adults when children end up in areas of natural disasters and catastrophes or zones of military combat operation and become the hostages and victim of physical, sexual, and emotional violence (Alekseeva, .2007). Child abuse and neglect can have lifelong implications for victims, including on their well-being. Since the last decade, there have been reported cases of violence against children such as torture, kidnapping, shootings, sexual, harassment rape, corporal punishment and so on. In education today, as in years past, child abuse and neglect is overwhelming epidemic. Teachers are faced daily with the prospect of

having to call human services to report an incident of child abuse and/or neglect. Study after study has been conducted and an overwhelming amount of them find that child abuse and neglect is a behavior that is handed down from generation and only with education can the behavior be broken,(Kyrsha,2009).

Child abuse and neglect has several long-term socio-economic outcomes at least in part because maltreatment affects victims' educational performance, school attendance, response to teaching and learning. Also, it affects the physical health, mental health, and cognitive reasoning of the victim and the likelihood of being re-victimized. According to Barttrentham 2007, effects of child abuse and neglect will vary depending on such things as the child's relationship to the perpetrator, the degree of force used, the duration of abuse, the child's age and the child's pre-abuse functioning. Children who have been abused may have delays in physical and/ or development growth and may find it difficult to trust others. Children don't grow up and forget their childhood, or their experiences. They carry physical and emotional scars throughout their lives, sometimes repeating the pattern of abuse or neglect with their own children. Abuse and neglected children can suffer permanent physical impairment, drops in intelligence scores, increases in learning disabilities, depression, and drug and alcohol abuse. Additional side effects include suicide, violence, delinquency, attachment disorders and forms of cruelty.

Physical abuse may take the form of severe beating in the name of chastisement and correction or subjecting the child to degrading and inhuman conditions or lack of proper care and maintenance or abandonment (Owolabi, 2012). Flogging, kneeling, frog jumping and tough physical drill are frequent forms of physical abuse in juvenile homes (Alemikaet *al*, 2005). Physical abuse is one form of abuse that persistently occurs in school especially in the form of correction or corporal punishment. According to Straus (1994), corporal punishment is the use of physical force with the intention of causing bodily pain, but not injury for the purpose of

correction or control. In many schools in the USA, corporal punishment has been declared illegal. This is not so in Nigeria where corporal punishment is being held in high esteem as a way of correcting and instilling discipline in young children. Even though spanking is culturally approved for correcting children most times teachers do this in anger and in the process the child is left injured and physically inflicted with bruises and pains. Teachers hold great expectations of young children and so when these children fall short of these expectations, they are mercilessly flogged. Children are flogged for committing minor offences like coming to school late or failure to do home work and for other major offences like fighting and insulting others. Most teachers and school authorities assume that children are stubborn, indisciplined and unintelligent, and the only way to drive out this “foolishness” from the children is to use the rod in order not to spoil the child. Most times, the teachers fail to listen to the pupils’ apparent show of some misbehaviour. They hold more strongly to their beliefs and ideals that they are unwilling to hear the pupils out. Thus they unleash corporal punishment on the pupil at the slightest provocation leaving the students scared and unwilling to attend school. According to Umobong (2010), bullying is another form of emotional abuse that takes place in schools and at homes by the senior or older children. According to Umobong (2010) teachers and pupils unintentionally inflict emotional pains on pupils. For instance in an attempt to punish students for misbehaviour, teachers usually ask students to kneel or stand with one foot in front of the classroom. In one nursery school visited, students reported that their teacher usually ask them to demonstrate as if they were “riding a bicycle”. The mere fact that they are being punished in front of other pupils lower their self-esteem and if constantly punished that way may lead to poor performance, hostility, apathy and eventual dropping out of school. Other punishments adopted include threatening or terrorizing pupils as well as belittling them. Instances abound in schools where

teachers use sinister languages in addressing pupils such as word/phrases like ‘idiots’, never do well’, ‘I knew you’ll never perform better’, etc. This use of words/phrases not only belittles the child but may ridicule and lead to lack of concentration and withdrawal of pupils to themselves and eventual dislike of school. Confining pupils to dark rooms is used in many schools as a form of punishments. In one school, a child reported that those who did not pay fees were packed into the assembly hall and locked up until the school was over. The school ended up punishing innocent children instead of their parents whose responsibility it is to pay the fees. The children are not only embarrassed but missed out on what was taught during those periods of confinement as those lessons would not be repeated again even after they had their fees paid. Teachers have also been found who fail to provide love, support, care and guidance to children under their care. this is a failure to provide basic needed care for the child such as shelter, food, clothing, education, supervision, medical care and other basic necessities needed for the child physical, intellectual and emotional development (Umobong, 2010). It is a situation where the guardians or parents fail to perform tasks that are necessary for well being of the child which invariably can lead to the child’s health and safety being endangered. Many parents who abuse their children today do that because they lack the needed means of providing for the need of their children as a result of lack of education. These parents could not get better paid jobs and hence had to enforce hawking of petty goods or begging for alms by their children.

Nigeria as a country is made up of people from different ethnic groups and cultural practices with the dominant groups being the Igbos ,Hausa and Yorubas. Some of the cultural practices have contributed to abuse of children currently observed in the country. The cultural practices which have aided the abuse of children in the country include early marriage, female

genital mutilation, religious belief, desire for large family, preference for male children and the need to ensure discipline.

In most families children are abused as they are subjected to all manner of ill treatment such as hawking. Punishments for misdeeds from kids at home are sometimes meted with heavy physical beatings that most times result to physical injuries.

Children in schools experience all manner of abuse. In some schools teachers punish kids severely by flogging and continuous taunting which affect kids physically and emotionally respectively. In some classes, teachers pick and taunt a particular kid especially in situation that particular child is not doing so well like others and this act affects children performance in school. There are also instances of children being abused sexually by their teachers. These sexual abuses sometimes involve fondling the child's sexual organs, penetration or rape.

This research shall systematically evaluate the incident and causes of child abuse and negligence of pre-school children.

Statement of the problem

Child abuse and neglect is a problem plaguing children. In addition to negatively impacting the child, child abuse and neglect impact the family, the school community, and even the generations. Many people have difficulty in understanding why any person would hurt a child. The public often assumes that people who abuse their children suffer from mental disorders, but fewer than 10 percent of the abusers have mental illnesses. According to family resource center 2016, most abusers love their children but tend to have less patience and less mature personalities than other parents. These traits make it difficult to cope with the demands of their children and increase the likelihood of physical or emotional abuse (Kingshighway, 2016). One of the fundamental problems facing Nigeria today is the fact that the incidences of children who work outside the family to earn a living or to support their families are increasing. Children are

known to engage in one form of work or the other especially within the family. In the urban areas, children between the ages of five and fifteen are seen hawking or engaged in one form of labour or the other, hence, exposing them to danger (Yesufu, 2005). The situation of most Nigerian children remains critical due to the unique factors of their socio-economic, cultural, traditional and development circumstances. Poor households need money which the family can earn in order to take care of the family as a result, children are compelled by circumstances beyond their control to contribute to family income. In the long run, working children are disadvantaged in several ways due to their involvement in all sorts of hazardous works, which affect their education, health and development process {Yesufu, 2005}.

Majority of Nigerian parents believe that children are God-sent-helpers both economically and for other purposes. It is this notion that led many families into producing many children especially in the Nigerian agrarian society. This belief has become so accepted in the thinking that few or no attempt has been made to question its validity. Hence, children are victims of ignorance and barbaric cultural practices.

In effect, child abuse and neglect has several incidents and causes among pre-school children. Such effects include difficulties in psychological adjustment and in performance at school. Studies have consistently emphasized those abused or neglected children on the average score lower on cognitive measures and demonstrate poorer school achievement than their non- abused peers of similar socioeconomic backgrounds.

Research questions

To guide the study, three research questions was raised:

- Are there incidents of child abuse and neglect in preschools in Oredo Local Government Area?
- What are the causes of child abuse and neglect in preschools in Oredo Local Government Area?
- Is there any difference in the causes of child abuse and negligence based on teachers experience?

Purpose of the study

The main purpose of this study is to investigate the incidents and causes of child abuse and negligence of preschool children in Oredo Local Government. The specific objectives are .

- Ascertain the incidents of child abuse and negligence in schools.
- Find out the causes of child abuse and negligence in schools.
- Find out if there is any difference in the causes of child abuse and negligence based on teachers experiences.

Significance of the study

This study will be significant to parents, educators, caregivers, so that they are able to understand child abuse and neglect. It is believed that with increased understanding and knowledge, parents, educators, caregivers will be able to better protect and care for children in abusive and neglectful environments. The outcome of the study will therefore give better insight and enable parents, educators, and caregivers to have requisite knowledge on how to take care of children.

It will also help them understand the signs and symptoms of child abuse and neglect in order to identify children suffering from such influence. This will go a long way to heal such children psychologically. At completion, this research work will provide parents, educator, caregivers a checklist of sorts to guide them through recognizing the risk factors, understanding the prevalence, and identifying steps to be taken once a student is assumed to be in a situation of abuse / neglect.

Finally, it adds to the wealth of available resources on child abuse and neglect for students and future researchers

Scope and delimitation of the study

This study is meant to find out the incidents and causes of child abuse and negligence among preschool children in Oredo Local Government Area. Child abuse and negligence of interest in this study include: maltreated, battered, torture, kidnapping, shooting, sexual, harassment rape, corporal punishment, depression, flogging, kneeling, frog jumping, tough physical drill, threatening, terrorizing, belittling, early marriage, female genital, mutilation, hawking,

continuous taunting, pick and taunt. The study is delimited to public pre-schools, in Oredo Local Government area of Edo state.

Definition of terms

The following term are operationally defined as follows:

Child: a human being between the stages of birth and puberty.

Abuse: The improper usage or treatment of an entity, often to unfairly or improperly gain benefit.

Child Abuse: is physical, sexual, and/or psychological maltreatment or neglect of a child or children, especially by a parent or a caregiver. In this study include: maltreated, battered, torture, kidnapping, shooting, sexual, harassment rape, corporal punishment, depression, flogging, kneeling, frog jumping, tough physical drill, threatening, terrorizing, belittling, early marriage, female genital, mutilation, hawking, continuous taunting, pick and taunt.

Neglect: failure to provide for a child's basic needs. Neglect maybe physical, medical, educational, or emotional.

Physical neglect: failure to provide necessary food or shelter, or lack of appropriate supervision.

Child neglect: can be seen as the persistent failure to meet a child's physical and/or psychological needs likely to result in the serious impairment of the child's health or development. maltreated, battered, torture, kidnapping, shooting, sexual, harassment rape, corporal punishment, depression, flogging, kneeling, frog jumping, tough physical drill, threatening, terrorizing, belittling, early marriage, female genital, mutilation, hawking, continuous taunting, pick and taunt

Medical neglect: failure to provide necessary medical or mental health treatment.

Educational neglect: failure to educate a child or attend to special education needs.

Emotional neglect: inattention to a child's emotional needs failure to provide psychological care, or permitting the child to use alcohol or other drugs.

Physical abuse: physical injury {ranging from minor bruises to severe fracture or death} as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting {with a hand, stick, strap or other object}, burning or otherwise harming a child. Such injury is considered abuse regardless of whether the caretaker intended to hurt the child or not.

Sexual abuse: sexual abuse involves unwanted sexual activity, with perpetrators using force, making threats or taking advantage of victims not able to give consent. It includes activities by a parent or caretaker such as fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or the production of pornographic materials.

Emotional abuse: This can be defined as any act including confinement, isolation, verbal assault, humiliation, intimidation, infantilization, or any other treatment which may diminish the sense of identity, dignity, and self-worth. This is a pattern of behavior that impairs a child's emotional development or sense of self-worth. This may include constant criticism, threats, or rejection, as well as withholding love, support, or guidance. Emotional abuse is often difficult to prove and therefore, child protective services may not be able to intervene without evidence of harm to child. Emotional abuse is almost always present when other forms are identified.

Organized abuse: This form is very complex and can involve multiple forms of abuse and occur in the context of abusive family groups and perpetrator networks.

Teacher's experience: this is the number of years a teacher has been on the teaching job. In this study those that have been on the job for 10 years and above are regarded as experienced teachers. Those below 10 years are regarded as less experienced.

CHAPTER TWO

LITERATURE REVIEW

Relevant theoretical and empirical Literature will be reviewed under the following sub-headings:

- Theoretical framework
- Concept of child abuse
- Concept of child neglect
- Incidents of child abuse and negligence in preschools
- Causes of child abuse and negligence in preschools
- Difference in the causes of child abuse and negligence based on teachers experience
- Summary of review of related literature

Theoretical framework

This study was guided John Bowlby on social relationship theory:

John Bowlby's attachment theory proposes that the establishment of relationships with caregivers is a critical feature of child development which has a lifelong influence on social relationships. Defining attachment as a 'lasting psychological connectedness between human beings', Bowlby (1980) believed 'the propensity to make strong emotional bonds to particular individual is a basic component of human nature' and identified four characteristics features of this phenomenon which are proximity maintenance the need to remain physically close to those the child is attached to, safe have-seeking out the attachment figure(s) for comfort and security when fearful or threatened, secure base the attachment figure(s) provide a safe for exploring the

immediate environment, separation distress the typical anxiety which results from the absence of the attachment figure.

John Bowlby graduated from the University of Cambridge in 1928, where he received rigorous scientific training and some instruction in what is now called developmental psychology, Bowlby performed volunteer work at a school for maladjusted children while reconsidering his career goals. His experiences with two children at the school set his professional life on course. One was a very isolated, remote, affectionless teenager who had been expelled from his previous school for theft and had had no stable mother figure. The second child was an anxious boy of 7 or 8 who trailed Bowlby around and who was known as his shadow (Ainsworth, 1974h) persuaded by this experience of the effects of early family relationships on personality development, Bowlby decided to embark on a career as a child psychiatrist (Senn,1977h).

Attachment theory has its root in evolutionary biology, object relations theory, control system theory and cognitive psychology. It was formulated by psychiatrist and psychoanalyst John Bowlby and was later extended by Mary Ainsworth. The basic premise of this theory is that infants and children express a desire for closeness to their care- givers in order to meet their biological, social and emotional need. Thus, they require the attention and availability of parents and caregivers, determine the kind of feelings, thoughts, behaviours and expectations of children in future relationships (Bretherton and Munholland 1999). This implies that, humans derive their social and psychological make-up during childhood. More so, neglect or maltreatment of children by their attachment figures denies them protection and survival in the society

This theory explains the effects of child stress. Its tenets suggest that when children are not provided with love, care and attention by their care-givers, they develop both social and cognitive problems. They also tend to exhibit similar attributes in their future relationships. This is so because the “internal working model of social relationships” which include thoughts, feelings, expectations, emotions and behaviors (mercer 2006), are learnt during the socialization process in childhood, and are transferred to

future relationships. True to the era in which the WHO report was written, Bowlby emphasized the female parent. In infancy, he comments, fathers have their uses, but normally play second fiddle to mother. Their prime role is to provide emotional support to their wives' mothering.

The proposition that, to thrive emotionally, children need a close and continuous care giving relationship called for a theoretical explanation. Bowlby was not satisfied with the then current psychoanalytic view that love of mother derives from sensuous oral gratification, nor did he agree with social learning theory's claim that dependency is based on secondary reinforcement (a concept that was itself derived from psychoanalytic ideas). Like Spitz (1946) and Erikson (1950), Bowlby had latched onto the concept of critical periods in embryological development and was casting about for similar phenomena at the behavioral level when, through a friend, he happened upon an English translation of Konrad Lorenz's (1935) paper on imprinting.

Bowlby also took issue with Freud's claim that maternal over gratification is a danger in infancy. Freud failed to realize, says Bowlby, that maternal pseudo-affection and over protection may derive from a mother's overcompensation for unconscious hostility. In Bowlby's view, excessive separation anxiety is due to adverse family experiences-such as repeated threats of abandonment or rejection by parents-or to a parent's or sibling's illness or death for which the child feels responsible. Bowlby also pointed out that, in some cases, separation anxiety can be excessively low or be altogether absent, giving an erroneous impression of maturity. He attributes pseudo-independence under these conditions to defensive processes. A well-loved child, he claims, is quite likely to protest separation from parents but will later develop more self-reliance; these ideas reemerged later in Ainsworth's classifications of ambivalent, avoidant, and secure patterns of infant-mother attachment (Ainsworth, Blehar, Waters, & Wall, 1978).

Bowlby's major conclusion, grounded in the available empirical evidence, was that to grow up mentally healthy, "the infant and young child should experience a warm, intimate, and continuous relationship with his mother (or permanent mother substitute) in which both find Satisfaction and enjoyment" (Bowlby, 1951, p. 13). Later summaries often overlook the reference to the substitute mother and to the partners' mutual enjoyment. They also neglect Bowlby's emphasis on the role of social networks and on economic as well as health factors in the development of well-functioning mother-child relationships. His call to society to provide support for parents is still not heeded today: Just as children are absolutely dependent on their parents for sustenance, so in all huts the most primitive communities, are parents, especially their mothers, dependent on a greater society for economic provision. If a community values its children it must cherish their parents. (Bowlby, 1951)

Concept of child abuse

Child abuse is a complex term that defies a precise, timeless definition. What one generation may regard as acceptable, even desirable child discipline may be regarded by another as unacceptable and abuse. According to Kyrsh, 2009, not until the western society became industrialized in the nineteenth century and the growth of large cities did people begin looking at and evaluating the treatment of children. Child abuse is known as any avoidable and non-accidental act that causes physical injury to a child and is inflicted by someone who is responsible for that child's welfare. According to Kyrsha 2009, child maltreatment is a blanket term used to describe all child abuse and neglect which includes physical, emotional and sexual abuse as well as neglect and exploitation.

Concept of child neglect

Child neglect is a form of abuse, Bovarnick, S (2007), an egregious behavior of care givers (e.g., parents) that results in a deprivation of child of their basic needs, including the failure to provide adequate supervision, health care, clothing, or housing, as well as other physical, emotional, social, educational, and safety needs. All societies have established that there are necessary behaviors a caregiver must provide in order for a child to develop physically, socially, and emotionally. Causes of neglect may result from several parenting problems including mental disorders, unplanned pregnancy, substance abuse, unemployment, overemployment, domestic violence, and, in special cases, poverty.

According to World Health Organization 1999, Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. World Health Organization (2010) contends that neglect and abuse often causes stress that is associated with disruption in early brain development. Severe stress can lead to physical consequences such as impairment in the nervous system and immune system. Because of physically damaged stress victims of abuse experience, they are at greater risk for future problems such as obesity, smoking, and alcohol misuse. Cognitive and language deficits in abused children have been noted clinically. Abused and neglected children with no evidence of neurological impairment have also shown delayed intellectual development, particularly in the area of verbal intelligence (Kolko, 1992). Some studies have found lowered intellectual functioning and reduced cognitive functioning in abused children. However, others have not found differences in intellectual and cognitive functioning, language skills or verbal ability

(Alessandri, 1991). Problematic school performance (e.g., low grades, poor standardized test scores, and frequent retention in grade) is a fairly consistent finding in studies of physically abused and neglected children, with neglected children appearing the most adversely affected. The findings for sexually abused children are inconsistent (Eckenrode *et al*, 1991).

Incidents of child abuse and negligence in preschools

Globally, many scholars have studied different aspect or incidences that constitute child abuse and negligence. The different incidence identified by scholars include child labour, sex trade, early and force marriages, female genital mutilation, street hawking, child beggars, early marriage, female genital mutilation, child witches, bullying, child trafficking and corporal punishment, bus conducting, etc (Atere *et al*, 2005). These forms abuses are inflicted on children intentionally or unintentionally by parents, caregivers, employers, elders, religious leaders and other members of the society. Umobong (2010) summarized the different incidents of child abuse and negligence into 5 subheadings which are: physical abuse, emotional abuse, sexual abuse, neglects and exploitation (child labour) discussed below:

Physical abuse: physical abuse may be seen as the inflicting of a non-accidental bodily injury on a child. The injury may not have been intended by the caretaker and is not an accident but may be due to over- discipline or corporal punishment that may not be appropriate or is unjustifiable for the child at the age. According to the above definition, physical abuse may take the form of severe beating in the name of chastisement and correction or subjecting the child to degrading and inhuman conditions or lack of proper care and maintenance or abandonment (Owolabi, 2012). Flogging, kneeling, frog jumping and tough physical drill are frequent forms of physical abuse in juvenile homes (Alemika *et al*, 2005). Physical abuse is one form of abuse that

persistently occurs in school especially in the form of correction or corporal punishment. According to Straus (1994), corporal punishment is the use of physical force with the intention of causing bodily pain, but not injury for the purpose of correction or control. In many schools in the USA, corporal punishment has been declared illegal. This is not so in Nigeria where corporal punishment is being held in high esteem as a way of correcting and instilling discipline in young children. Even though spanking is culturally approved for correcting children most times teachers do this in anger and in the process the child is left injured and physically inflicted with bruises and pains. Teachers hold great expectations of young children and so when these children fall short of these expectations, they are mercilessly flogged. Children are flogged for committing minor offences like coming to school late or failure to do home work and for other major offences like fighting and insulting others. Most teachers and school authorities assume that children are stubborn, undisciplined and unintelligent, and the only way to drive out this ‘foolishness’ from the children is to use the rod in order not to spoil the child. Most times, the teachers fail to listen to the pupils’ apparent show of some misbehavior. They hold more strongly to their beliefs and ideals that they are unwilling to hear the pupils out. Thus they unleash corporal punishment on the pupils at the slightest provocation leaving the pupils scared and unwilling to attend school. Agnew (1983) however advised against the use of physical punishment as it may lead to children committing delinquent act such as abandoning school. In recent times, the use of more positive forms of behaviour modification is advocated such as persuasion, appeal to reason and good judgment plus the reward for desirable forms of behaviour. In addition, there is also the belief that there should be unconditional acceptance and regard for learner and recognition that the child is worthy and should be treated not as an animal but a human being with feelings. It is believed that if these strategies are used, children will be willing to attend and be active partakers

in the education system. Physical abuse in infants and young children can lead to brain dysfunction and sometimes death. Most fatality victims of abuse and neglect are under the age of five (Dykes, 1986). In 1991, an estimated 1,383 children died from abuse or neglect; 64 percent of these deaths were attributed to abuse and 36 percent to neglect (McCurdy *et al*, 1992). However, the number of child deaths caused by abuse and neglect may actually be much higher, since cause of death is often misclassified in child fatality reports (McClain *et al*, 1988). A child does not need to be struck on the head to sustain brain injuries. Dykes (1986) have indicated that infants who are shaken vigorously by the extremities or shoulders may sustain intracranial and intraocular bleeding with no sign of external head trauma. Thus early neglectful and physically abusive practices have devastating consequences for their small victims. Abuse and neglect may result in serious health problems that can adversely affect children's development and result in irremediable lasting consequences. Physical aggression and antisocial behavior are among the most consistently documented childhood outcomes of physical child abuse. Most studies document physical aggression and anti-social behavior using parent or staff ratings; other measures, such as child stories; or observational measures across a wide variety of situations, including summer camps and day care settings (Alessandri, 1991). Some studies indicate that physically abused children show higher levels of aggression than other maltreated children although other studies indicate that neglected children may be more dysfunctional (Cicchetti *et al*, 1991). A prospective study comparing preschool children who were classified as physically harmed with those who were unharmed found that children with a history of physical harm were rated six month later as more aggressive by teachers and peers (Dodge *et al*, 1990).

Emotional abuse: emotional abuse is also known as verbal abuse, mental abuse or psychological maltreatment. The National Clearinghouse on Child Abuse and Neglect (2006)

defines emotional abuse as “acts or omissions by the parents or other caregivers that have caused, or could cause serious behavioural, cognitive, emotional or mental disorders”. Emotional abuse can thus be seen as any attitude, behaviour or failure to act on the part of a caregiver which interferes with a child’s mental health, social development or sense of self-worth. It is probably the least understood, yet the most prevalent, cruelest and destructive type of abuse. It attacks the child self-concept making the child see his/herself as unworthy, worthless and incapable. When a child is constantly humiliated, shamed, terrorized or rejected the child suffers more than if he/she had been physically maltreated. The resulting effect is that most children often withdraw to themselves leading to depression and lack of concentration in school (Khartri, 2004). According to Umobong (2010), bullying is another form of emotional abuse that takes place in schools and at homes by the senior or older children. According to Umobong (2010) teachers and pupils unintentionally inflict emotional pains on pupils. For instance in an attempt to punish pupils for misbehaviour, teachers usually ask pupils to kneel or stand with one foot in front of the classroom. In one nursery school visited, pupils reported that their teacher usually ask them to demonstrate as if they were “riding a bicycle”. The mere fact that they are being punished in front of other pupils lower their self-esteem and if constantly punished that way may lead to poor performance, hostility, apathy and eventual dropping out of school. Other punishments adopted include threatening or terrorizing pupils as well as belittling them. Instances abound in schools where teachers use sinister languages in addressing pupils such as word/phrases like ‘idiots’, ‘never do well’, ‘I knew you’ll never perform better’, etc. This use of words/phrases not only belittles the child but may ridicule and lead to lack of concentration and withdrawal of pupils to themselves and eventual dislike of school. Confining pupils to dark rooms is used in many schools as a form of punishments. In one school, a child reported that those who did not pay fees

were packed into the assembly hall and locked up until the school was over. The school ended up punishing innocent children instead of their parents whose responsibility it is to pay the fees. The children are not only embarrassed but missed out on what was taught during those periods of confinement as those lessons would not be repeated again even after they had their fees paid. Teachers have also been found who fail to provide love, support, care and guidance to children under their care. A particular instance was reported where a child had stayed for the first three years in school and could not handle a pencil. On interview, it was found that the teacher completely abandoned the child because he was slow in learning. It took the intervention of a lesson teacher and parents extra coaching to train the child to write. This shows the inability of the teacher to provide appropriate guidance needed by the child.

Bullying is another form of emotional abuse that takes place in schools. The senior or older pupils who should provide emotional support for the younger and new pupils easily bully them. This can easily affect the children and make them withdraw from associating with other peers leading to personal-social maladjustment. The points enumerated show that teachers/school authorities intentionally/unintentionally indulge in emotional abuse which ultimately affects the child's ability to learn. This can also distract them from gaining meaningfully from the process of education leading to eventual abandonment of school. Learning can only take place in a conducive environment that promotes cordial relationship between the teacher and the learner. Thus the United Nations Convention on the Rights of the Child 1990 and the African Union Charter on the Rights and Welfare of the Child 1990, provide for the protection of the child against physical and psychological abuse, discrimination and all forms of threat, be they with weapons or words.

Consider the possibility of emotional maltreatment when the child shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression; is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example); is delayed in physical or emotional development; has attempted suicide; and reports a lack of attachment to the parent (Child Welfare Information Gateway, 2013).

Sexual abuse: sexual abuse is defined by child Abuse Prevention and Treatment Act 2004, as the employment, use of persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a virtual depiction of such conduct. It is interfamilial relationships, statutory rape, molestation, prostitution, or other forms of sexual exploitation of children or incest with children. As a result of the secrecy that characterizes these cases; sexual abuse is the most often underreported form of child maltreatment. Sexually abused children experience emotional problems such as feeling of guilt and shame (Corwin and Olafson, 1997). Owolabi (2012) defined child sexual abuse as the involvement of a child in sexual activities that he/she does not fully comprehend and is unable to give informal consent. It constitutes a serious infringement of a child's right to health and protection. According to Umobong (2010) incidence of sexual abuse abounds everywhere in homes, schools and the society and interferes with the normal, healthy development of the child. In schools especially where there are young male teachers, there is the tendency for the teachers to take advantage of the young, innocent, harmless and naïve school girls. Some teachers lure these pupils who sometimes transfer their parental affection to them, into having illicit affairs and relationship. At other times, the teachers deny the

pupils their right and grades in demand for sexual gratification. The relationship is not only between male teachers and female pupils but also extends to that between male teachers who do not only fondle and play with the pupils genitals but also may force these young ones to play with their own and go ahead to commit homosexual acts. The same also goes for the relationship between female teachers and female pupils especially in girls' school. Incidence of lesbianism occurs frequently and the pupils may find it difficult to report these cases. This unfortunate situation is quite disheartening, yet it is happening on a daily basis. The consequences of sexual activities involving teenage pupils and their school teachers include unwanted pregnancy, sexually transmitted diseases such as gonorrhoea and acquire immune deficiency syndrome (AIDS) which could lead to eventual withdrawal of the child from school. Consider the possibility of sexual abuse when the child: has difficulty walking or sitting; suddenly refuses to change for gym or to participate in physical activities; reports nightmares or bedwetting; experiences a sudden change in appetite; demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior; becomes pregnant or contracts a venereal disease, particularly if under age 14; runs away; reports sexual abuse by a parent or another adult caregiver; and attaches very quickly to strangers or new adults in their environment (stone, 1994).

Neglect: this is a failure to provide basic needed care for the child such as shelter, food, clothing, education, supervision, medical care and other basic necessities needed for the child physical, intellectual and emotional development (Umobong, 2010). It is a situation where the guardians or parents fail to perform tasks that are necessary for well being of the child which invariably can lead to the child's health and safety being endangered. As cited by Owolabi (2012), the criminal code (1990: section 301) provides that failure to supply the necessities where the life without

lawful excuse for those to whom one owes such a duty is a felony punishable with a term of imprisonment where the life of that other is thus endangered. Child in thuggery, child in crime, child labour were all categorized by Adimula (2015) to be the products of child neglect. In schools, some form of neglect can be identified which can have damaging effect on the educational development of a child. In terms of physical neglect, some schools may fail to provide adequate supervision, safety and hygiene for their school children. In this era where under two years old are sent to school, it sometimes becomes too cumbersome for teachers to deal with a large number of them at the same time providing the proper attention that is required. In some day care centers, children are left to play and soil their clothes while others are left with wet diapers unattended to for hours. For older children in nursery/primary sections, the teachers do not have the time to go around and supervise the children when copying notes or doing class work. The students also are left to play unattended to and in the process get serious injuries which could lead to their being hospitalized and having to miss school for days or weeks. As a result of not providing appropriate school needs for the children such as good seating arrangements, enough classrooms, writing boards and other school materials, children are made to learn under very hard and harsh school conditions. It is not uncommon in public primary schools to find children studying in a classroom with leaking roof or under shades of trees or very dilapidated classroom blocks. This gives room for children to play truant ultimately having very serious effect on their learning ability. Very few teachers if there are any, have time to attend to the emotional needs of the pupils in their classroom. Sometimes a child comes in late to school, sleeps through the class period or pays no attention in the classroom and yet the teachers do not show any sign of affection or love towards such children. This may have been children rejected by their parents who now feel that the best place to send them is the school. At the

school, the child is made to feel less than a human being. Such a child becomes alienated and may withdraw from school. Gaudin (1999) reported that neglected children have the worst delays in language comprehension and expression while the psychological neglected children score lowest in intelligence quotient tests. It therefore becomes pertinent that teachers and the school authority should pay attention to the needs of each and every child in the classroom in order to encourage pupils learning. Pupils also fall ill in schools and are left unattended to until the school is over. They therefore do not benefit in the classroom during those days. It is therefore necessary that each school should have a sick bay where students can be treated until their parents pick them up. The sick bays should also be adequately stocked with relevant drugs.

Child exploitation: child exploitation often referred to as child labour or child trafficking involves the use of a child in work or other activities for the benefit of others. Child exploitation is a systematic process of using children to work with little or no compensation and consideration for their health and safety (Newton, 2001). These children are used to do hard work in the farms that above their ages and some are made to hawk wares for long hours without food. Such children rarely benefit from education and will eventually drop out of school. By the time these children reach adulthood, they are physical, emotional, morally and intellectually damaged. According to Umobong (2010), child exploitation apart from being carried out at home by the parents also takes place in the school. Some teachers use children to work in their farm. Children are also sent out by their teachers to fetch water, cook, and wash clothes at the time they should be learning. Some of the children are not conversant with these kinds of works, it therefore present challenges and could affect their health. The precious time that could have been used for studying is wasted on jobs that have no relevant to academic pursuit and this can have

serious effect on students' ability to concentrate in the class. This type of trend should be seriously investigated and teachers warned to desist from such acts.

Causes of child abuse and negligence in preschools

Poverty: poverty was defined as the lack of empowerment and security (Okafor, 2010). Aluko (1975) regard poverty as a lack of command over basic consumption needs, which means that there is inadequate level of consumption giving rise to insufficient foods, clothing and/ or shelter, and moreover the lacks of certain capacities such as being able to participate with dignity in society. This made World Bank in one of their reports of 1990 to refer poverty as the inability to attain a minimum standard of living. United Nations Development Programme-UNDP (1997) while viewing poverty from social perspectives defined it as the denial of choice and opportunities for a tolerable life. While considering poverty in a broader term, poverty relates to a state whereby an individual lacks the ability to cater adequately for his or her basic needs of food, clothing and shelter, unable to meet social and economic obligations, lack gainful employment, skills, assets and self esteem and also has limited access to social and economic infrastructures such as health, education, potable water and environment protection. Simply put, poverty is a situation whereby an individual is unable to meet his/her basic needs of life and hence, can lead to hunger, ill-health condition, social exclusion and other inhuman conditions. According to Owolabi (2012), poverty is said to be the biggest cause of child abuse in Nigeria. Nasir (1998) also submitted that poverty is a major factor in child abandonment, child prostitution and sexual abuse and infanticide. It cannot be denied that some children (both boys and girls) that are engaged in child labour e.g. hawkers are sexually abused.

Family and environmental factors: Nasir (1998) also considers the family the child is born into as a factor in the abuse of the child. It is obvious that it is in the home environment that the child spends most of its early years of life. The family the child is born into thus becomes the most important unit or factor in the child's life, and all activities in or around the family/home will affect the life of the child. It will not be in dispute, therefore, that most of the cases of child abuse or neglect, occur within the home or are caused by factors arising from the home environment. Nasir (1988) further reiterated that a child brought up in a broken home is more likely to be abused or neglected. Such a child may also grow up to become abusive parent. The importance of the home/family environment cannot be over-emphasized, the better the home, the better it is for the child. The more mutually satisfying the relationship between husband and wife, between parents and the child is the less likely are the chances of the child being abused or neglected and of course this means moving in the right direction towards the reduction or disappearance of child abuse forms in our societies.

Illiteracy/ ignorance: illiteracy, which breeds ignorance, has been seen as another cause why most people abuse children. Many parents who abuse their children today do that because they lack the needed means of providing for the need of their children as a result of lack of education. These parents could not get better paid jobs and hence had to enforce hawking of petty goods or begging for alms by their children. According to Nasir (1998), education provides its possessor with developed mental capacity and preparation for the future.

Family and environmental factors: Culture, in its simplest form refers to the general way of life of the people in a social environment. It entails the eating habit, dressing, religious views and so many endeavours of human being. It “embodies the philosophy, worldview, behaviour patterns, arts and institutions of a people” (Falola, 2010) as cited in Uzuegwu (2010). Nigeria as

a country is made up of people from different ethnic groups and cultural practices with the dominant groups being the Igbos , Hausa and Yorubas. Some of the cultural practices have contributed to abuse of children currently observed in the country. The cultural practices which have aided the abuse of children in the country include early marriage, female genital mutilation, religious belief, desire for large family, preference for male children and the need to ensure discipline.

Child trafficking: though trafficking has been considered as a form of child abuse, it was also considered by Nasir (1998) since it leads to the perpetration of other forms of abuses of child prostitution, child labour, house helps, deprivation of education and many more. In line with Nasir (1998)'s view, child trafficking is among the many ills which plague Nigerian children today. Child trafficking is seen as a criminal offence in the criminal code of the Federal Republic of Nigeria section 371 which stipulates that: "Any person who intend to deprive any parent, guardian or other person who has the lawful care or charge of a child who is under the age of twelve years, of possession of such child or with intent to steal any article upon or about the person of a child, forcibly or fraudulently takes or entices away or detains the child or receives or harbours the child, knowing it to have been so taken or enticed away or detained, is guilty of felony and is liable to imprisonment for fourteen years".

Lack of awareness of the rights of the child by parents and the children themselves: the legal framework for the protection of child in law is not known either by children or by their parents or even those e.g. social welfare agencies, teachers, guardian's etc. position to protect the right of the child.

Lack of reliable data: lack of reliable data which can be used by Government to plan for the child was also identified by Nasir (1998) as responsible for the cause of different forms of child abuse in Nigeria. Such data include number of childbirth, deaths, abductions, disabilities, abuses, neglects, so it is difficult to ascertain the number of children who need help. Facilities for children are either non-existent or where they exist, of very poor quality, for example, orphanages, remand homes, libraries, sporting facilities are either not available, poorly equipped, wrongly sited or placed in wrong hands. Even legal provisions that guarantee the rights of the child are full of dangerous loopholes (Egunjobi, 1998).

Lack of parenting skills: Culture, in its simplest form refers to the general way of life of the people in a social environment. It entails the eating habit, dressing, religious views and so many endeavours of human being. It “embodies the philosophy, worldview, behaviour patterns, arts and institutions of a people” (Falola, 2010) as cited in Uzuegwu (2010). Nigeria as a country is made up of people from different ethnic groups and cultural practices with the dominant groups being the Igbos , Hausa and Yorubas. Some of the cultural practices have contributed to abuse of children currently observed in the country. The cultural practices which have aided the abuse of children in the country include early marriage, female genital mutilation, religious belief, desire for large family, preference for male children and the need to ensure discipline.

Alcohol and drug abuse: parents who have a history of alcohol and drug abuse can be responsible for child abuse. Dependence on substance abuse is one of major causes of child abuse and maltreatment which includes physical abuse and intentional neglect. Alcohol or drug abusing parent is more likely to initiate child abuse with kids of five years or below.

Immaturity: parents who are emotionally immature fail to connect properly with their children on an emotional level. This can leave their children feeling emotionally insecure, existentially lonely empty and hallow. The emotions these children feel remain invalidated by the emotionally immature parent; indeed, the parent is frequently so self-obsessed that s/he fails to notice the child's feelings and emotional needs. David, 2016 however, as the child generally has no point of comparison, s/he may remain oblivious to the fact that s/he is being emotionally neglected.

Unrealistic expectations: some people enter into parenthood with unrealistic expectations and they may be surprised at the amount of care and attention that infants and children need. This is particularly true of teen parents or immature adults. Bauer, (2015) points out that parent also may become abusive if they are resentful of a child who is handicapped or difficult to handle because he requires more time and attention than they expected.

Teacher's perception of child abuse and negligence based on experience

Preschool teachers are in contact with children for longer periods of time than any other professional (Mckee and Dillenburger 2012); thus, they often can be the first person to notice the signs of abuse (in case of such knowledge). Adults are more willing to report situations where the child's problem is obvious, for example, when the parents have moved away and left the child at a shopping centre or in the street. In reality, one third of adults have noticed children in need and half of them have notified relevant authorities.

Soo *et al.* (2009) conducted a study on child maltreatment in Estonia, and their findings indicate the lack of knowledge (signs, mandatory obligation, to whom to report, etc.) in reporting cases of maltreatment to authorities among teachers, including preschool teachers. For example, the most frequently mentioned reasons for not reporting the child in need among preschool teachers was related to insecurity about the severity of the problem (78% of the respondents). The study

results also indicated that preschool teachers were less willing to report cases of children in need compared to other specialist; based on case vignettes, one third of preschool teachers wouldn't have intervened in the case of begging child on the street; one quarter wouldn't have reported a bruised child in the school, and the number wouldn't have reported a case of suspected paedophilia. Teachers are concerned about making mistakes: I think that many teachers are scared to report the child in need as we are scared to be wrong. It is hard to be sure when the problem is serious enough to intervene. Most children in need are missing school frequently, so it is hard to notice their needs; and teachers can become apathetic. Therefore, it is crucial that teachers have adequate education and training not only for fostering age-appropriate play and learning environment, but also for identifying and reporting children in need. It can be said that well-being of the child in need in a preschool is somewhat related to the professional teacher who is well educated and believes in the protecting rights of children. Skills and knowledge also decrease the fear of making an inaccurate report and the most common reason for not reporting abuse. Maximizing teachers' resources and enabling ongoing support (knowledge, training, and partnership with social services), early detection of a need/abuse contributes to better help/support and well-being for the child and the family. Work experience teachers' age, and teachers' education level were examined to determine if these variables resulted in statistically significant differences. One significant difference was found in relation to working experience and education. According to this study, teachers with more than 6 years of working experience identified ridiculing and mocking as abuse, while all the teachers with less than 5 years of working experience were not sure if it was abuse or not. The role of a preschool teacher as a part of the support system to identify and report the child in need is significant due to the fact that the majority of children attend pre-school-in 2012, 90.3% of children ages 4-6 years attended

preschool in Estonia (Estonian Ministry of Education and research 2013). Therefore, teachers who identify and report child abuse and neglect can play an important role in protecting children and preventing the continuation of their maltreatment (Haj-Yahia and Attarschwartz 2008; Kenny 2001; Walsh *et al.* 2012). Preschool teachers belong directly to the child's micro-(direct interaction with the child) and mesosystem (link between homes and school), where interaction takes place with the child and parents, and therefore can detect the child in need in an early stage; in the exosystem, the teacher is the member of a network, a partner with the child protection worker, providing necessary information for the assessment of risks and needs of the child. Shonk and Cicchetti 2001, corroborated this view by disclosing that children who are maltreated usually get low grades in school and do not excel in the society, which slow down the economy. Alokun and Olatunji 2014, in a study on how child abuse influences primary and secondary school children in classroom and their academic performance in Nigeria using a sample of 200 teachers, found out that child abuse and children's concentration in class is positively related. This implies that abused children do not concentrate in class with negative implication on the Nigerian economy. Furthermore, Umobong 2010 asserted that child abuse is now prevalent in schools with negative consequences on the educational development of children and the economy in the areas of joblessness.

Summary of review of related literature

In this chapter, it summarizes review of related literatures on incidents and causes of child abuse and negligence. The chapter started with the theoretical framework: the theory is based on social relationship with parents and caregivers. It went further to express children's desire for closeness to their caregivers in order to meet their biological, social and emotional needs. The theory explains the

effects of child stress. Its tenets suggest that when children are not provided with love, care and attention by their caregivers, they develop both social and cognitive problems. It went further to discuss the concept of child abuse: it is the act of failure by parent or a caregiver that results in actual or potential harm to a child, and can occur in child's home, or organizations, schools or communities the children interacts with. Concept of negligence: neglected children are at risk of developing lifelong social, emotional and health problems, particularly if neglected before the age of two years. Child neglect has been considered the failure of parents or caregivers to meet the needs that are necessary for the mental, physical, and emotional development of a child. Incidents of child abuse and negligence of homes and schools: in most homes parents failure to provide the basic needs for their child such as shelter, food, clothing, education, supervision, medical care and other basic necessities needed for the child physical, intellectual and emotional development. Most times in school teachers normally send out pupils, out of their classroom to go for one errand for him/ her such as fetch water, cook, and wash clothes and farming. Causes of child abuse and negligence in preprimary schools. In most homes and schools the factors that influences child abuse and negligence are: Family and environmental factors, Poverty, Illiteracy/ ignorance, Lack of awareness of the rights of the child by parents and the children themselves, Alcohol and drug abuse, Immaturity, Lack of reliable data, Lack of parenting skills, Child trafficking, practices, Family and environmental factors. Difference in the causes of child abuse and negligence based on teachers experience is that many teachers are scared to report the child in need as they are scared to be wrong.

CHAPTER THREE

METHODOLOGY

This chapter discussed the methodology used by the researcher to analyze the results of the survey. The chapter covered the research design, population of study, sampling and sampling techniques, instrument for data collection and method of data analysis.

Research design

The research design used in this research is the descriptive survey method. The researcher carried out the study by involving selected public schools in Oredo Local Government Area in Edo State.

The population of the study

All the public preprimary schools in Oredo Local Government Area, Edo State make up the population of the study.

Sample and sampling technique

50 teachers were selected through sampling convenience g technique.

Instrument of the data collection

The research instrument used in the study is a structured checklist with two sections A and B. Section A contains the demographic details variables such as gender, teaching experience. Section B consists of twenty structured questions on causes and incidents of child abuse.

Validity of the instrument

The validity of the research instrument was ascertained by the researcher's supervisor with regards to its relevance to the research topic, content cover, language appropriateness and clarity of expression. Appropriate corrections were made on the checklists by the supervisor before the final draft was printed and administered.

Reliability of the instrument

The instrument is a checklist and so does not require reliability test.

Method of data collection

The checklists were administered by the researcher to teachers in the sampled selected public schools of Oredo Local Government and the information received was used for the evaluation.

Method of data analysis

The data collected for the study were analysed using simple percentage, frequency and rank order.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Introduction

This chapter shows the presentation analysis of data collected from the distribution of checklists and discussion of findings.

Table 1: Showing the number of checklists shared.

Variables	Frequency	Percentage
Total number of checklists	50	100%
Number of checklists retrieved	46	92%
Number of checklists not retrieved	4	8%

Table: 1 the data in table above showed, the total number of checklists been distributed is 50 and only 46 (100%) were retrieved by the researcher. it was indicated that 46 (92%) copies of checklists were retrieved and 4 (8%) were not retrieved.

Table 2: Gender and teaching experience

Variables	Frequency	Percentage
Gender		
Male	43	93.5%
Female	3	6.5%
Teaching experience		

10 years above	35	76.1%
Less than 10years	11	23.9%

The data in table 2 showed that majority of the respondents are females with a percentage 93.5%, while the male 93.5%. it Indicate that 35 respondents representing 76.1% of the total respondents have teaching experience from 10 years and above,11 respondents representing 23.9% of the total respondents have teaching experience less than 10 years.

Research question one: Are there incidents of child abuse and neglect in preschools in Oredo local Government Area

Variables	Used	Not used	Rank of use
Flogging with cane	24(52.2%)	22(47.8)	2 nd
Hitting a child with an object such as shoes, book	6(13%)	40(87%)	10 th
Standing and facing the wall	36(78.3%)	10(21.7%)	1 st
Kneeling on bare floor	11(24.0%)	35(76%)	6 th
Kneeling and raising hands	24(52.2%)	22(47.8%)	2 nd
Slapping	2(4.3%)	44(95.7%)	19 th
Twisting of ears	6(13%)	40(87%)	10 th
Kicking a child	2(4.3%)	44(95.7)	19 th
Call names such as: big head, orobo, blacky,olodo, idiot etc	9(19.6%)	37(80.4%)	9 th
Prevent the child from lunch or snack alongside other children	10(21.7%)	36(78.3%)	7 th
Send out of class	18(39.15%)	28(60.9%)	5 th
Pick pins	6(13%)	40(87%)	10 th
Frog jump	4(8.7%)	42(91.3%)	14 th
Send to detention room	10(21.7)	36(78.3%)	7 th
Putting a child's name on the black list	4(8.7%)	42(91.3%)	14 th
Cutting of grass	5(10.9%)	41(89.1%)	13 th
Fetching of water	4(8.7%)	42(91.3%)	14 th
Shaking the child vigorously	4(8.7%)	42(91.3%)	14 th
Children crawling with their knees	4(8.7%)	42(91.3%)	14 th
Children using their hand to pin their mouth	24(52.2%)	22(47.8%)	2 nd

Table 3: Incidents of child abuse and neglect in preschools in Oredo Local Government Area

The data in table 3 showed the incidents of child abuse and neglect in preschools in Oredo Local Government Area.

Five schools were visited and checklists were administered. 78.3% of teachers agreed that they use standing and facing the wall which confirms that this type of punishment mostly exist in preschools, while 21.7% of the teachers do not use it. 52.2% of the teachers agreed that they use flogging with cane, kneeling and raising hands and children using their hand to pin their mouth, they second mostly used by preschool teachers. 39.1% of the teachers agreed that they send children out of class, this shows that this type of punishment is not of teachers usually used by preschool teachers, while 47.8% of the teachers do not use it. 24.0% teachers agreed they ask children to knee on bare floor, most teachers do not usually ask children to knee, while 76% do not use it. 21.7% of the teachers agreed that they prevent children from lunch and send them to detention room, while 78.3% of the teachers do not use it. 19.6% of the teachers agreed they call children names such as: big head, orobo, blacky, olodo, idiot etc, while 80.4% of teachers do not use it. 13% of the teachers agreed they hit children with object, twist children ears and also ask the children to pick pins, while 87% of the teachers do not use it. 10.9%of the teachers agreed that they ask children to cut grass, while 89.1% do not use it. 8.7% of the teachers agreed they ask children to do frog jump, putting their names on the black list, fetch water, shaking the child vigorously and ask them to crawl with their knee, while 91.3% of the teachers do not use it. 4.3% of the teachers agreed they slap and kick children, while 95.7% of the teachers do not use it.

Research question 2: What are the causes of child abuse and neglect in Oredo Local Government Area?

Table 4: Causes of child abuse and neglect in preschools in Oredo Local Government Area.

Causes of child abuse and neglect	Frequency	Percentage
Noise making	24	52.2%
Talking while lesson was on	38	82.6%
Sleeping	16	34.8%
Fighting	33	71.7%
Messing self with urine/excreta	14	30.4%
Scoring low marks	10	21.7%
Failure to do assignment	15	32.6%
Appearing dirty	15	32.6%

The data in table 4 showed the causes of child abuse and neglect in preschools in Oredo Local Government Area.

Five schools were visited and forty-six teachers responded to the each of the causes of child abuse and neglect. 55.2% of the teachers agreed that they punish children for noise making. 82.6% of the teachers agreed they punish children for talking while lesson is going. 34.8% of the teachers agreed they punish children that sleep in the classroom. 71.7% of the teachers agreed they punish for fighting. 30.4% of the teachers agreed they punish children for messing themselves urine/excreta. 21.7% of the teachers agreed they score children low marks. 32.6% agreed they meted out punishment for the failure of not doing assignment. 32.6% agreed they punish children for appearing dirty.

Research question 3: Is there any difference in the causes of child abuse and negligence based on teacher's experience.

Table 5: Difference in the causes of child abuse and negligence based on teachers experience

Causes of child abuse and neglect	10 years and above		Less than 10 years	
	Frequency	Percentage	Frequency	Percentage
Noise making	27	77.1%	9	81.8%
Talking while lesson was on	30	85.7%	7	63.6%
Sleeping	12	43.3%	4	36.4%
Fighting	27	77.1%	6	54.5%
Messing self with urine/excreta	15	42.9%	3	27.3%
Scoring low marks	7	20%	2	18.2%
Failure to do assignment	15	42.9%	3	27.3%
Appearing dirty	14	40%	4	36.3%

The data in table 5 showed the difference in the causes of child abuse and negligence based on teacher's experience.

77.1% of the teachers with 10 years and above experience agreed they punish children for making noise and fighting in class, while 81.8% of the teachers with less than 10 years experience do not punish children. 85.7% of the teachers with 10 years and above experience agreed they punish children for talking while lesson is on, while 63.6% of the teachers with less than 10 years do not punish children. 43.3% of the teachers with 10 years and above experience agreed they punish children for sleeping in the class, while 36.4% of the teachers with less than 10 years experience do not punish children for sleeping in the class. 42.9% of the

teachers with less than 10 years and above experience agreed they punish children for messing self with urine/excreta and failure to do assignment, while 27.3% of the teachers with less than 10 year experience do not use it to punish children. 40% of the teachers with 10 years and above experience agreed they punish children for appearing dirty to class, while 36.3% of the teachers with less than 10 years experience do not use it to punish children. 20% of the teachers with 10 years and above experience agreed they punish children for scoring low marks, while 18.2% of the teachers with less than 10 years experience do not use it to punish children.

Discussion of findings

Research question one sought to find out if there are incidents of child abuse and neglect in preschools in Oredo Local Government Area. The findings revealed that the incidents and neglect such as: flogging with cane, hitting a child with an object, standing and facing the wall, kneeling on bare floor, kneeling and raising hands, slapping, twisting of ears, kicking a child, calling names such as: big head, orobo, blacky, olodo, idiot etc, preventing the child from lunch, sending out of class, picking pins, frog jump, send to detention room, putting a child's name on the black list, cutting of grass, fetching of water, shaking the child vigorously, children crawl with their knees and children use their hand to pin their mouth. They all exist but the rates at which they are used vary; standing and facing the wall is the highest incident of child abuse and neglect in public schools. School teachers often ask pupils to stand and face the wall and it is expected that when children face the wall they are no longer aware of what is happening in the classroom and they are always quite. It is now one of the cultures in Nigeria that majority of the teachers in public schools flog children with cane because they find it unpleasant when children disobey them and prove stubborn. Most teachers and school authorities assume that children are stubborn, indiscipline and unintelligent, and the only way to drive out this "foolishness" from the children is to use the rod in order not to spoil the child.

Teachers in some preprimary schools are often twisting children ears because they feel when they twist a child ears it will give the child more pain, and the pain inflicted on child will make him/her correct his/her bad behaviour, which is not necessarily true. It was observed that teachers in preprimary schools find it hard to control their anger when a child provokes them;

they feel that the best way to get pleased with their anger is to slap the child, kick the child, hit the child with an object, and shake the child vigorously, when teachers slap the child, kick a child, shake the child vigorously and uses an object to hit a child which might result to injuring the child. some class teachers send children out of the classroom because of noise making or failure to do assignment, sending the child out of the classroom will make the children not to have the full knowledge of what others are been taught in the class, which will result to low academic performance.

Some of them(teachers) usually ask children to knee on bare floor, raise one hands up, use the other hands to pin their mouth and they often ask them also crawl with their knees due to minor offence they committed, children are punish due to noise making, messing themselves up with urine/excreta's. They often call children names such: big head, orobo, blacky, olodo, idiot etc, when the child fails to answer the questions he/she is been asked in the class, they feel that calling names is the minor way to punish a child. Children are often ask to fill the buckets in the classroom with water or they are ask to uproot the grasses when they committed offence, teachers see it as the best way for the child to learn from his/her mistaken. In some of the schools it was believed that the best way to punish a child is to put the child name on the black list or send the child to detention room, or ask children to pick pins and do frog jump for not paying attention in the classroom. Physical abuse may take the form of severe beating in the name of chastisement and correction or subjecting the child to degrading and inhuman conditions or lack of proper care and maintenance or abandonment (Owolabi, 2012). According to Umobong (2010) incidence of sexual abuse abounds everywhere in homes, schools and the society and interferes with the normal, healthy development of the child. Gaudin (1999) reported that neglected children have the worst delays in language comprehension and expression while the psychological neglected children score lowest in intelligence quotient tests. According to Umobong (2010), child exploitation apart from being carried out at home by the parents also takes place in the school.

The causes of child abuse and neglect is the concern of research question 2. The findings revealed that the causes of child abuse and neglect in preschools include: noise making, talking while lesson is on, sleeping, fighting, messing self with urine/excreta, scoring low marks, failure to do assignment and appearing dirty. Children often make noise in the classroom because of

unavailability of instructional materials; nothing is attractive to them, no colorful books and colourful charts. Children do talk while lesson is on because they no longer find the lesson interesting and whereby the teacher uses only lecture method the pupils are often bored and they prefer to interact with their peers than listen to the teacher, some of the children were also found to have learning disabilities like hearing and visual impairment making it impossible for them to concentrate. Sleeping some pupils do sleep in class due to the fact that some of them spent enough time watching cartons, and did not sleep on time. Some of the children fight with their friends, bullying their peers because they always want to be in control, practise what their parents do at home. Messing themselves up this was due to some developmental abilities that was not taken note of on time, leading to the malfunctioning of the child's reproductive system. Molestation from house-helps. Scoring low marks, some children do poorly in academic because of the situation of homes and in school.

Some of them come from families where there is conflict between the parents, they always fighting. In some schools the teachers abuse them for responding poorly to the question been ask in the class and sometimes the teacher call them names such as: olodo, idiot, orobo, big head etc, the children feel neglect by the teacher. A child's failure to do assignment might be due to the fact that the child have emotional and psychological issues which the child cannot handle on their own, the child ended up not been focused on his/her school work. Children appear dirty when their parents neglect their responsibilities to the child and they allocate it to another, they either give it to the child siblings to wash their clothes and sometimes the clothes are not properly wash and ironed. Nasir (1988) further reiterated that a child brought up in a broken home is more likely to be abused or neglected. Such a child may also grow up to become abusive.

Research question 3 examined to find out if there is any difference in the causes of child abuse and neglect based on teachers experience in public preprimary schools. Teachers with 10 years and above experience have the highest tendency of abusing children in preprimary schools. The chance of teachers with less than 10years experience to abuse children is low in preprimary schools. Teachers with 10 years and above abuse children because they are old and have responsibilities. Teachers with 10 year and above teaching experience they often abuse children when they are easily irritated of child's behaviour. Teachers with less than 10 years teaching experience has low tendency to abuse child. teachers with more than 10 years of

working experience identified ridiculing and mocking as abuse, while all the teachers with less than 10 years of working experience were not sure if it was abuse or not.

Chapter five

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study is designed to investigate the level of incidents and causes of child abuse and negligence of pupils in public preprimary in Oredo Local Government. The incidents and causes of child abuse and negligence of pupils in public preprimary based on gender and their experiences were also areas of interest in this study. Three research questions were raised to guide the study.

- Are there incidents of child abuse and neglect in preschools in Oredo Local Government Area?
- What are the causes of child abuse and neglect in preschools in Oredo Local Government Area?
- Is there any difference in teachers' in the causes of child abuse and negligence based on teacher's experience?

The descriptive survey research design was adopted for this study. A total of 46 respondents who are teachers that is made up of female and male were used. They were selected convenience sampling technique the data collected were analyzed using simple percentage and rank order.

The following findings were made:

The incidences of child abuse and neglect in early childhood settings. From the findings the result indicate that majority of the respondent use flogging, facing the wall and kneeling on bare floor as a source of punishment for children. However, slapping children, hitting a child with object, twisting of ears and asking the children to pick pins indicate a low response from respondent. It can also be ascertain that corporal punishment such as flogging and hitting is still predominant in public preprimary schools.

The causes of child abuse and neglect in public primary schools. Factors such as fighting, talking while lesson was on, noise making and sleeping in class are major causes of child maltreatment in factor that precipitates child abuse and neglect include: messing self with urine/excreta, appearing dirty to class, scoring low marks and failure to do assignment among others were evident.

Difference in the causes of child abuse and neglect based on teacher experience. Teachers with 10 years and above experience have the highest tendency of abusing children public primary schools. The chance of teachers with less than 10 years experience in abusing children is low in public preprimary schools.

Conclusion

This study is meant to investigate the level of incident and causes of child abuse and negligence of pupils in public preprimary schools in Oredo Local Government Area. Based on the findings of this research, it concluded that the level of incidents and causes of child abuse and negligence of pupils in public preprimary schools in Oredo Local Government Area is moderate.

Recommendations

Based on the findings, the following recommendations were made:

- Government should set up effective investigating agencies that should be in-charge of cases of abused children and perpetrators
- Teachers and caregivers should not engage in activities or act that will put fear in their pupils; they should encourage themselves to engage in frequent social, emotional and spiritual conversation with their pupils.
- Teachers should create a friendliness relationship with their pupils and encourage them both positively and negatively.

REFERENCE

Akinlami, T. (2003). The child's rights Act, 2003; provision, application and you. Being a paper presented at training for Lagos state teacher, June 27-28, 2013.

Agnew R. (1983). Physical punishment and delinquency. *Youth and Society*, 15, 225-236.

Ainsworth, M. D. S., Bell, S. M., & Stayton, D. (1974). Infant-mother attachment and social development. In M. P. Richards (Ed.), *The introduction of the child into a social world* (pp. 99-135). London: Cambridge University Press.

Alekseeva, L. S. problems of child abuse in the home. 48(5), 2007, 6-18.

Alokan, F.B. and Olatunji, I.C., (2014). Influence of child abuse on classroom behaviour and academic performance among primary and secondary school students. *European Scientific journal*. 10(10), 131-140

Ainsworth, M. 1). S., Blehar, M. C., Waters, E., & Wall, 5. (1978). *Patterns of attachment: A psychological study of the Strange Situation*. Hillsdale, NJ: Erlbaum.

Alemika, E. E. O., Chukwuma, I., Lafratta, D., Messerli, D. and Souckova, J. (2005). Rights of the child in Nigeria: Report on the implementation of the Convention on the Rights of the Child by Nigeria. 38th session, Geneva.

Aluko S. (1975). Poverty: Its remedies in poverty in Nigeria. *Nigerian Economic Society Annual Conference*, Ibadan.

Adimula, B. (2005). An overview of the Nigerian Child Rights Act, 2003: Kwara state as case study. *Nigerian Bar Journal*, 3(3).

Alessandri, S.M. Play and social behavior in maltreated preschoolers. *Development and Psychopathology* 3: 1991, 191-205.

Atere, A. A., Akinwale, A. A., and Owoade, A. E. (2005). Child abuse and juvenile gangs: A case study of social miscreants in Oshodi, Isolo Local Government, Lagos State. *The Nigerian Journal of Social Sciences*, 5(1):150-159.

Bart trentham. The school's role in the intervention of child abuse and neglect: A resource manual for school personnel. Tulsa community college professional continuing education,(Tulsa, Oklahoma2007),6.

Bretherton I, & Munholland, K. A. (1999). Internal Working Models in Attachment Relationships: A Construct Revisited. In Cassidy, J., Shaver, P. R. (Eds.), *Handbook of Attachment: Theory, Research and Clinical Applications*. New York: Guilford Press. pp. 89-114.

Bowlby, J. (1951). Maternal care and mental health. *World Health Organization Monograph* (Serial No. 2).

Bauer, Mary. "What Causes Parents to Abuse Their Child?" *Livestrong.com*, May 25, 2015.

Bretherton, I. (1990), Open communication and internal working models: Their role in attachment relationships. In R. Thompson (Ed.), *Socioemotional development (Nebraska Symposium, 1987)*. Lincoln, NE: University of Nebraska Press.

Corwin, D. L. & Olafson, E. (1997). Videotaped discovery of a reportedly unrecalable memory of child sexual abuse: Comparison with a childhood interview videotaped 11 years before. *Child Maltreatment*, 2(2), 91-112.

Chalk, R, Gibbons, A., and Scarupa, H.J. (2002). The multiple dimensions of child abuse and neglect: New insights into an old problem. Washington DC: Child trends.

Cicchetti, D., and D. Barnett. Toward the development of a scientific nosology of child maltreatment. Pp. 346-377 in D. Cicchetti and W. Grove, eds., *Thinking Clearly About Psychology: Essays in Honor of Paul E. Meehl*. Minneapolis: University of Minnesota Press, 1991.

Child welfare information gateway (2008). What is child abuse and neglect. Factsheet. <http://www.childwelfare.gov/pubs/factsheets/whatiscan.cfm>.

Denga, D. I. and Denga, H.M. (2007). Child parenting in developing nations. Challenges and prospects. Calabar: Rapid Educational publishers limited.

Dykes, L. The whiplash shaken infant syndrome: What has been learned? *Child Abuse and Neglect*, 10:, 1986, 211-221.

Dodge, K.A., J.E. Bates, and G.S. Pettit. Mechanisms in the cycle of violence. *Science* 250 (December 21): 1990, 1678-1683.

David Hosier. "parents Who are Emotionally Immature: Effects on Their Children." *Childhood Trauma Recovery*, 2016.

Eckenrode, J., M. Laird, and J. Doris. Maltreatment and Social Adjustment of School Children. National Center on Child Abuse and Neglect. Grant 90CA1305. U.S. Department of Health and Human Services, Washington, DC., 1991.

Erikson, F. (1950). *Childhood and society*. New York: Norton.

Estonian Ministry of Education – and Research. (2013). Overview of evaluation of educational system in academic year 2011/2012.

Retrieved from www.hm.ee/index.php?popup=download&id=11395.

Egunjobi, G. (1998). Wanted: A better future for the child. *The Guardian* on Saturday, November 14, 1998, p. 15.

Family resource center. The causes of child abuse. (kingshighway: st.louis. 2-0016), 21.

Gaudin, J. M. (1999) Child neglect: Short term and long term outcomes. *Neglected children: research, practice, and policy*. Thousands Oaks, CA: Sage Publications, Inc.

Haj-Yahia, M. M., & Attar-Schwartz, S. (2008). Attitudes of Palestinian pre-school teachers from Israel towards reporting of suspected cases of child abuse and neglect. *Child and Family Social Work*, 13, 378–390. doi:[10.1111/j.1365-2206.2008.00562.x](https://doi.org/10.1111/j.1365-2206.2008.00562.x).

Kolko, D. Characteristics of child victims of physical violence: Research findings and clinical implications. *Journal of Interpersonal Violence* 7(2): 1992, 244-276.

Kyrsha M. Dryden. Child abuse and neglect: A resource guide.” The graduate school university of wisconsin-stout. Menomonie, WI, 2009, 1.

Khartri, K. (2004). Child abuse, definition, prevention, types, treatment, maltreatment articles, children’s abuse. <http://www.umicos.umd.edu/users/sawweb/sawnet/childabusehtml>.

Kenny, M. C. (2001). Child abuse reporting: Teachers’ perceived deterrents. *Child Abuse and Neglect*, 25, 81–92.

London: NSPCC, 2006. Available at www.nspcc.org.uk.

Lorenz, K. Z. (1935). Der Kumpan in der Umwelt des Vogels (The companion in the bird’s world). *Journal für Ornithologie*, 83, 137-213. (Abbreviated English translation published 1937 in *Auk*, 54, 245-273.)

Mercer J. (2006). Understanding Attachment: Parenting, Child Care, and Emotional Development. Westport, CT: Praeger Publishers.

McKee, B. E., & Dillenburger, K. (2012). Effectiveness of child protection training for pre-service early childhood educators. *International Journal of Educational Research*, 53, 348–359.

McClain, P.W., J.J. Sacks, R.G. Froehlke, and B.G. Ewigman. Estimates of fatal child abuse and neglect, United States, 1979 through 1988. *Pediatrics* 91(2): 1993, 338-343.

McCurdy, K., and D. Daro. "Current Trends in Child Abuse Reporting and Fatalities: The Results of the 1991 State Survey." August 31. Presented at the Ninth International Congress on Child Abuse and Neglect. Chicago, IL. 1992

Nasir, J. M. (1998). Impediments to the realization of the rights of the child in Nigeria. Pp. 148-168

Newton, C. J. (2001). Child abuse: An overview. *Mental Health Journal*. <http://www.therapisfinder.net>

Newton, C. J. (2001). Child abuse: An overview. *Mental Health Journal*. <http://www.therapisfinder.net>

National society for the prevention of cruelty to children: A pocket history of the NSPCC.

National clearinghouse on Child Abuse and Neglect Information(2006). *Child abuse and neglect prevention*. Retrieved from <http://nccanch.acf.hhs.gov>.

Okafor, E. E. (2010). Child labor dynamics and implications for sustainable development In Nigeria. *Journal of Sustainable Development in Africa* 1(5), pp. 8-21

Owolabi, E. F. (2012). Child abuse and sustainable development in Nigeria. *African Journal of Social Sciences*, 2(2), 108-119. Retrieved from www.sachajournals.com

Umobong, M.E. (2010). Child abuse and its implications for the educational sector in Nigeria. *A new journal of African studies*. 7(2), 106-118.

United Nations Development Programme- UNDP. (2000). Human Development Report 2000. p19

Shonk, S.M., and Cicchetti, D. (2001). Maltreatment, competency deficits and risk for academic and behavioural maladjustment. *Development psychology*. 37(1), 3-17.

Straus, M. A. (1994). *Beating the devil out of them: Corporal punishment in American families and its effects on children*. New Hampshire: Lexington Books.

Stone, D. Stop it now. Everett, WA: Open Door Theatre, 1994.

Soo, K., Ilves, K., & Stroömpl, J. (2009). Laste väärkohtlemise juhtumitest teavitamine ja võrgustikutoo. Retrieved from http://lapsedjapered.sm.ee/fileadmin/Sisu_laadimine/Lapsed_ja_pered/Alusdokumendid/Lapse_vaarkohtlemisest_teavitamine_uuringu_raport.pdf.

Senn, M. J. E. (1977b). *Interview with John Bowlby*. Unpublished manuscript, National Library of Medicine, Washington, DC.

Spitz, R. A. (1946). Anaclitic depression. *Psychoanalytic Study of the Child*, 2, 313-342.

Walsh, K., Mathews, B., Rassafiani, R., Farrell, A., & Butler, D. (2012). Understanding teachers' reporting of child sexual abuse: Measurement methods matter. *Children and Youth Services Review*, 34, 1937-1946

.

World Health Organization. Child Abuse and Neglect. WHO Working Paper, 1999.

Yesufu, S. street trading as an aspect of child abuse and neglect(A case study Oredo Local Government Area of Edo state, Nigeria). Unpublished master of science dissertation. Univeristy of Benin, Benin city, Nigeria, 2005.

APPENDIX I

University of Benin,
Faculty of Education.
Benin City,
Edo State.

Dear Sir/Ma,

Request for Permission to Administer Questionnaire in Your School

I am ASOMBA NGOZI LYNDA a final year student of Early Childhood Education degree programme. As part of my requirement for the award of Bachelor Degree in Education (B.ED), I am carrying out a

research on the **INCIDENTS AND CAUSES OF CHILD ABUSE AND NEGLIGENCE OF PUPILS IN PUBLIC PRE-PRIMARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA.**

In this regard, I kindly seek your response to all questions as honestly and accurately as possible. The information you give will be highly confidential and will be used solely for the stated academic purpose.

Yours faithfully,

Asomba Ngozi Lynda
Researcher

APPENDIX II

SECTION A: DEMOGRAPHIC DETAILS

1. **Gender:** Male [] Female []
2. **Teaching experience:** less than 10 years [] 10 years and above []
3. **Location :** **within the local government headquarters** []
Outside the local government headquarters []
4. **Teacher's qualification :** Degree/ Diploma in Early Childhood Education []
Attended seminar/workshop in Early Childhood Education []

Key: NM=Noise making, TWL= talking while lesson was on, SL= sleeping, FGT= fight, MUE=messing self with urine/excreta, SLM= scoring low marks, FDA= failure to do assignment, AD= appearing dirty.

SECTION B : INDICES OF CHILD TREATMENT

S/N	Indices of child treatment	Kindly tick the treatments you have meted out to the pupils in your class.	Give the reasons for each treatment among the listed reasons.							
			NM	TWL	SL	FGT	MUE	SLM	FDA	AD
1	Flogging with cane									
2	Hitting a child with an object such as shoes, book									
3	Standing and facing the wall									
4	Kneeling on bare floor									
5	Kneeling and rising hands									
6	Slapping									
7	Twisting of ears									
8	Kicking a child									
9	Call names such as: big head, orobo, blacky, olodo, idiot etc									
10	Prevent the child from lunch or snack alongside other children.									
11	Send out of class.									
12	Pick pins									
13	Frog jump									
14	Send to detention room									
15	Putting a child's name on the black list									
16	Cutting of grass									
17	Fetching of water									
18	Shaking the child vigorously									
19	Children crawling with their knees									
20	Children using their hand to pin their mouth									

