

**IMPACT OF CHILD ABUSE ON ACADEMIC PERFORMANCE**

**BY**

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## CERTIFICATION

We certify that this project was carried out by **SUNDAY GLORY O** with matriculation number: **SSC1713366** of the Department of Social Work, Faculty of Social Sciences, University of Benin, Benin city, Edo State, Nigeria and has not been presented in part or full in any degree awarding institution.

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## **DEDICATION**

This research work is dedicated to Almighty God who made me and from whom all knowledge and wisdom comes.

## **ACKNOWLEDGEMENT**

My sincere gratitude goes to God almighty, whose faithfulness and mercy has been abundant in my life, particularly throughout this project work and the entire study period. Am also grateful and thankful to those who helped me to overcome the challenges faced during this research study.

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## CHAPTER ONE

### 1.1 Introduction

Child neglect and abuse are wide spread phenomenon impeding on the overall academic performance of children in schools globally. The level of assimilation of any student, reflects the primary environment of growth and the internalized motive of that child. According to Osigwe (2014), although principals and teachers' essential concern is on how students attain high standard academic success in the school environment, good performance in school is greatly determined by the social environment of children outside of the classroom. Just as the home and neighborhood environments of children can enrich their school experiences, negative environments can also have a detrimental impact on both students' academic performance and their classroom behavior. One of the most potentially damaging of these environmental factors is child abuse.

According to Durosaro (1993), child abuse is the psychological maltreatment that threatens a child's emotional development. In developed countries, there are channels for abused children to report such incidence however in Africa, child abuse has little or no meaning to the people especially in the rural areas where child labour is recognized. Little wonder Gilbert et al., 2009 as cited in Lamont (2010) buttress child abuse as 'any acts of commission or omission by a parent or other caregiver that results in harm, potential for harm, or the threat of harm to a children (0–18 years of age) even if the harm is unintentional'. Aderinto (2010) opined that this inhuman treatment against children

ranges from various forms and degrees; and it finds overt expression at the nucleus of the society (family).

This barbaric and ill treatment is mostly rooted in cultural values and gender discriminations, religious practices, political and legal environment. Similarly, Slade and (2007) noted that childhood maltreatment, and aversive parenting practices in general, has the potential to delay the academic progress of students globally.

Quite a number of researchers, Slade and alike established obvious sagging link between childhood abuse cum maltreatment (physical and sexual abuse or neglect) and school performance among secondary school students. All of which pointed towards negative associations between maltreatment and school performance. On average, children who are maltreated receive lower ratings of performance from their school teachers, score lower on cognitive assessments and standardized tests of academic achievement, obtain lower grades, and get suspended from school and retained in grade more frequently. This has caused a mismatch in performance in schools in Nigeria. This study therefore investigates the effect of child abuse on academic performance among secondary school students in Oredo local government Area of Edo state.

## **1.2 Statement of the Problem**

Child abuse and maltreatment has become a nagging issue that has continued to cause a decline in academic performance among students in Nigeria and Oredo Local Government Area in particular. The incidence of child abuse is fragmented into different patterns of abuse. This led the International Labor Organization (ILO) to state that, in

2004, 250 million children between the ages of 5 and 14 were involved in child labour, of whom 126 million were in hazardous work. Estimates from 2000 suggest that 5.7 million were in forced or bonded labour, 1.8 million in prostitution and pornography, and 1.2 million were victims of trafficking as sex workers, a modern form of slavery (International Labour Office, 2006).

According to Uzodimma et al (2013), a family survey in the United State reveals that 140 out of 1000 children (14%) were physically abused in varying techniques in one year (Johnson, 2000). However, in Africa and Nigeria in particular there is dearth of data on the prevalence and incidence of child abuse. This is partly because the incident of abuse is considerably new to the African society where children are considered the financial strength of a family. For example, the Nigerian society believe that spankings children during their formative stage should be generally accepted. Many children whose parents lack financial capability to cater for them during their formative stage, are given away to foster guardians in exchange for care. This children are most often, subjected to inhumane treatment and are exposed to work twenty four hours without rest. Others face severe malnutrition and constant deprivation of social needs. These children are sometimes deprived of basic education and physical and psychological abuses are meted out on them. Apebende (2010) noted that some of the children are treated like animals, they are beaten, kicked pushed, and sometimes, hot oil, water and even acid is used on them.

Children who have survived this gruesome abuse and neglect face many challenges, often even after the abuse has stopped. They are in some cases developmentally behind compared to their peers and need more assistance to catch up. Apebende (2010) further noted that among these abused children, those who go to school may not be attentive in class because of the work they do at home. The classroom may be the only place where they have a rest from such tedious home activities so they fall asleep in the class. They may therefore not partake in classroom activities and so may not acquire any learning.

This trend has negatively impacted on academic performance, behavior, emotional well-being, and social development among school children in Oredo Local Government Area of Edo State. This poor academic performance of children in the Local Government Area has become a cause for serious concern as some researchers have observed that some secondary school students cannot write or read a letter as many of them are products of abuse.

This study therefore, investigates the effect of child abuse on academic performance of students in Oredo Local Government Area, Edo state. The work is structured into five chapters. Chapter one covers the introduction, statement of the problem with some research hypotheses to guide the study. In Chapter two, related literatures were reviewed and theories generated to establish the criss cross of the dependent and independent variables. Research methods and the research design on how

data was collated and analyzed was treated in chapter three while chapter four dealt with the analysis of data garnered from the field.

### **1.3 Research Questions**

The following research questions drawn from the statement of problem are stated below.

1. What are the causes of child abuse?
2. How does child maltreatment and abuse impact on students' academic performance?
3. What are the impact of child abuse and maltreatment on academic performance
4. Does family income determine who is abused?
5. What are the suitable intervention programmes to curtail the effect of child abuse on academic performance?

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

The main objective of this study is to investigate the impact of the child abuse on academic performance among school children in Oredo Local Government Area, Edo State.

Other specific objectives include:

- a. To investigate causes of child abuse and maltreatment among school children.
- b. To ascertain the different between academic performance of abused children and those who are not or have not been abused.
- c. To determine the impact of child abuse and maltreatment on academic performance

- d. To ascertain the rate at which family background influences abuse among school children.
- e. To recommend suitable intervention programmes so as to reduce the ill effect of child abuse on academic performance among school children.

### **1.5 Research Hypotheses**

The study equally put forward some intelligent guesses, conjectural propositions or assumptions known as hypotheses (Dada, 2013). The study shall therefore be guided by following hypotheses drawn from the research questions.

- a) There is no significant relationship between Child abuse and Academic Performance.
- b) There is no significant different between academic performances of children who are physically abused and those who are not or have not been abused.
- c) There is no significant difference between the academic attainment of prents and child abuse.

### **1.6 Area of Study**

The study is centered on Oredo Local Government Area (Oredo LGA). Oredo Local Government Area is one of the 18 Local Government Areas in Edo State. The LGA was created in 1976 from the defunct Benin Division in the Old Mid-Western State. Oredo LGA is located within a cosmopolitan, having both rural and urban centres. The urban centre is however larger than the rural areas. The urban areas make up 98 Percent of the total land area (Mbarie, Ofovwe & Ibadin, 2006). The L.G.A is made up of twelve wards,

they are: G.R.A./Oko, Ogba, Ogbe, Ogida, Uselu, New Benin, Ogbeson, Etete, Ologbo, Irimwinhin, Ugbekun, and Oka wards. Benin City is the Headquarters of Oredo Local Government Area as well as the capital of Edo state. The ancient city of Benin is neat and well developed. The City is surrounded by moat, several meters deep, dug by the early Obas to ward off invaders and to prevent mass exodus of people.

The Local Government Area until it was delaminated into three distinct Local Government Areas in 1997 was the largest and most populous Local Government Area in Edo State. Out of which Egor Local Government Area and Ikpoba Local Government Area were carved out. Nevertheless, Oredo Local Government Area is still the most populous LGA in Edo state especially as it is cited within the nucleus of the state. That is the popular ring road and environs. It is the economic hub of the state.

According to Ogbe, Ayomoare and Uwagboe (2009), Oredo Local Government Area has Latitude: 6.35oN; Longitude: 5.3oE and a total land area of 317.08km<sup>2</sup>. It is located in Western Nigeria and characterized by ever green vegetation typical of fallow Land Rain Forest Belt. Due to its geographical location, Oredo LGA experiences a tropical climate with two major seasons; wet and dry. Annual rain fall ranges from 2300 - 2700mm, concentrated in two peaks, July and September usually separated by a dry spell in August. Average annual temperature ranges from 20-25° C with a mean monthly humidity range of 60-95% (Ayomoare and Uwagboe, 2009). Oredo LGA is mainly inhabited by the Benin people of Nigeria with the major occupation being trading, arts and crafts, brewing, cottage industry, and rubber processing and trading.

Oredo Local Government Area is blessed with several educational institutions both public and private. According to the educational statistics 2010/2011 academic year, published by the Department of Educational Planning, Research and Statistics of Edo State Ministry of Education, there are 137 public primary schools in Oredo Local Government Area; 35 private primary school 11 public secondary school; 14 private secondary school; 57 registered Nursery schools; approved commercial schools and 20 technical/ vocational institutions.

**Map showing the Study Area**

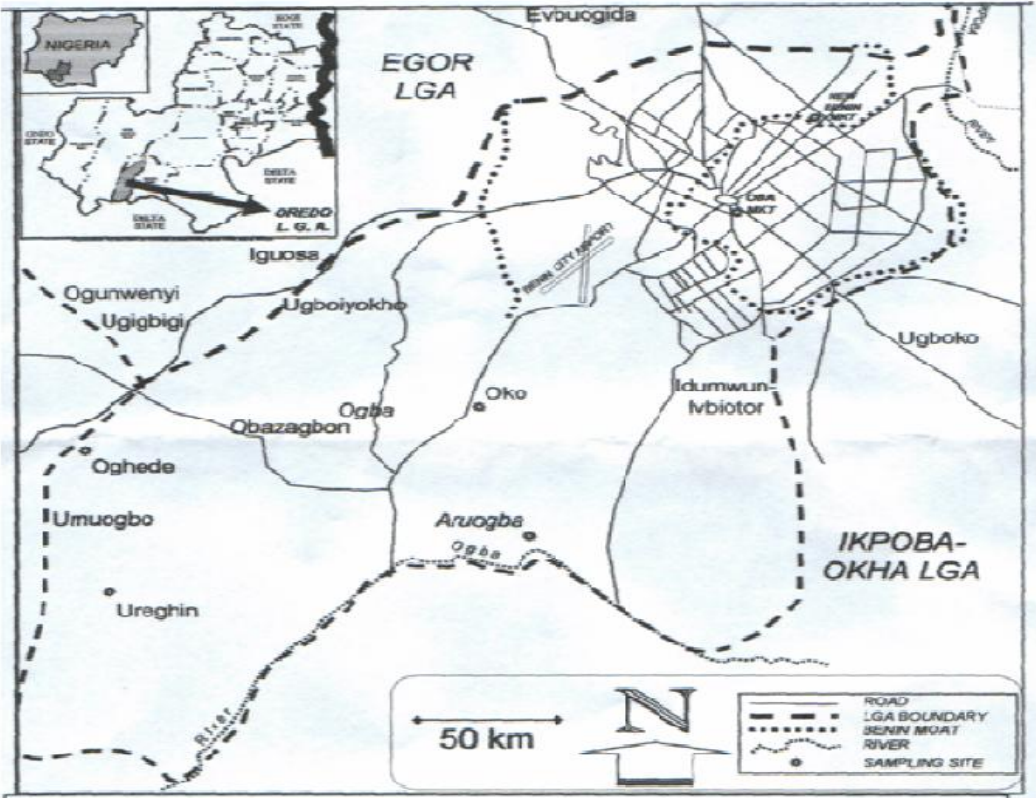


Figure 1. Oredo local government (LGA) showing sites.

Source: Mulkey, L. M., Crain, R. L., & Harrington, A. J. C. (1992).

### **1.7 Scope of the Study**

The research is designed to investigate the impact of child abuse on academic performance. The study spans through three public secondary schools in Oredo Local Government Area. Oredo is one of the 18 Local Government Areas in Edo State located within the Edo South Senatorial District with Benin City as its headquarters. Oredo LGA is made of 12 wards covering a total of 25 secondary schools (that is, 15 private secondary schools and 11 public secondary schools). The study is concentrated in the public secondary schools in Oredo Local Government Area, measuring the child abuse on academic performance in selected schools in Oredo L.G.A.

### **1.8 Significance of the Study**

This study is not only timely but will be of immense contribution to the compendium of literatures on child abuse and academic performance. It will stand tall in the area of policy recommendation.

Findings of this study will contribute immensely to human knowledge in the area of the role of parenting and the academic performance of children; it is also intended that the study will form a base for further research. Findings of the study will provide support for the assertion that parenting styles affects the academic performances of students.

This study will increase awareness on the issue of childhood maltreatment which is hardly frowned at in Africa particularly in the rural area. It will also aid educators in developing intervention and support programs for students who have been abused.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Concept of Child Abuse**

Child abuse has been described as a complex, cosmopolitan and longstanding problem which exists at home, school, street, society, work and religious places (El Bcheraoui, Kouriye & Adib, 2009; Kaur & Verma, 2010). It is, however, more prevalent within joint and nuclear families (Anuradha & Rehman 1991) and most especially dysfunctional family (McEachern, Aluede, & Kenny, 2008; Abiodun & Oluwafunto, 2013). Consequences of abuse in workplace settings have been established and some countries in Europe and Africa have legislation against it (Namie & Namie, 2000). Research findings have shown that adolescents have suffered psychological abuse in schools (Olweus, 1996; McEachern, Aluede, & Kenny, 2008).

In the school setting, Hart, Germain, & Brassard (1987) assert that teachers are not expected to serve only as educators but also as important socializing agents whose responsibility will include fulfilling basic socio-emotional needs, such as belongingness and esteem needs of students. In this vein El Bcheraoui, Kouriye, and Adib (2009) observe that the duty of adults in educational settings is to provide a safe environment that is capable of supporting and promoting children's dignity and development but unfortunately children, for centuries, were abused under the guise or excuse of corporal discipline. Nesbit and Philpott, (2002) posits that some students have their first

experience of emotional abuse in school. According to Brendgen, Wanner, & Vitaro (2005), problematic teacher-child relationships appeared rather early in school and that these problems continue over time. Any quality discussion on an important subject such as Child Labor should necessarily begin with an effort to capture the very definition of the concept. It is obvious that individual researchers and countries alike try to address the definition of child Labor within the context of their own unique enlightenment, circumstance, culture, laws, institutions and experience in general. This accounts for the apparent nuances in the understanding and definition of the concept (Okafor & Bode-Okunade, 2003) cited in Nwokoro (2011). The International Labor Organization (ILO), defines child Labor as “work that deprives children of their childhood, their potential and their dignity; and is harmful to their physical and mental development. It refers to such work that is mentally, physically, socially, or morally hazardous to children and or interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely, or requiring them to combine school attendance with an excessively long and heavy workload.(ILO,2005).

The International Program for the Elimination of Child Labor defines the concept as work situations where children are compelled to work on a regular basis to earn a living for themselves and their families and as a result are disadvantaged educationally and socially; where children work in conditions that are exploitative and damaging to their health and to their physical and mental development; where children are separated from their families, often deprived of educational training opportunities; where children

are forced to lead prematurely adult lives. (ILO 2005). As such, Child Labor deprives children of their childhood, compromises their dignity and endangers their capabilities. The United Nations Convention on the Rights of the Child (CRC), observes that child Labor is work that is likely to be hazardous, or interfere with the child's education; or to be harmful to the child's health or physical, mental, spiritual or mental development (CRC 1989, ART. 32). However, opinions differ regarding when and how a particular work is to be truly regarded as harmful to the future of a child or even interferes with his wellbeing. There is an argument of relativism in this discourse. A possible interpretation in this regard is to look at it in terms of opportunity cost, (gains and foregone alternatives). From this purview, a particular work would be harmful if it entails an opportunity cost in terms of other activities that are beneficial for the child and his development with reference to safety, nutrition, study, morality, leisure, rest etc. But, this interpretation in the long-run ends up making all forms of work 'harmful' since there will always remain some form of opportunity cost between two or more different activities when once a choice is made of one against the other. It rather becomes a question of the quality of choice and preference so made.

Another perspective to this discourse is that the harmful or otherwise nature of an activity is determined by the total cost associated with such activity especially in the future. That is to say that the quality and quantity of wellbeing lost in the future by far outweighs the present welfare gains derivable from the child's participation in that work or activity. This means that the child is likely to be better off in the future by not

participating in the work in the present. But his line of thought quickly raises another issue- that of the 'counterfactual' which borders on the guarantee that the child would actually be better off in the future by abstaining from participating in the work in the present since the future can only be known or predicted with limited certainty the ILO Convention attempts to resolve this question of the counterfactual by assessing the individual characteristics of different works as they apply to children. On this basis, child Laborers would refer to children younger than 12 who are economically active; children 12 years old engaged in more than light work; and all children engaged in the worst forms of child labor in which they are enslaved, forcibly recruited, prostituted, trafficked, forced into illegal activities or exposed to hazards (International Labour Organization (ILO) 138, 1973; 1999).

Following from the above, it is clear that child Labor involves at least one or more of the following elements; Child below the age of 18, Engaged in work for economic (cash/kind) reward, development is endangered in one form or another work is on a somewhat regular basis, exploited and or poorly remunerated, manual or intelligence effort is involved. For the Igbo of South-East Nigeria, child Labor is clearly different from child work. The former is seen as an inevitable process of growth, development and integration of the child. It is an informal learning process whereby parents begin in good time to teach their son and daughters how to be men and women. On this basis, parents ought to take their children along with them to the farms, markets, streams, paid jobs basically to teach them and gradually integrate them into the society. By so doing, they

are acquire relevant skills for later challenges of life. Such also provided opportunities to meet potential wives and husbands. Basically, slavery and bonded Labor were the visibly known forms of child labor popular among the people (Okafor, 2010). Based on the insights above, we now assume a working definition of the concept of child labor as children engaging in work for the purpose of sustaining self and or supporting family at the detriment of their proper growth and development.

## **2.2 Brief history of Child Abuse**

Child abuse is an age-long practice in the history of mankind. It has existed in various forms in various parts of the world since ancient times. The earliest known form of child labor is perhaps slavery which was big business, as it both created and relied on the support network of big merchants and some well-placed members of the societies where it flourished. In more recent history, child labor emerged as an issue during the industrial revolution when children were forced to work in dangerous conditions for well up to 12 hours in a day. In 1860, 50% of children in England between the ages of 5 and 15 were said to be working. However, 1919 saw the world systematically begin to address the issue of child Labor and the International Labor Organization (ILO), adopted standards to eliminate it. Throughout the 20th Century, a number of legally binding agreements and international conventions were adopted but despite all these child Labor continues to this day.

### **2.3 Forms of Child Abuse**

Child abuse exists in various forms in urban and rural environment. The forms of child abuse discussed in this section are stated below:

- Street hawking/street trading.
- Bonded abuse.
- Domestic servants.
- Child physical abuse
- Child sexual abuse
- Emotional or psychological abuse

The phenomenon of child abuse plays itself out in various forms and shades. Some are clearly more visible than others. Children are known to do a variety of production works ranging from soccer balls in Pakistan, charcoal in Brazil, fireworks in China and foot wears in India, diamonds in Coted'Ivoire etc.

#### **Street hawking/street trading**

In sub Saharan Africa, hawking/street trading evidently, seems to be the most popular form of child abuse. Estimates indicate that 20 per cent of children between the ages of 10 and 14 are involved in child labor and street trading. As such, children have come to make-up about 17 per cent of Africa's Labor force (Ekpenyong, & Sibiri, 2011). This is certainly the case in Nigeria in general and the South-East zone in particular where such children hawk a wide range of cheap articles, edibles and products such as sachet water, plantain chips, bread, biscuits, okpa, ugba, fruits, vegetables, wears,

newspapers etc in the streets and along the roads especially at damaged portions of the roads where motorists and other road-users are constrained to slow down due to the bad condition of such roads.

### **Bonded abuse**

Bonded abuse which is also known as debt bondage or peonage is another form of child labor and it designates the practice of pledging labor as payment or collateral on a debt. Child bonded labor refers to situations where a child's labor services are offered in exchange for a loan (Genicot, 2000). In some instances, this practice occurs in respect of the labor of the child alone, or that of the entire family, is directly offered over a period of time. In other cases, bondage is intergenerational such that once parents are no longer able to work on account of sickness or old age, debts are transferred from them to their children and this can even cut across generations. Bonded labor has been already widespread since ancient times and has flourished at various periods in most countries. It is estimated that millions of people are still held in bonded labor around the world (Human Rights Watch Asia, 1996). At the origin of bonded labor lies a loan that a family takes from an employer usually to service previous loans, pay for food, health care, marriage, funeral initiation rites etc. In the event of inability to pay back for whatsoever reason, the family is made to pledge the labor of some of its members, adults and children alike, to the lender in exchange for the loan. These victims are then engaged to work in order to repay the debts. Such lenders do also take advantage of the illiteracy and lack

basic skills of their victims; such that in many cases, the debt actually increases instead of going down. Working conditions are also usually exploitative and inhuman.

### **Domestic servants**

Child abuse exists also in the form of house-helps or domestic servants. In this case, privileged people from the cities easily convince poor rural parents to hand in their children to them with various promises of better life and education. However, these children are sooner than later turned into house helps who cook food, wash clothes, care for babies, fetch water and attend to all sorts of household chores etc. Children in domestic service in Nigeria can be in several forms. Firstly, it may include or involve children from other families, parents, or another society employed by certain people which are believed to be wealthy and sometimes of modest income. The child is expected to work as house help (domestic servant), taking care of the house and making sure that the needs of the entire family are meant. He or she gets up very early in the morning and begins his or her work by fetching of water from a nearby well, balancing the heavy jug on his or her head as he or she returns. Then he/she prepares breakfast and serves it to the members of the household. In addition, he/she later does the remaining jobs in the evenings and late in the night. (Okafor, 2010).

In other instances, some of the children are taken to shops and business centers/workshops, to serve for a number of years (usually between 5-7 years), with the promise to assist them establish their personal business outfits at the end of their service period. In many cases, such children are exploited as they are merely used and dumped

on the basis of one accusation or the other. This has led to the frustration of many youths who lack the adequate machinery to seek any form of redress or social safety nets to fall back on. Furthermore, the demand for cheap commercial sex workers makes the sex industry a booming one today as well as a popular destination for many child Laborers especially the female ones.

Child domestic abuse is often regarded as part of the socialization process in Nigeria, and children cannot speak out, given their subordinate position in the home. Abuse can be physical, physiological or psychological, and can result from economic hardship and/or the breakdown of the traditional family unit. Girls, especially are increasingly vulnerable to sexual abuse. One Non-Governmental Organization (NGO) key informant gave an example of an orphan abused sexually by her uncle which underscores the gender and age power dynamics often at play: '[she said] "Uncle why do you want to do this, knowing that I do not have any parents and it is you I look up to as my parents? [Yet, her uncle insisted] "If you have a tree you have been taking care of over the years, when the fruits begin to ripen, will you not want to be the first to take of it? Meanwhile, early marriage denies girl's access to education, is detrimental to their mental and physical development and deprives them of control over their reproductive health. Children with disabilities may also suffer emotional and educational neglect within the home as well as other forms of psychological abuse. Finally, children suspected of witchcraft may be beaten publicly, ejected from their home and left to fend for themselves.

## **Child physical abuse (CPA)**

Child physical abuse (CPA) has been defined as injury to a child or adolescent by a parent or other caregiver after intentional physical contact. It is defined not by the acts, but the results of the acts (e.g., bruises, burns, broken bones). The physical injury may result from many different acts, including hitting, kicking, slapping, shaking, burning, choking, throwing, whipping, and/ or paddling. National surveys have been conducted to determine the incidence of CPA and other forms of abuse and neglect. Based on these studies, cases of physical abuse were reported to be 9 per 1,000 children per year. However, when children (instead of child protective services workers) are surveyed about their experiences, the rates are much higher. In fact, a national anonymous survey of adolescents found that abusive physical punishment occurred with 13% of the teens in a given year.

Physically abused children may have a variety of interpersonal deficits, including misreading of social cues, lower status among peers, and fewer social skills. Their social networks tend to be more insular and negative. Understanding of the impact of physically abused on children's psychological functioning is limited by the dearth of research in this area. Based on studies of children exposed to physical abused, preliminary findings indicate that these children may experience attachment problems, regressive behavior, learning problems, low self-esteem, and juvenile delinquency in later years. Physically abused children are less aggressive, less interactive with peers, more

passive, and more depressed. Physically abused children are helpless under stress and have more severe developmental delays.

### **Child sexual abuse (CSA)**

Child sexual abuse (CSA) involves any form of sexual activity with a child or adolescent in which consent is not or cannot be provided (e.g., if there is a significant disparity in age, development, or size). The sexual activity often includes physical contact (e.g., penetration, touching) and may also reflect non-contact sexual acts (e.g., exposure to pornography). Examples of sexual abuse include: fondling, penetration, pornography, exhibitionism, child prostitution, and forced observation of sexual acts. Incidence of CSA also depends on the group surveyed. In the aforementioned national surveys the national reporting rate by professionals was 4.4 per 1,000 children. However, national surveys of the children themselves indicate that the rates may be about ten-times higher than the reports made by professionals working with children. Retrospective reports from adults reveal even higher rates. Telephone and mail surveys of a national group of adults indicated that about 30% of women and 15% of men reported that they had experienced sexual assault before they were 18 years old.

Pornography and child prostitution is the worst form of child Labor that is popular in many cities across Africa today. Some obnoxious beliefs, for instance that having sexual intercourse with a virgin cures HIV/AIDS also help to increase the prevalence of child prostitution as a form of child Labor. In the end however, such ugly trends as

sexually transmitted diseases, HIV/AIDS, single parenthood, dropping out of school, poverty, illiteracy, child Labor etc, continue to be on an alarming increase.

Sexually abused children have been found to experience symptoms of posttraumatic stress disorder (PTSD), a combination of symptoms that involves reliving the trauma over and over, avoiding things that remind one of the trauma, anxiety responses in the body, behavior problems, and interpersonal deficits. As many as 50% of sexually abused children meet criteria for PTSD, a higher rate than for any other form of abuse or neglect. Even if they do not meet full criteria, the majority of sexually abused children experience PTSD symptoms. Behavior problems of sexually abused children appear to differ by age. The caregivers of younger children report oppositional, aggressive, and defiant behavior. Adolescents tend to engage in risky behavior, such as drug use, eating disorders, and running away from home. Across childhood, sexual behavior problems are associated with having been sexually abused. As with PTSD, children who have been sexually abused are more likely to exhibit sexual behavior problems than children who have been physically abused and neglected.

Interpersonally, sexually abused children tend to be less socially skilled and more isolated. Feelings of shame and being different from other children exacerbate these interpersonal deficits. The symptoms experienced by physically abused children and sexually abused children overlap. Children who have been physically abused have been found to have symptoms of anxiety, depression, low self-esteem, behavior problems, and interpersonal problems. Although these children have lower rates of PTSD, hyper

vigilance (a symptom defined as an extreme awareness of one's surroundings and personal space) is a frequently reported symptom. Symptoms of separation anxiety and generalized anxiety disorders also are common among physically abused children. Behavior problems observed include aggression, juvenile delinquency, and oppositional behavior, occurring with parents, teachers, and peers, in both home and school settings.

### **Emotional or psychological abuse**

Emotional or psychological abuse is hypothesized to be embedded in all other forms of abuse. It encompasses "any attitude or behavior which interferes with a child's mental health or social development. Examples include: yelling, screaming, name calling, shaming, negative comparisons to others, and telling children they are bad or "no good." Another aspect of emotional abuse is the failure to provide the affection and support necessary for the development of a child's emotional, social, physical and intellectual well-being. Examples include, ignoring, withdrawal of attention, lack of praise, and lack of positive reinforcement. Although attention to other forms of abuse has increased in recent years, there is little understanding of the incidence of emotional or psychological abuse. Neglect, unlike abuse, is defined by the absence of specific events. There are currently five identified types of neglect. Viz,

1.) Physical neglect is defined as a failure to provide for a child's physical needs. This includes failure to provide adequate food, clothing, and shelter.

2.) Emotional neglect is defined as a failure to provide for a child's emotional needs. In extreme cases, this can lead to non-organic failure to thrive (stunted growth and physical illness/ abnormalities).

3.) Medical neglect is defined as a failure to provide or comply with prescribed medical treatment for a child (e.g., immunizations, surgery, medications).

4.) Mental health neglect is defined as a failure to provide or comply with recommended corrective or therapeutic procedures in cases of serious emotional or behavioral disorders. This is not widely accepted and investigated as a form of neglect.

5.) Educational neglect is defined as a failure to comply with state requirements for school attendance. Incidence of neglect is unknown, partially due to the fact that there may be no visible sign to caregivers outside of the home (e.g., teachers, pediatricians).

#### **2.4 Mental health treatment of abused and neglected children**

There are two major psychological health treatment for abuse and neglected children. They are stated as follows:

- Cognitive Behavioral Therapy (CBT)
- Coping Skills Training

Over the past decade, there has been an exciting shift in the attention given to testing different forms of therapy for abused and neglected children. A number of rigorously conducted studies have found that cognitive behavioral therapy (CBT) is efficacious for children exposed to sexual and physical abuse. Compared to other forms of therapy, CBT decreases symptoms of PTSD, general anxiety, depression, behavior

problems, and social skills deficits. The data suggest the importance of focusing directly on the traumatic event and including both children and their caregivers.

To date, there has been no rigorous study comparing different interventions for neglect. According to Erikson and Egeland (2002), extant research indicates that interventions are successful with no more than 50% of participating families. Neglectful families may be difficult to engage in services because parents can be disorganized, distancing, or depressed. The most effective interventions are those that are comprehensive and relatively long term. One analysis of numerous prevention programs indicated that individualization may be critical for success.

Individualization means that different strategies are needed for different families dealing with different issues. Other factors to take into account include: child's age, gender, and race, family composition, and characteristics of the parents.

## **2.5 Social and economic consequences of child abuse and neglect**

The social and economic costs of child abuse and neglect are difficult to calculate. Some costs are straightforward and directly related to maltreatment, such as hospital costs for medical treatment of injuries sustained as a result of physical abuse and foster care costs resulting from the removal of children when they cannot remain safely with their families. Other costs, less directly tied to the incidence of abuse, include lower academic achievement, adult criminality, and lifelong mental health problems. Both direct and indirect costs impact our society and economy (Bruce, 2003).

## **Effects on Children**

Neglected children, relative to children impacted by other types of maltreatment, experience more severe cognitive and academic deficits, social withdrawal, and internalizing behaviors (Hildyard & Wolfe, 2002). Although single incidences of physical and sexual abuse may sometimes appear to be more extreme than neglect, the effects of chronic neglect, if not addressed, can have a considerable impact on the long-term health and well-being of children and youth. Child trauma expert Bruce (2003) has indicated that the impact of child neglect is often similar to that of trauma. Permanent changes in the brain, including lack of neural connections and pathways may permanently limit the child's ability to develop normally. Children who have been the subject of chronic neglect exhibit problems with attachment, cognitive development, emotional self-regulation, social self-confidence, social competence, perseverance in problem-solving, and empathy and social conscience. They may experience language delay, as well as conduct disorders. The younger the child and more prevalent the neglect, the greater the cumulative harm and more pernicious the consequences for the child (Perry, 2000, in American Humane Association, 2010). The unremitting daily impact of these experiences on the child can be profound and exponential, diminishing a child's sense of safety, stability, and well-being (American Humane Association, 2010). Given that neglect often co-occurs with other types of maltreatment, isolating the impacts of neglect alone is challenging. More research is needed in this area (Corso, 2010).

## Effects on Society

In assessing the impact of chronic neglect on society, studies show a significant economic toll as resources are disproportionately dedicated to chronic neglect families to increase supports and enhance their capacity to parent their children. One study found that the costs associated with families who chronically neglect their children are seven times greater than the costs associated with families not experiencing chronic neglect in the child welfare system (Loman & Siegel, 2004). Another study indicated that one-half of all child welfare expenditures are spent on chronic neglect cases, with one-fifth of all families responsible for one-half of the spending, averaging \$13,000 per year per family over a 5-year period (Lange & Ghazvini, 2007). High-cost and long-term solutions can be considered if there are significant future benefits, especially cost-avoidance results. Cost-benefit and cost-effectiveness studies are essential to new programs aimed at chronic neglect families.

### National statistics on the number and percentages of child neglect cases

Year	Number of Children With Substantiated Reports of Child Maltreatment	Number (percent) Who Were Victims of Neglect
2000	862,455	515,792 (59.8)
2001	903,089	516,635 (57.2)
2002	895,569	523,704 (58.5)
2003	787,156	479,567 (60.9)
2004	872,088	544,050 (62.4)
2005	899,454	564,765 (62.8)
2006	885,245	567,787 (64.1)
2007	740,517	436,944 (59.0)
2008	758,289	539,322 (71.1)
2009	693,174	543,035 (78.3)
2010	688,251	538,557 (78.3)

Source: *Numbers are taken from Federal Child Maltreatment Reports (<https://www.acf.hhs.gov/programs/cb/research-data-technology/statistics-research/child-maltreatment>) and are based on tables at the end of Chapter 3 presenting case-level data for type of maltreatment.*

## **2.6. Linkages between child protection and social protection systems in Nigeria**

Creating social protection to reduce risks related to developmental and life-cycle vulnerabilities is increasingly reflected in social transfer programmes globally and in many of the Millennium Development Goals (MDGs). However, social protection strategies and policy frameworks have often neglected children's vulnerability to violence, exploitation, abuse and neglect. In Nigeria, where child protection is a key concern, important gaps also exist in relation to national policy on social assistance for vulnerable children. This Project Briefing summarizes findings from a longer report which aimed to identify policy and programming gaps and offer recommendations on how Nigeria can implement its national development strategies to be more responsive to children's protection vulnerabilities. Drawing on secondary literature along with primary qualitative data collected from four states (Adamawa, Benue, Edo and Lagos), the report focused on linkages between child protection and social protection services regarding three key deficits: child trafficking; harmful forms of child labour; and child domestic abuse. These three issues were selected on account of the international evidence base documenting linkages between social protection initiatives and these child protection challenges.

## **Child protection vulnerabilities**

In mapping out policy and programming challenges and opportunities, it is first critical to understand the pattern of child protection vulnerabilities. Nigerian children are highly vulnerable not only to income poverty but also to a wide variety of other economic and social deprivations.

## **Child trafficking**

Child trafficking occurs largely within national boundaries, although some children are trafficked to southern Europe and the Middle East. Poverty is the single largest factor, but HIV, religious and traditional customs, and unequal gender relations are also important determinants. Girls are trafficked primarily into domestic service, street trading and commercial sexual exploitation, and boys typically into street vending, agriculture, mining, petty crime and the drug trade. In Edo state, one in three families is estimated to have experienced some form of trafficking. As one key informant noted, 'Children are taken [trafficked] from rural communities by their extended family in pretence that they will be adequately taken care off. A promise of better living can be irresistible'. Stark poverty and high rates of rural–urban migration in Benue mean this state experiences high levels of fosterage, with consequent risks of trafficking, especially for girls. Lagos is more of a destination than a source state.

## **Child protection and social protection linkages**

As the above indicates, more strategic and comprehensive action is urgently needed, especially if Nigeria is to achieve the child-focused MDGs. One potential approach relates to the overlaps between child protection and social protection systems and services: if these were to be promoted actively, significant synergies could be realised, especially in the context of the pronounced resource constraints facing Nigeria's social sector agencies. Indeed, at the policy level, these linkages have been recognised to an extent in a number of key policy and strategy documents, including the 2004 Social Protection Strategy, the 2003-2007 National Economic Empowerment Strategy and the 2010-2013 National Implementation Plan for Vision 20: 2020.

## **2.7. REVIEW OF RELEVANT THEORIES**

### **Child maltreatment and attachment theory**

Attachment theory is a relatively new, open-ended theory with eclectic underpinnings. Intended as a revision of psychoanalytic theory, particularly Freudian instinct theory and metapsychology, it has been infused by present-day biological principles with an emphasis on ethology and evolutionary theory, as well as by control-systems theory and cognitive psychology. Although it began with an attempt to understand the disturbed functioning of individuals who had experienced traumatic losses or early separations, it is a theory of normal development that offers explanations for some types of atypical development (Bowlby, 1969, 1973, 1980). Since Bowlby's preliminary formulation (Bowlby, 1958), it has stimulated research into socio-emotional

development and the growth of interpersonal relationships and has been responsive to the findings of such research with continuous clarifications, refinements, and extensions of applications. For example, it suggests a causal relationship between anomalies of attachment in the parent and abuse of the child (Ainsworth, 1980). Ethological theory proposes that there are species-characteristic patterns of behavior that have evolved because they function to promote species survival -or to be more specific, gene survival.

The propensity to develop these behaviors is transmitted genetically and evoked by specific and expectable internal and environmental conditions. Attachment theory applies this principle to the almost universal occurrence of infant attachment to the parent and of parental care giving to the infant, as well as to attachment components in close relationships between adult partners (Ainsworth, 1985, Bowlby, 1969, 1979). Bowlby (1969) proposed that the survival of humans and, especially, human infants is best ensured when proximity to an attachment figure is maintained. Such proximity is initially accomplished through complementary maternal and infant patterns of behavior. Infant signals such as crying tend universally to attract mothers into closer proximity. Such infant behaviors tend to be elicited by alarming situations, such as those involving loud noises, looming objects, strange persons or objects, and being left alone, as well as by internal discomfort or pain. Once close bodily contact is attained, aversive signals such as crying tend to be terminated and other behaviors, such as smiling, clinging, and vocalizing, function to maintain contact with and/or proximity to the mother.

Thus the predictable outcome of an infant's attachment behavior is the attainment of proximity to a trusted person (Bowlby, 1969). Subjectively, this outcome usually brings a feeling of security. Attachment behavior may be activated also by undue time or distance away from an attachment figure, even though there may be no perception of external threat and no other experience of internal discomfort. Such behavior, however, is not peculiar to the young infant. Although the tolerable time periods and distances increase with age and experience, most older children and adults feel lonely and anxious when separated from their loved ones either inexplicably or for too long, and they too seek the support of an attachment figure during periods of stress (Bowlby, 1979). An infant's primary attachment(s) develop through three phases in the course of the first year, clear-cut attachment usually being achieved about the middle of the first year with the emergence of behaviors such as locomotion that enable the baby to take initiative in keeping proximity and seeking contact. Most attachment research has been devoted to this third active phase, but it gradually gives way to a fourth and much more sophisticated phase, beginning sometime after a child's third birthday, with the development of what Bowlby (1969) termed a "goal-corrected partnership" between child and mother. This advance is made possible both by the increased effectiveness of communication between the partners through the child's burgeoning language skills and by his or her increased ability to see the world through the perspective of another.

As the child becomes more able to understand that the mother has motivations, feelings, and plans of her own, and as he or she becomes better able to communicate

motivations, feelings, and plans to her, they, as partners, become able to negotiate differences in plans and often reach mutual agreement about them (Marvin, 1977; Marvin and Greenberg, 1982). Meanwhile the child's competence has increased, and he or she has become able to sustain confidence in the attachment figures across increasingly long periods of absence from them. The upshot of all of this is that a child's sense of security no longer depends so much on the actual presence of the attachment figure as upon the mutual trust and understanding that has been built up in the partnership. However, should the parent herself (or himself) be handicapped either in perspective taking or in being able to communicate motivation, feelings, and plans to the child, the child's latent capacities for perspective taking and for clearer communication may well remain undeveloped or, if developed, be likely to fail in producing mutual understanding and trust. Nevertheless, normally, a partnership will be established based on mutual understanding and trust that each partner will be vigilant in regard to the other's perception of danger and will seek proximity whenever time, distance, or other relevant conditions cause a reduction in felt security. By adolescence, attachments can be maintained without actual physical proximity for increasingly long periods of time. During absences, distal modes of communication, such as letters and phone calls, can temporarily replace proximity and contact. Furthermore, adolescents become active in a search for new attachments outside the family, and more consciously accept some of the responsibility for being an attachment figure to new partners. Even in adulthood, stable, affectionate relationships are wanted and needed by most people. A parent, of course, is

expected not only to manage a reciprocal attachment with his or her partner, but concurrently to be a caring and nurturing attachment figure in the non-symmetric relationship with his or her child. According to Bowlby, attachment -first to the parents and later to a partner or spouse -is basic to the security of all.

### **Attachment as a behavioral theory**

The attachment system is but one of the important species-characteristic behavioral systems that forward survival. The individual's overt behavior in anyone set of circumstances depends upon the relative strength of activation of his behavioral systems, with the most intensely activated having the most effect. Whereas some systems may often act in synchrony -as, for example, when fear leads both to the avoidance of the object feared and to seeking contact with an attachment figure -other systems are usually antithetical, so that when one is intensely activated the other is at least temporarily submerged. In infancy the two behavioral systems that chiefly compete with the attachment system are the exploratory and affinitive systems. As long as the infant's attachment system is the more highly activated and his behavior is primarily functioning to ensure proximity to an attachment figure, he or she is not free to explore the environment. If an infant feels secure in his relationship with his mother, however, he can use her as a secure base from which he can become acquainted with his world and the other people in it (Ainsworth, 1967). This antithetical arrangement itself has survival value, for it is critical to an infant's cognitive, language, and social development that he have experience with his physical and social environment. Because he gains his

experience while sustaining reasonable proximity to a care giving figure, the experience is not gained under risky conditions.

Although older children and adults normally require much less proximity to their attachment figures than do infants, much the same principle pertains to them. Although they, too, enjoy being with those to whom they are attached, much of the time they feel free to respond to other demands on their time and attention and to follow up other interests and activities. However, as Bretherton (1980) suggested, the attachment system functions primarily as a security-maintenance system. Throughout life, attachment behavior is most intensely activated under stressful conditions that evoke alarm or anxiety. Yet the development of knowledge about the world, competence, and self-reliance are fostered by feeling secure about the availability of attachment figures when needed. Thus, the nature of the conditions that elicit attachment behavior is modified by each person's own experience, particularly the nature or quality of his or her past and present relationships with attachment figures.

The principal quantitative dimension of an attachment is the degree to which it is characterized by feelings of security or insecurity. However, qualitative distinctions are equally important. These indicate the various ways in which a person organizes his or her behavior, thoughts, and feelings toward an attachment figure. In infancy, three major patterns, together with eight sub patterns, have been distinguished and are especially highlighted in a laboratory situation called the "Strange Situation" (Ainsworth, Blehar, Waters, and Wall, 1978). The major patterns are indicative of (1) secure attachment, with

four sub patterns, (2) anxious/avoidant attachment, with two sub patterns, and (3) anxious/ambivalent or anxious/resistant attachment, also with two sub patterns. The discussion below will focus on the relation between maternal behavior and infant pattern of attachment, the antecedents of maternal insensitivity or unresponsiveness, and adjustments to the classificatory system made to account for the behavior of disturbed children, including maltreated children.

### **Maternal behavior and infant pattern of attachment theory**

Infant patterns of attachment are believed to be closely related to the behavior of the attachment figure in question, although the chief evidence of this so far pertains to mothers as attachment figures. Such evidence stems from the work of Ainsworth, (1978), although subsequently other studies have yielded confirmatory evidence (e.g., Belsky, Rovine, & Taylor, 1984; Egeland & Farber, 1984; Grossmann, Spangler, Suess, & Unzer, 1985). An infant whose mother is sensitive in her responsiveness to infant signals usually displays positive affect in interaction with her and cries relatively little even in little everyday separations from her. When his attachment behavior has been intensely activated (for example, by separation from her under unaccustomed circumstances), he tends to be easily reassured and comforted by her close presence, and is soon ready again to pursue his activities. Such an infant is judged to be securely attached to his mother. However, an infant whose mother tends to be inaccessible, unresponsive, or inappropriately responsive to his behavioral cues is likely to emerge as insecure or anxious in his attachment to her. Because his bids for proximity and contact tend often to

be frustrated, attachment behavior persists and tends to intensify and to become mingled with anger. Consequently, when his mother does respond, he behaves ambivalently and is hard to soothe. Since he cannot rely on her to be accessible, he is vigilant for any indications of decreased proximity and displays more distress at little everyday separations or threats thereof. Such behavior is characteristic of the anxious/ ambivalent pattern of attachment.

There are a number of situations that can result in maternal insensitivity. If a mother herself is securely attached to no one, it is expected that it will be difficult for her to respond to her child in such a way that he can become securely attached to her (Bowlby, 1973). Indeed, if she has had a history of anxious attachment herself, there is increased likelihood that her own attachment behavior will be in conflict with her infant's. Because even normal infant signals may seem over demanding to her, the angry, escalated attachment behavior of a child whose attachment to her has already become anxious may be highly noxious. She may delay or avoid responding or become angry at his demands. Thus, a pattern of anxious attachment may be communicated and passed on to a child from its parent. Evidence that mother's unresolved distress resulting from childhood experiences with her own parent can affect the quality of her relationship with her infant has been demonstrated in a study comparing the results of an Adult Attachment Interview given to the mothers (George, Kaplan, and Main, 1985) with the Strange Situation classifications of the children in infancy as well as their attachment as assessed at 6 years of age (Main, Kaplan, & Cassidy, 1985).

Mothers in that study who were accepting of their relationships with their own parents tended to have securely attached infants and children. This does not mean that the secure infants and children necessarily had mothers whose childhood relationships were similarly secure. Rather, it suggests that those mothers who acknowledged and accepted the reality of their own difficult childhood situations, often even forgiving their mothers, were best able to mitigate the expected negative effects of their previous insecure relationships and to provide their children with a sensitive and responsive attachment figure. In some cases their means for doing so may have included the development of a secure relationship with a surrogate attachment figure and successful counseling or psychotherapy.

### **Adjustments to the classificatory theory**

Although all 56 of the infants in the original samples used to develop the classificatory system could be classified in one of the three major patterns, it was believed from the beginning that the behavior of some infants would not fit this classificatory scheme. Indeed, a number of investigators have identified infants whose behavior does not fit comfortably into any of three patterns described by Ainsworth (Crittenden, 1985 a, 1985b; Main and Weston, 1981; Radke-Yarrow, Cummings, Kuczynski, and Chapman, 1985; Spieker and Booth, in press). Two approaches to expanding the classificatory system have been taken. One grew out of attempts to better describe the behavior of a number of apparently normal children whose behavior in the Strange Situation could not be satisfactorily classified using the Ainsworth criteria (Main

and Weston, 1981). The other approach was the result of studies of samples of maltreated or low birth weight infants and infants of severely depressed mothers.

The children identified by Main and Weston as unclassified were later classified as disorganized/disoriented" (Main and Solomon, in press). It was not assumed that this constituted a fourth pattern. Indeed it seemed that each of these infants showed disorganization of one of the three major patterns previously identified. Such disorganizations did tend to imply even more extreme insecurity than the basic patterns of which they were variations. In otherwise normal families, a disorganized pattern of infant attachment appears to result from inconsistency of maternal behavior rather than persistent distortion. This inconsistency is not the day-to-day mixture of sensitivity and unresponsiveness that is associated with mothers of infants with an anxious/ambivalent pattern. Rather, it appeared to occur when the mother has first been consistent for a sufficiently extended period of time that the infant has formed expectations about her behavior. This consistency is then interrupted by the sudden interjections of quite different behavior. Such violations of expectations are especially frightening to the child if the unexpected maternal behavior is itself threatening or if the mother herself appears frightened (Main and Hesse, in press).

Over time, the developing infant's repeated experiences with his mother lead him to form expectations regarding the nature of future interactions. This set of expectations is the basis for the infant's development of internal representational models of his mother and of himself (Bowlby, 1969). If his mother has been consistently responsive and

sensitive to his signals, he forms a representational model of her as responsive and accessible and of himself as competent in eliciting her response and worthy of it. Such an infant is considered securely attached to his mother (Ainsworth, 1978). Some infants' experience, however, is of a mother who either does not respond to signals of need or who does not respond appropriately, whether she is rejecting (or unduly interfering) or inconsistent. The representational model formed by one of these infants of the mother figure reflects the particular nature of the behavior his experience with her has led him to expect. In any case he cannot trust her to give the kind of response he wants or needs. Moreover, he forms an image of himself as ineffective in obtaining her cooperation and as unworthy of it.

In similar fashion, an infant forms a representational model of his father and/or other care giving figure(s) who constitute a prominent part of his social world. It is believed that at first the models of such figures, as well as the complementary models of self, are independent of each other. Although it is not clear how or when in the course of development it happens, these independent models of attachment figures become more or less loosely integrated into a generalized model of attachment figures. As the child continues his relationship with his parents and establishes new relationships with others, he assimilates his new experiences into his models of attachment figure and of self and to some extent alters his model accordingly. Thus, at any given time, the model is an open model more or less open to new input and consequent adjustment based on additional experience, or (perhaps not until adolescence or adulthood) rethinking of previous

experience. Nevertheless, it is in terms of the current model that the individual tends to perceive his social world, and to seek out some persons and situations and avoid others. For the infant and young child whose experiences with attachment figures have been secure on the whole, the task of integrating experiences into a generalized set of working models is relatively simple. Occasional experiences of disappointment, frustration, or anxiety do not loom large enough to interfere with the generally positive nature of the models. However, for the infant and young child whose experiences have led to anxious attachment(s), the task of integration is more difficult. Bowlby (1973, 1980) suggests that multiple models of even one attachment figure are likely to be formed.

## **2.8 Theoretical framework**

Child maltreatment is considered in the light of attachment theory. Even this necessarily brief synopsis of attachment theory provides several related postulates from which hypotheses can be drawn that may explain the behavior of maltreated children and maltreating parents. First, attachment relationships are important for individual functioning at all ages, although the specific nature of attachments changes as a consequence of development. Second, the primary function of attachments is to promote the protection and survival of the young, which is precisely what is at risk in cases of maltreatment. Third, whereas humans are genetically predisposed to exhibit certain patterns of behavior, an individual's actual behavior in a specific situation is determined by an interplay of environmental! Situational factors and previous experience with similar situations. The previous experience is encoded as internal representational models

of the other(s) and of the self, including the emotional flavor associated with experience of the relationship. Fourth, actual patterns of attachment behavior affect the direction of children's developmental courses (rather than arresting development at a problematic stage). Fifth, the effect of the internal representational models that underlie anxious attachments is to change behavior in a way that makes current attachments more stressful and future attachments less likely to be secure. Finally, attachment problems are not best defined in terms of one person's psychopathology. Rather, they are defined in terms of how successful a relationship is in providing sufficient security such that individuals are freed to attend to other aspects of their lives.

Using these concepts, it is possible to predict and understand many seemingly unrelated or even paradoxical aspects of abuse and neglect. In the following discussion, a number of hypotheses drawn from attachment theory will be presented together with the research relevant to them. The intent is not to "prove" the validity of the theoretical perspective offered, but rather to establish an empirical basis for considering it seriously. The hypotheses cover the following aspects of individual and dyadic functioning: (1) anxious attachment, (2) internal conflict, (3) child strategies for coping with parents, (4) child strategies for coping with the environment, (5) niche-picking, and (6) adaptation. In each case the tie between the theory and the predicted outcomes is the internal representational model of relationships. To the extent that the behavior of individuals in maltreating families provides a basis for inferring the nature of the inner models, those models can serve as the basis for predicting the nature of other relationships. Indeed,

information on the nature of mother-infant interaction in maltreating and adequate families has been used to infer the nature of the underlying representational models and to predict both the nature of the child's attachment to his or her mother and the mother's relationships with network members and professionals (Crittenden, 1985b, 1988a, b). These models will be used in the present discussion as the basis for a broader set of hypotheses.

Individuals in maltreating families will be expected to form anxious attachments with family members. For maltreated children, this would mean anxious attachment to the parent(s). For maltreating adults, this would include anxious attachments to the adults' parents, to their partners, and to their children. Underlying these anxious attachments would be distorted internal representational models of the self and other(s). The quality of previous relationships is expected to influence, but not wholly determine, the nature of later relationships.

The clearest evidence that relationships in abusing families are anxious comes from investigations using the Strange Situation procedure (Ainsworth et al., 1978) to assess the quality of the child's relationship to the parent. Abused children, ranging in age from 1 to 4 years, have been found to be anxiously attached to their mothers (Crittenden, 1985a, 1985b; Egeland & Sroufe, 1981; Gaensbauer & Harmon, 1982; Schneider Rosen, Braunwald, Carlson, and Cicchetti, 1985) and to show the anxious/ avoidant pattern in particular. Non laboratory derived evidence of anxious attachment between abusing mothers and their children comes from a study of mothers' and children's response to

protective daycare (Crittenden, 1983). It is also possible to infer quality of attachment from observations of parent-child interaction. As previously noted, maternal insensitivity (Le., interference and/or unresponsiveness) in interaction with the child has been associated with child anxiety in the Strange Situation (Ainsworth et al., 1978; Belsky, Rovine, and Taylor, 1984; Crittenden, 1985a; Sroufe, 1985). There is substantial evidence that abusing mothers are more harsh, interfering, controlling, and negative when interacting with their children (Burgess and Conger, 1978; Crittenden, 1981, 1985; Crittenden and Bonvillian, 1984; Dietrich, Starr, and Weisfeld, 1983; Mash, Johnson, & Kovitz, 1983; Robinson & Solomon, 1979; Wasserman, Green, & Rhianon, 1983). Such evidence is based on observations of children across the full range of childhood and supports the inference that maltreated children of all ages will tend to be anxiously attached to their parents. Evidence regarding the nature of adult attachments to parents, partners, and children is derived primarily from family history data regarding the duration and nature of such relationships. Based on the inferred nature of abusing mothers' models of relationships, it would be expected that mother partner relationships would be non-egalitarian and that there would be conflict over these roles.

## **RESEARCH METHOD**

### **3.1 Research Design**

According to Awanbor and Iyamu (1999:42) “A research design is the blue print or plan for a specific research study”. It gives guidelines relating to the methods by which a research can collect and analyze data towards solving a particular research problem. The Survey design was adopted in this study to source for and gather the required data and information from participants. The use of survey method is justified because being an exploratory research, the nature of human relations and the way people perceive the world and their attitude will be ascertained through the survey of their opinions and perception of events around them (Eweka, 2015).

### **3.2 Population of the Study**

The population of a study is that group about whom we want to be able to draw conclusions. It is the totality of the objects or elements being studied and to which the conclusions or generalizations of our results will apply (Yomere & Agbonifoh, 1999). The population of a study has to do with the entire universe of the study. It is made up of elements, items or objects otherwise refer to as universe of the study. Thus, the population of the study consist of all the entire students (male and female) in junior and senior secondary classes (JSS1 – SS3) in public secondary schools in Oredo Local Government Area, Edo State.

This comprises selected schools in ward one, ward five and ward nine in Oredo Local Government Areas of Edo State.

The total population of students in the Private and Public Junior and Senior Secondary Schools in Benin Metropolis is 90,239. While the total population of teachers in the Private Junior and Senior Schools in Benin Metropolis is 33,795. But the population of this research is the total population of three Selected Secondary schools for the study as follows: Edokpolor Grammar school, New Era College and Idia College. Idia College has a total population of 1474, and others are. The grand total of the population of this study is 5828. It is from this total population that the sample size of the study is drawn from. (Ministry of Higher Education Research, Planning & Statistics, Edo State, 2013).

### **3.3 Sampling Technique**

The study employed Simple Random Sampling Technique to select ward one, five, and nine out of the total eleven wards in the Local Government Areas. From the Local Government wards selected, random sampling technique was further used to select three public secondary schools. From each school selected, 80 students (each arm JSS1-SS3) were selected to give a total of 240 participants. The school selected are:

1. Edokpolor Grammar School,
2. Idia College
3. New Era College

#### **3.3.1 Sample Size**

The sample size for this study is 240 students' participants drawn from the three selected public secondary schools in Benin Metropolis. To get the sample size for this study, we

first get the proportion of each school by calculating out of the total population of students and then we apply the formulae for sample size. Given that the total population of the students in each selected secondary schools for the research is as follows: New Era College 1082, Idia College 1474, and Edokpolor.

The total sample size of Students in the Public Junior and Senior Secondary Schools in Benin Metropolis for the Selected Secondary Schools is 240.

### **3.4 Instrument of Data Collection**

The instrument of data collection for this study comprises a semi-structured questionnaire and in-depth interview. The semi-structured questionnaire consists of two sections, section A and section B. Section A contains bio-data information of the participants such as age, sex, religion, among others. While section B comprises questionnaires on the objectives of the study. The second instrument of data collection employed is the in-depth interview. The interview was conducted in three separate groups of teachers in two schools. The in-depth interview employed audio tape recorder which was relied upon during the field work.

### **3.5 Sources of Data Collection**

Two methods of data collection were used in this study. The primary and secondary sources of data collection method were adopted. The primary sources of data include the data collected from the field through the aid of a semi-structured questionnaire and in-

depth interview. The secondary data on the other hand, entails materials from the internets, journals, and periodical, among others.

### **3.6 Sampling Procedure**

This study adopted a sampling method known as the simple random sampling technique. The research participants were contacted and the questionnaire administered to them in their respective selected schools. The schools/class attendance were utilized to identify the prospective students' participants present in class while conducting the interview. The 1<sup>st</sup>, 3<sup>th</sup>, 6<sup>th</sup>, 9<sup>th</sup> ... N of students present in class were selected during class session and while the teacher was teaching the students. The questionnaires were administered with the assistants/approval of the principal (s). This was without prejudice to the sex of the student in question. The ethical issues of consent, neutrality and permission, etc. have earlier been settled with the appropriate officers in course of this study. But for principle and formality, the purpose of the research and declaration of privacy were expressly stated in the preamble of the introduction letter that was attached to the questionnaires.

### **3.7 Method of Data Analysis and Organization**

The data collected through the questionnaire were resolved into their constituent components so that major characteristics, themes and patterns of responses were handled effectively. The bio data was analyses using the descriptive statistics such as frequency distribution, tabulation, graph, chart and non-inferential statistics like the chi square ( $\chi^2$ )

was used to test the stated hypotheses and cross-tabulate the data collected to ascertain the impact of variables like age, sex, level of education, etc. on the responses and perception of the participants. The raw data were coded to make analysis easy. Thereafter, the Statistical Package for Social Sciences (SPSS 21.0) version was used to run the analysis.

### **3.8 Clarification of key Concept**

**Child abuse -** The phenomenon of child abuse plays itself out in various forms and shades. Some are clearly more visible than others. Children are known to do a variety of production works ranging from soccer balls in Pakistan, charcoal in Brazil, fireworks in China and foot wears in India, diamonds in Coted'Ivoire etc. In Sub Saharan Africa, hawking/street trading evidently, seems to be the most popular form of child abuse.

**Child physical abuse -** Child physical abuse (CPA) has been defined as injury to a child or adolescent by a parent or other caregiver after intentional physical contact. It is defined not by the acts, but the results of the acts (e.g., bruises, burns, broken bones).

**Child sexual abuse -** Child sexual abuse (CSA) involves any form of sexual activity with a child or adolescent in which consent is not or cannot be provided (e.g., if there is a significant disparity

in age, development, or size). The sexual activity often includes physical contact (e.g., penetration, touching) and may also reflect non-contact sexual acts (e.g., exposure to pornography). Examples of sexual abuse include: fondling, penetration, pornography, exhibitionism, child prostitution, and forced observation of sexual acts.

**Psychological abuse -**

Emotional or psychological abuse is hypothesized to be embedded in all other forms of abuse. It encompasses "any attitude or behavior which interferes with a child's mental health or social development. Examples include: yelling, screaming, name calling, shaming, negative comparisons to others, and telling children they are bad or "no good." Another aspect of emotional abuse is the failure to provide the affection and support necessary for the development of a child's emotional, social, physical and intellectual well-being.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

This focuses on the analysis of data collected with the questionnaires earlier administered to the participants. This deals with the distribution of socio-demographic variables of the research participants, the analysis of the basic issues of the research, the cross tabulations of the variables and testing of the hypotheses using chi-square ( $\chi^2$ ) test.

#### 4.0 Socio-Demographic Characteristics of the Participants

The frequency distributions and sample characteristics of all the socio-demographic variables are presented below:

**Table 4.1. Shows the age distribution of participants**

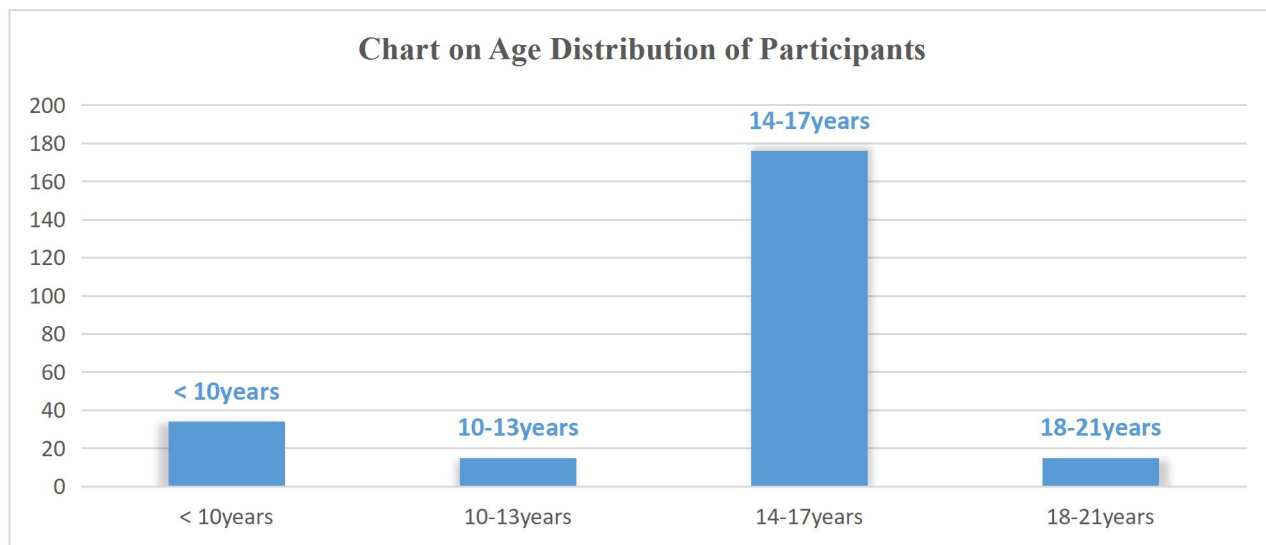
	Frequency	Percent
< 10years	34	14.2
10-13years	15	6.3
14-17years	176	73.3
18-21years	15	6.3
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

Table 4.1 reveals that among the total participants, 34 representing 14.2% of the total participants are below 10years, 15 representing 6.3% of the total participants are between 10-13years old while 176 representing 73.3 of the total participants are between 14years

and 17years old. The table further reveals that 15 representing 63% of the total participants are between 18 years and 21 years old. This shows that majority of the participants were between 14years and 17years old.

**Fig. 1. Showing Sex Distribution of Participants**



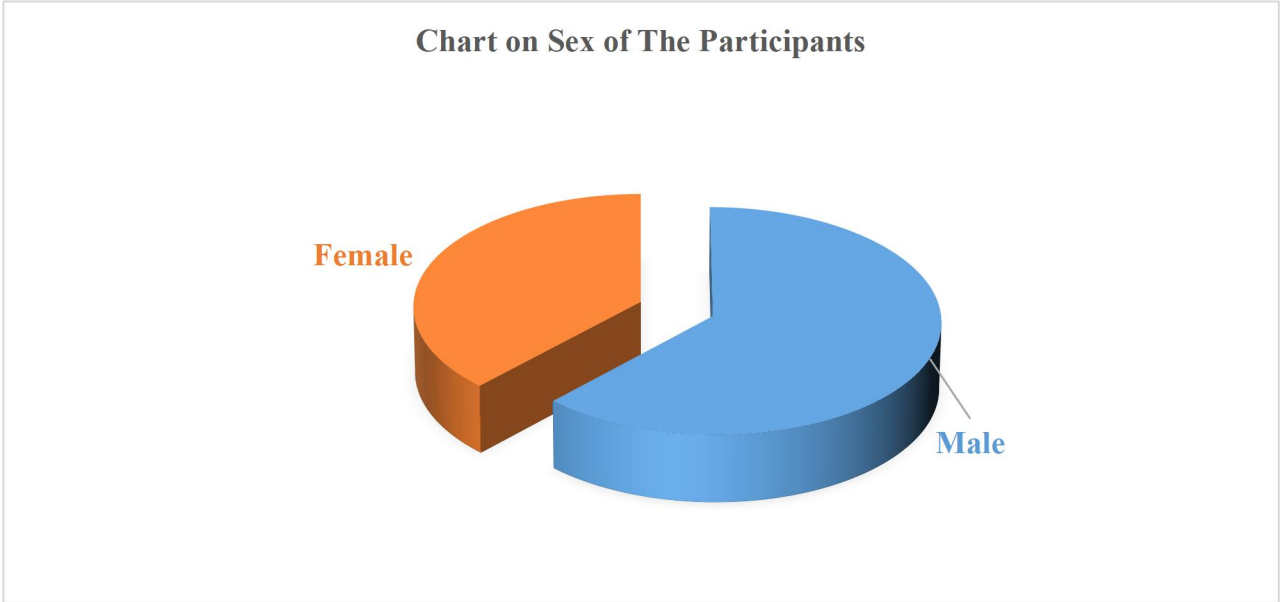
**Table 4.2. Showing Sex Distribution of Participants**

Sex	Frequency	Percent
Male	149	62.1
Female	91	37.9
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

Source: Field Work, 2022

Table 4.2 reveals the socio demographic profile of participants, the result shows that among the total participants, 149 representing 62.1% are male while 91 representing 37.9 % of the total participants are females. This reveals that study was predominantly male. That is, males were more

**Fig.2. Sshowing the Sex of Participants**



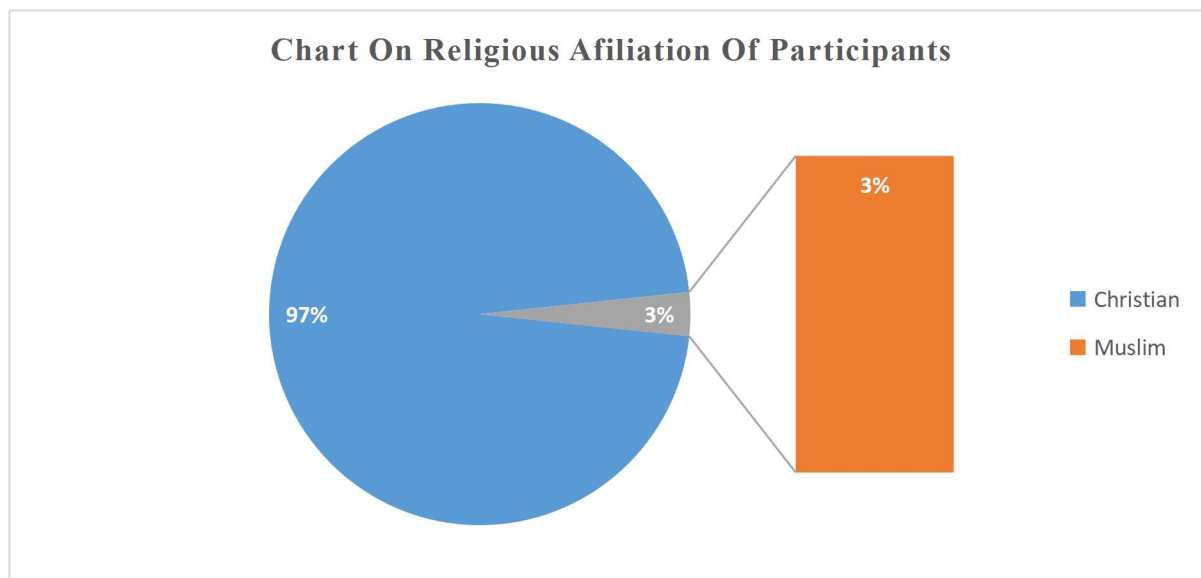
**Table 4.3. Shows Religious Affiliation of Participants**

	FREQUENCY	PERCENT
Christian	232	96.7
Muslim	8	3.3
<b>Total</b>	<b>240</b>	<b>100.0</b>

Source: Field Work, 2022

Table 4.3 shows that 232 of the total participants representing 96.7% are Christians while 8 representing 3.3% of the total participants are Muslim. This indicate that majority of the participants are predominantly Christian.

**Fig. 3. Showing the religious affiliation of participants**



**Table 4. 4. Showing Class of Participants**

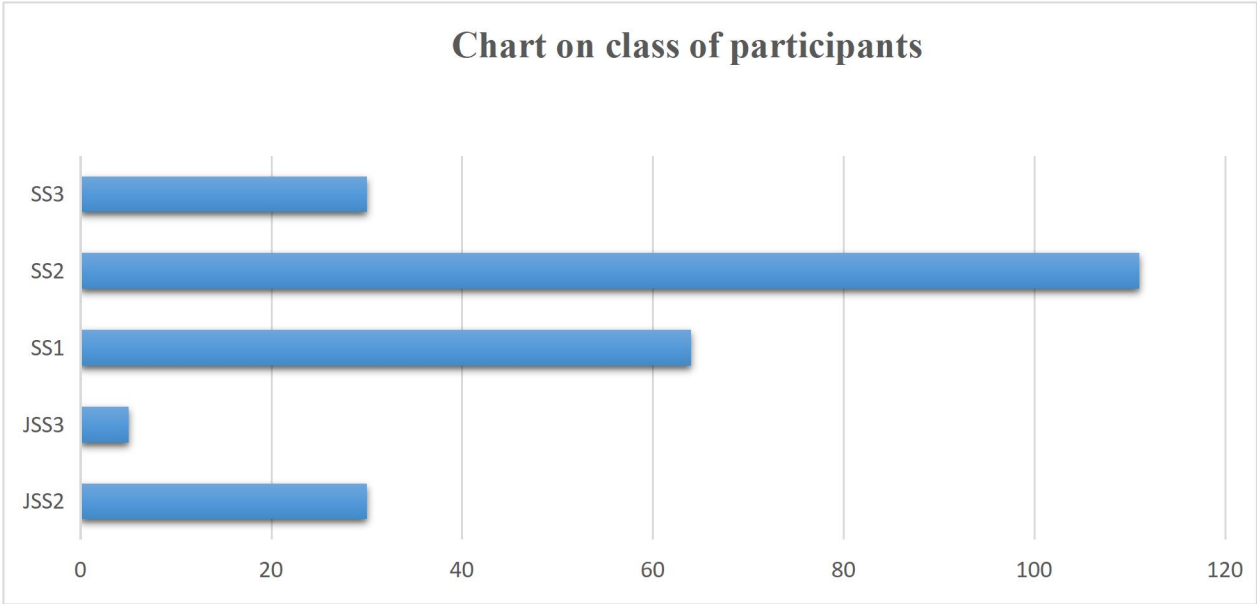
	FREQUENCY	PERCENT
JSS2	30	12.5
JSS3	5	2.1
SS1	64	26.7
SS2	111	46.3
SS3	30	12.5
<b>Total</b>	<b>240</b>	<b>100.0</b>

Source: Field Work, 2022

Table 4.4 shows the class of participants. The result reveals that 30 representing 12.5% of total participants are in JSS2, 5 representing 2.1% of the total participants are in JSS3 while 64 representing 26.7% of the total participants are in SS1. The table further reveals

that among the total participants, 111 representing 46.3% are in SS2 while 30 of the participants representing 12.5% are in SS3. Among the total participants, those in SS2 were more.

**Fig.4. Showing Class of Participants**



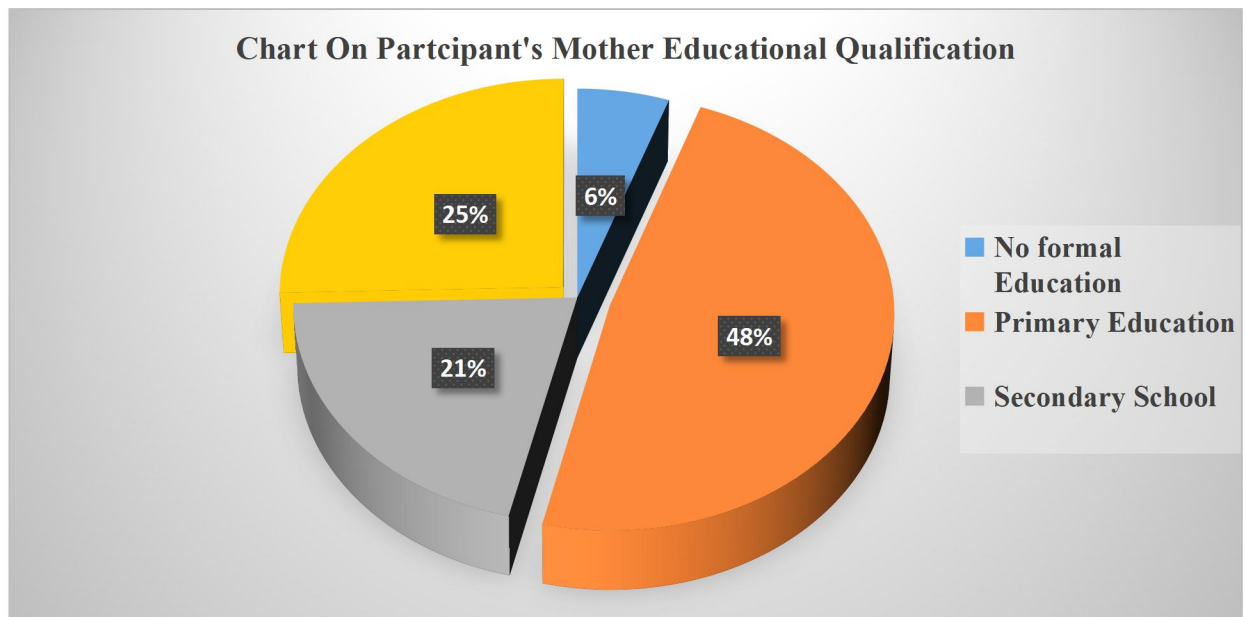
**Table 4.6. Showing Mother's Educational qualification**

	Frequency	Percent
No formal Education	13	5.4
Primary Education	116	48.3
Secondary School	50	20.8
Tertiary Education	61	25.4
Total	240	100.0

Source: Field Work, 2022

Table 4.6 reveals that among the total participant 13 representing 5.4% said their mother had no formal education, 116 representing 48.3% of the total participants said their mother had primary education while 50 representing 20.8% had secondary education. Table 4.6 further shows that 61 representing 25.4% had tertiary education. This reveals that majority of the participants' mother had secondary education.

**Fig. 5. Showing participants Mother's Educational qualification**



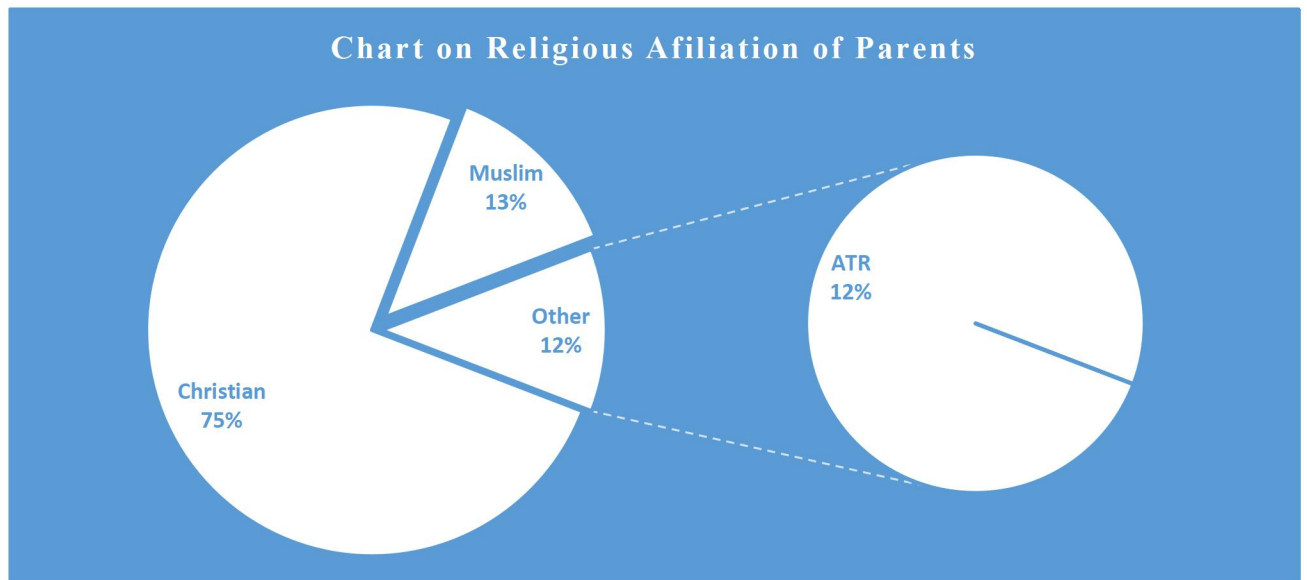
**Table 4.7. Showing the religious affiliation of parents**

	Frequency	Percent
Christian	180	75.0
Muslim	32	13.3
ATR	28	11.7
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

Source: Field Work, 2022

Table 4.7 reveals that among the total participants, 180 representing 75% of the total participants said their parent’s religion is Christianity while 32 representing 13.3% of the total participants’ parents are Muslim. The table also show that 28 representing 11.7% of the total participant’s parent practice African Traditional Religion (ATR). This shows that majority of the participants parents are Christian however, some of the participants held different religion from their parents. For example, all the participants either indicated to be Christian or Muslim.

**Fig. 7. Showing the Religious Affiliation of Parents**



**Table 4.8. Showing the Occupation of Participants’ Mother**

	Frequency	Percent
Trading	94	39.2
Civil Servant	30	12.5
Others	116	48.3
Total	240	100.0

Source: Field Work, 2022

Table 4.8 reveals the occupation of participants' mother. The results show that among the total participants, 94 representing 39.2% of the participants' mother are into trading, 30 representing 12.5% of the total participants' mother are in civil service while 116 representing 48.3% of the total participants' mother are into other sector. This indicates that majority of the participants are into other discipline other than trading and civil service.

**Table 4.9. Showing Demographics of Participant's Location**

Do you live with your biological parents?	RESPONSE	FREQUENCY	PERCENTAGE (%)
	YES	171	71.3
	NO	69	28.8
	<b>TOTAL</b>	<b>240</b>	<b>100.0</b>
<b>If No, who do you live with?</b>	AUNTY	10	4.2
	UNCLE	15	6.3
	GRANDPARENTS	18	7.5
	BROTHERS	20	8.3
	SISTER	4	1.7
	OTHERS	4	1.7
	<b>TOTAL</b>	<b>71</b>	<b>29.6</b>

Source: Field Work, 2022

Table 4.9 reveals that among the total participants, 171 representing 71.3% of the total participants live with their biological parents while 69 representing 28.8% of the participants live with other relations.

The result in Table 4.9 further reveals that among the total number of participants that stay with relations other than biological parents, 10 representing 4.2% live with aunty, 15 representing 6.1% of the participants live with their uncle while 18 representing 7.5 of the participants live with their grandmother. 20 (8.3%) live with their brothers. The further reveals that only 4 participants said they live with their sister.

#### **4.2 The view of Participants of the impact of child abuse on academic performance**

This sub – section dwelt on various view on the impact of child abuse on academic performance among secondary school students some selected secondary schools in Benin City. That is, following section, answers questions bothering in the objective of the study.

**Table 4.2.1. Showing participants who have experienced one form of abused before now**

	Frequency	Percent
Yes	164	68.3
NO	76	31.7
Total	240	100.0

**Source: Field Work, 2022**

The result from Table 4.2.1 reveals that among the total participants, 164 representing 68.3% said they have experienced one form of abuse to the other. While 76 representing

31.7% said they have not been abused. This reveals that among the total participants, majority said they have been abused.

**Table 4.2.2 Unsatisfactory home background pushes parents to abuse children**

	Frequency	Percent
Yes	69	28.8
No	171	71.3
Total	240	100.0

Table 4.2.2 shows response on the role of unsatisfactory home background on child abuse. The result shows that among the total participants, 69 representing 28.8% indicated that unsatisfactory home background stimulates parental abuse on children. While 171 representing 71.3% said unsatisfactory home background has no link with child abuse. That is, unsatisfactory home background does not push parents to abuse their children.

**Table 4.2.3. my guardian treats me cruelly compare to how they treat their biological children**

	Frequency	Percent
Yes	78	32.5
NO	109	45.4
Total	187	77.9
Nil (No resp)	53	22.1
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

Source: Field Work, 2022

Table 4.2.3 reveals that among the total participants, 78 representing 32.5% agree their guardian treats them cruelly compare to how they treat their biological children. 109 representing 45.4% however disagree their guardian treats them cruelly compare to how they treat their biological parents. While 53 representing 22.1% of the total participants.

**Table 4.2.4. Poor Parent's Educational Attainment Can Result to Child Abuse**

	Frequency	Percent
YES	212	88.3
NO	28	11.7
Total	240	100.0

**Source: Field Work, 2022**

The table reveals that among the total participants, 212 representing 88.3% of the total participants said poor parent’s educational attainment result to child neglect and abuse on school children. While 28 of the participants representing 11.7% said poor parent’s educational attainment does not result to child neglect abuse and abuse. This shows that majority of the participants believe that parent’s educational background is enhances child neglect and abuse.

**4.2.4. Does the level of assimilation reduce each time I am abused?**

	Frequency	Percent
YES	153	63.8
NO	87	36.3
<b>Total</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

The Table above reveals that among the total participants, 153 representing 63.8% of the total participants said their level of assimilation reduce each time they are abused. However, 87 representing 36.3% of the total participants however disagree level of assimilation reduce each time of abuse. This indicate that majority of the participants are of the opinion assimilation reduce each time abuse is perpetuated on a child. Among those that disagree, are partially those who said they have not been abused.

**Table 4.2.5. What was your class position in your examination result before you were abused?**

Class position	Frequency	Percent
1-3rd position	57	23.8
4th - 7 <sup>th</sup>	43	17.9
8th- 11 <sup>th</sup>	20	8.4
Total	120	50.0
Nil (No response)	120	50.0
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

Table 4.2.5 reveals the class position in examination of participants. Result from Table 4.2.5 reveals that 57 students representing 23.8% of the total participants were between intervals of

1<sup>st</sup> to 3<sup>rd</sup> position before they were abused, 43 representing 17.9% of the total participants were between 4<sup>th</sup> and 7<sup>th</sup> while 20 representing 8.4% were between 8<sup>th</sup> and 11<sup>th</sup> position. 120 (50.0%) of the total participant however did not indicate any option.

**Table 4.2.6. Do children who are not abuse perform better than children who have been neglected?**

	Frequency	Percent
YES	162	67.5
NO	78	32.5
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

Data from Table 4.3. 3 reveal that among the total participants, 162 representing 67.5% of the total participants believe children who are abused perform less compared to children who are not abused. While 78 representing 32.5% disagree children who are not abuse perform better than children who have been neglected. This reveals that majority of the participants are believe children who are not abused perform better than those who are abused.

**Table 4.2.7 Do you think child abuse can cause a decline in children academic**

	<b>RESPONSE</b>	<b>TOTAL(MALE &amp; FEMALE)</b>	<b>PERCENTAGE (%) OF TOTAL</b>
Do you think child abuse can cause a decline in children academic performance	Yes	205	85.4
	No	35	14.6
	<b>TOTAL</b>	<b>240</b>	<b>100.0</b>
If yes, what are the form of abuse reported?	PHYSICAL	104	43.3
	EMOTIONAL	78	32.5
	SEXUAL ABUSE	58	24.2
	<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

Table 4.2.7 also shows the various form of abuse experienced among the student that impacts on academic performance. 104 representing 43.3% of the total performance believe physical abuse is the most frequently reported form of abuse that impacts of student academic performance. While 78 representing 32.5% of the total participants said it is emotional abuse while 58 representing 24.2% of the total participants believe sexual abuse is the form of abuse mostly reported. The data show that majority of the participants believe that physical abuse is the most reported and impactful form of abuse. The in-depth interview supported this as one of the teachers in Edokpolor grammar school said student come timeless number of time to report physical abuse which also affect their social behaviour in school.

**Table 4.2.8: I hardly have time to rest or do my homework and read because i do domestic shores every day?**

	Frequency	Percent
Yes	70	29.2
NO	141	58.8
Total	211	87.9
Nil (No Response)	29	12.1
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

Source: Field Work, 2022

Table 4.2.6 shows that among the total participants, 70 representing 29.2% of the total participants said they hardly have time to rest or do their home assignment and read because of house work. While 141 representing 58.8% of the total participants however disagreed they have time for rest and reading because of domestic shores. This shows that majority of the participants said they hardly have time for home work and read because of domestic shores.

**Table 4.2.9 Students who come from neglect situations often fail to perform**

	Frequency	Percent
Yes	172	71.7
NO	68	28.3
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

Source: Field Work, 2022

Among the total participants, 172 representing 71.7% of the total participants said Students who come from neglect situations often fail to perform compare to children who are not abused. While 68 representing 28.3% of the total participants said children who come from neglected family perform same as those from those who are not neglected.

**Table 4.2.10. Abuse delays and impedes children ability to learn**

	Frequency	Percent
Yes	212	88.3
No	28	11.7
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

Table 4.2.10 reveals that abuse of any kind impede on students' academic performance. 212 said it affect children's academic performance while 28 representing 11.7% said it does not affect performance. This was in corroboration with the two separates interviews in Edokpolor Grammar School and New Era College. According to Mrs Helen,

*one of the counselors interviewed in New Era Secondary school, Benin City, "child abuse have significant effect students' academic performance. Child Abuse to be precise affect children performance negatively as some students who are abuse drop out from school. Number of sexual abuse cases have been recorded here in this school, New Era, where the students involved could not cope other than to withdraw from school".*

**Table 4.2.11 Does your family pattern influences abuse among school children**

	Frequency	Percent
YES	80	33.3
NO	160	66.7
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

Table 4.2.11 reveals that 80 representing 33.3% of the total participants believe family pattern influences abuse among school children while 160 representing 66.7% of the total participants said it does not have any effect on child abuse. This shows that majority of the participants are were of the opinion family pattern influences child abuse.

**Table 4.2.12 Children from single parent family suffer more from abuse**

	Frequency	Percent
YES	114	47.5
NO	92	38.3
Others	34	14.2
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

Table above shows the response of participants whether children from single family suffer more from abuse. The result shows that 114 of the total participants representing 47.5% agree that children from single family background suffer more from abuse, while 93 representing 38.3% of the participants said single family background has nothing to do with who is abused. However, 34 (24.2%) were indifference. This shows that majority of the participants believe single family background cause child abuse.

**Table 4.2.13. The stress of continued domestic shores even at night affect my reading**

	Frequency	Percent
YES	155	64.6
NO	85	35.4
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

Table 4.2.13 reveals that among the total participants, 155 representing 64.6% of the total participants believe stress from keeping late due to domestic shore which often creep into

reading time impede on academic performance of children. While 85 representing 35.4% disagree late domestic chores affect reading and academic performance. The result therefore shows that majority of the participants believe keeping late due to domestic work hinders performance among children. The indepth interview further support this when some of the teacher interviewed in Edokpolor grammar school said keeping late affect children a lot as most of them see the class room as the only alternative to sleep.

*‘as’ you know, sleep is very vital for effective performance, and once a child lack it, the assimilation rate/level reduces.*

**Table 4.2.14: showing the participants who have declined in class attendance and willingness to participate in class activities**

	Frequency	Percent
YES	71	29.6
NO	140	58.3
Total	211	87.9
Nil (No response)	29	12.1
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

The table reveals that 71 representing 29.6% has declined from academic performance while 140 said they have not decline. This was adduced due to the inability to adequately measure position in their present level. 29 representing 12.1 of the total participants

however did not indicate any other options. This was reflected as missing systems during the analysis.

*The in-depth interview conducted revealed that students who are abused show high level of decline as some of the abused children at of shame stop school. Some are even taken to the village while others in case of sexual abuse decline in class attendance when pregnancy result. Student who are abused loss their self-esteem among their mate. This cause the abused children to draw back in class activities as other student often call them names.*

**Table 4.2.15. Who are abused are mostly from very poor family background**

	Frequency	Percent
Yes	147	61.3
No	93	38.8
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

**Source: Field Work, 2022**

Table 4.2.15 reveals that among the total participants, 147 representing 61.3% agree that abused children are mostly from poor family background while 93 representing 38.8% of the total participants disagree children who are abused are mostly from poor family background.

### 4.3 TESTING OF FORMULATED RESEARCH HYPOTHESES

To test the three hypotheses of this study, the researcher generated a question each from the questionnaire for each hypothesis. The results of the formulated hypotheses are presented hereunder:

#### 4.3.1. HYPOTHESIS ONE-

There is no significant different between academic performances of children who are abused and those who are not or have not been abused.

**Table 4.3.1– Analysis of hypothesis 1 (Cross Tabulation)**

SEX	Do children who are not abuse perform better than children who have been neglected		TOTAL	$\chi^2 = 4.63, df = 1, P < .031$
	YES	NO		
Male	93 (62.4%)	56 (37.6%)	149 (100.0%)	
Female	69 (75.8%)	22 (24.2%)	91 (100.0%)	
<b>TOTAL</b>	<b>162 (67.5%)</b>	<b>78 (32.5%)</b>	<b>240 (100.0%)</b>	

$\chi^2 = 4.63, df = 1, P < .031$

Table 4.3.1 reveals the cross tabulation of sex of participants on academic performance between students who are abused and students who are not abused. Among the total

participants, 93 representing 62.4% of the total participants agree that children who are abused perform less than students who are not abused while 57 representing 37.6% of the male participants disagree children who are abused perform less than student who are not abused. Table 4.3.1 further reveals that among the total female participants, 69 representing 75.8% agree students who are abused perform less than student who are not abused. While 22 representing 24.2% of the total female participants disagree children who are abused perform less well than students who are not abused.

### Chi-Square Tests

**Table 4.3.1.1. Shows that among the total participants,**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.630 <sup>a</sup>	1	.031

**RULE:** When the calculated value is less than the tabulated value, you accept the null hypothesis and reject the alternate hypothesis.

**FINDING:** From the chi square analysis above, at 0.05 level of significance, the chi-square tabulated is .031 in the chi-square table under the degree of freedom 1 while the chi-square calculated is 4.630. Based on the above finding, the null hypothesis is rejected while the alternate hypothesis is accepted.

### 4.3.2 HYPOTHESIS TWO-

There is no significant different between academic performances of children who are abused and those who are not or have not been abused.

**Table 4.3.2– Analysis of hypothesis 2 (Cross Tabulation)**

Age	Do you think child abuse can cause a decline in children academic performance		TOTAL	$\chi^2 = 41.052, df = 3, P < .001$
	YES	NO		
9-13 (Young students)	49 (100.0%)	0 (0.0%)	49 (100.0%)	
14-21 (old students)	156 (81.7%)	35 (18.3%)	191 (100.0%)	
<b>TOTAL</b>	<b>205 (85.4%)</b>	<b>35 (14.6%)</b>	<b>240 (100.0%)</b>	

**Source: Field Work, 2022**

The table reveals the cross tabulation of age of participants on the impact of child abuse on the academic performance of students. The age of participants were first stratified into young student and old students and young students. Age interval of 9-13 were grouped as young students while 14 – 21 years as old students. Among the total number of young students, 49 representing 100% of the young students believes child abuse can cause a decline in children academic performance. While among the old students, 156 representing 81% of the total participants of old students child abuse can cause a decline

in children academic performance while among the old students, 35 representing 18.3% of the participants however disagree child abuse can cause a decline in children academic performance.

**Table 4.3.2.1. Chi-Square Tests**

	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	41.052 <sup>a</sup>	3	.001

**Source: Field Work, 2022**

**RULE:** When the calculated value is less than the tabulated value, you accept the null hypothesis and reject the alternate hypothesis.

**FINDING:** From the chi square analysis above, at 0.05 level of significance, the chi-square tabulated is .001 in the chi-square table under the degree of freedom 3 while the chi-square calculated is 41.052. Based on the above finding, the null hypothesis is rejected while the alternate hypothesis is accepted. This indicate that there is relationship between child abuse the academic performance of students.

### 4.3.3 HYPOTHESIS THREE

**Table 4.3.3– Analysis of hypothesis three (Cross Tabulation)**

Sex	poor parent's educational attainment can result to child neglect abuse and abuse		Total	$\chi^2 = 4.63, df = 1,$ P < .031
	YES	NO		
Male	129 (86.6%)	20 (13.4%)	149 (100.0%)	
Female	83 (91.2%)	8 (8.8%)	91 (100.0%)	
<b>TOTAL</b>	<b>212 (88.3%)</b>	<b>28 (11.7%)</b>	<b>240 (100.0%)</b>	

Source: Field Work, 2016

Table 4.3.3 shows the cross tabulated value of sex of participants whether poor parent's educational attainment can result to child abuse among school children. The result from table 4.3.3 reveals that among the total male participants, 129 representing 86.6% said parent academic attainment can result to child abuse among secondary school children, 20 representing 13.4% of the total male participants disagree. While 83 representing 91% of the total female participants agree that parent academic attainment can result to child abuse. The table further reveals that 8 representing 8.8% among the female participants disagree. This shows that among the cross tabulated value, the number of male and

female who answered affirmative to whether parent’s educational attainment has a role to play in the abuse of children. For example, a total of 212 representing 88.3% of both male and female participants.

**Table 4.3.3.1. Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.176 <sup>a</sup>	1	.278

**Source: Field Work, 2022**

**RULE:** When the calculated value is less than the tabulated value, we accept the null hypothesis and reject the alternate hypothesis. However, when the calculated value is higher than the tabulated value, we reject the null hypothesis and accept the alternate hypothesis.

**FINDING:** From the chi square analysis above, shows that at 0.05 level of significance, the chi-square tabulated is value is .278 in the chi-square table under the degree of freedom 3 while the chi-square calculated is 1.176. Based on the above finding, the null hypothesis is rejected while the alternate hypothesis is accepted. From the findings, it is therefore concluded that there is relationship between parent educational attainments can result to child neglect abuse.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

The study examined the impact of child abuse on academic performance of children in some selected schools in Oredo Local Government Area, Edo state. This chapter, therefore draws up the relevant findings and conclusion of the study. Below is the summary and implication of the research findings.

#### **5.1. SUMMARY**

The findings shows that majority of the participants are male and are predominantly Christians. It was further revealed that majority of the participants were between age interval 14years and 17years old. For example, 176 representing 73.3% of the total participants are within the age intervals of 14years and 17years old. Although the research was conducted among JSS1 through SS3, however, the result shows that among the total participants, those in SS2 were more in the study. The findings also reveal that majority of the participants' mother had secondary education. While majority of the participants said their father had tertiary education.

The results further indicate that majority of the participants has a family size within the intervals of 4-6. For example, 117 representing 48.8% of the total participants indicate family size with the interval of 4-6.

The findings shows that majority of the participants believe single family background causes child abuse. For example, 114 representing 47.5% of the total participants believe children from single family background suffer more from abuse

compare to children from intact family. This is as a result of the negative impact perceived to emanate from single family background. Children who are trained by single parents are expose to high tendency of being abused and outlaw.

The finding also reveals that majority of the participants believe keeping late due to domestic work hinders performance among children. Result from the field reveals that majority indicated 155 representing 64.6% of the total participants believe stress from keeping late due to domestic shore which often creep into reading time impede on academic performance of children. While 85 representing 35.4% disagree. In corroboration with this, the in-depth interview conducted among class teacher in Edokpolor grammar school shows that teachers held similar idea that keeping late affect children a lot as most of them see the class room as the only alternative to sleep. *‘as’ you know, sleep is very vital for effective performance, and once a child lack it, the assimilation rate/level reduces.*

The findings reveals that among the total participants, 104 representing 43.3% of the total performance believe physical abuse is the most frequently reported form of abuse that impacts of student academic performance. The data show that majority of the participants believe that physical abuse is the most reported and impactful form of abuse. However the interview shows that sexual abuse and emotional abuse are the most disturbing form of abuse. The cases of sexual abuse has devastating effect on child performance because it affects and even truncate academic performance of children. This

shows that majority of the participants said they hardly have time for home work and read because of domestic shores.

From the findings, it is therefore concluded that there is relationship between parent educational attainments can result to child neglect abuse. The findings also indicate that there is relationship between child abuse the academic performance of students.

It also evident from the findings that among the cross tabulated value, the number of male and female who answered affirmative to whether parent's educational attainment has a role to play in the abuse of children. For example, a total of 212 representing 88.3% of both male and female participants said parent educational attainment can result in child abuse.

## **5.2 CONCLUSION**

Child abuse is a phenomena that is quite is diverstating among school children in contemporary Nigeria. It has laid major side on academic performance of children in Oredo Local Government of Edo state leading quite a number of them have dropped out from school. Some of the students abused have significantly drop in the level performance.

This study examine the causes and effects of Child abuse in Oredo local government area of Edo State. Child abuse as a social problem has only very recently gained the recognition and attention of the Nigerian public. This was a result of an

organization known as the African Network for the Prevention and Protection against Child Abuse and Neglect (AN PPC AN) which was set up in 1984 by some African countries including Nigeria. In Oredo local government area, child abuse seems to be more popular among school children. Many children in Oredo local government area of Edo State are compelled to work because of their parent's joblessness or ill-health, or poverty. Ignorance about the need for family planning results to polygamy which contributes to poor living standard and thereby forcing children into the street due to parents giving birth too many children. Some children in the targeted study area spend the entire day and sometimes until late in the night selling goods under harsh weather condition. This form of economic activities by children influences the emotional, educational and social development of children.

### **5.3 Recommendation**

As a result of the aforementioned implications, which arose from the investigations; the researcher wishes to recommend as follows:

- Parents should be educated on the health hazards associated with such practices of sending the children out on the streets during or after school hours to hawk all kinds of goods.
- The importance of sex education for young students and family planning for married couples more emphasis should be directed toward this.
- A network of child care centres, day care centres, and foster homes must be developed by each state government. There should be ministries involved in

children services particularly that of justice and that of social development, information youths and culture to cater specifically for the needs of the children.

- Government in a special way, should come out fully to support in both financially, morally the African network for the prevention and protection against child abuse and Neglect (APPCAN), so that they will help in discovering and reducing the social consequences of child abuse.
- Government should over haul and re-appraise the function of rehabilitation institutions so that there will be a change of attitude from parents, professionals and the general population.

## Questionnaire for Students

Date \_\_\_\_\_

No. \_\_\_\_\_

### SECTION A: Demographic Profile of participants

1. Age: <10 years 1 10-13years 2 14years- 17years 3 18-21years 4 22years > 5
2. Sex: Male 1 Female 2
3. Religious affiliation of participant: Christian 1 Muslim 2 ATR 3 Others specify 4
4. Class: JSS 1 JSS 2 JSS 3 SSS1 4 SSS2 5 SSS3 6
5. Size of the family: 3-4 1 4-6 2 7-9 3 others specify 4
6. Parents' marital status: Single 1 Married 2 Divorced 3 Widowed 4
7. Father's education: No formal education 1 Primary education 2 Secondary education 3 Tertiary education 4
8. Mother's Education: No formal education 1 Primary education 2 Secondary education 3 Tertiary education 4
9. Parent religious affiliation: Christian 1 Muslim 2 ATR 3 Others specify 4
10. Father's occupation:  Trading  Others
11. Mother's occupation: Trading 1 Public servant 2 Artisan 3 Others 4

12. How many children are your parents? Indicate

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13. I live with my biological parents. Yes [ ] No,

14. If No, who do you stay with? Aunty [ ] Uncle [ ] grandparents [ ] Brother  
[ ] Sister [ ] others specify

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**Section B covers questions bothering on questions on the impact of child abuse on academic performance of children.**

**(a) To investigate causes of child abuse and maltreatment among school children.**

1. I have experience different form of abuse before now. Yes [ ] No [ ]

2. What are the type of abuse experienced? Physical abuse [ ] Emotional abuse  
[ ] Sexual abuse [ ] child labour [ ] hawking [ ] Neglect [ ]  
others indicate [ ]

3. Unsatisfactory home background pushes my parents to abuse me. Yes [ ] No [ ]

4. My guardian treats me cruelly compare to how they treat their biological children.  
Yes [ ] No [ ]

5. What are the other reasons you think your parents/guardians maltreat you?  
Indicate

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6. Poor parent's educational attainment can result to child neglect and abuse Yes [ ]  
No [ ]

**(b) To ascertain the different between academic performance of abused children and those who are abused?**

1. I have never been abused before? Yes [ ] No [ ]
2. Does the level of assimilation reduce each time you are abused? Yes [ ] No [ ]
3. What was your class position in your examination result before you were abused?  
1<sup>st</sup>- 3<sup>rd</sup>position [ ] 4<sup>th</sup> – 7<sup>th</sup> [ ] 8<sup>th</sup>-11<sup>th</sup> [ ] 14<sup>th</sup> – 17<sup>th</sup> [ ] 18<sup>th</sup> and above  
[ ]
4. How is your class position in your examination result after you were abused?  
? 1<sup>st</sup>- 3<sup>rd</sup>position [ ] 4<sup>th</sup> – 7<sup>th</sup> [ ] 8<sup>th</sup>-11<sup>th</sup> [ ] 14<sup>th</sup> – 17<sup>th</sup> [ ] 18<sup>th</sup> and above  
[ ]
5. Do children who are not abuse perform better than children who have been neglected? Yes [ ] No [ ]

**© To determine the impact of child abuse and maltreatment on academic performance**

1. Do you think child abuse can significantly cause a decline in children academic performance? Yes [ ] No [ ]
2. If yes, what are the form of abuse reported? Sexual abuse [ ] Physical abuse [ ]  
Emotional abuse [ ]
3. I hardly have time to rest or do my homework and read because I do domestic shores every day? Yes [ ] No [ ]

4. Students who come from neglect situations often fail to perform. Yes [ ] No [ ]
5. Abuse delays and impedes children ability to learn. Yes [ ] No [ ]

**(d) To ascertain the rate at which family background influences abuse among school children.**

1. Does your family pattern/type influences abused among school children. Yes [ ]  
No [ ]
2. Children from single parent family suffer more from abuse. Yes [ ] No [ ]  
Others (specify)
3. The stress of continued domestic shores even at night, affect my reading. Yes [ ]  
No [ ]
4. I have decline in class attendance and willingness to participate in class activities?  
Yes [ ] No [ ]
5. Children who are abused are mostly from very poor family background. Yes [ ]  
No [ ]

**In-depth interview conducted among secondary school class teachers in some selected secondary schools in Oredo Local Government Area, Benin City**

1. What are the causes of child abuse?
2. Has any student reported being abused or neglected to you?
3. They often experience periods of depression and anxiety.
4. Their self-esteem is not good.
5. They withdraw into a shell and do not interact with other students, teachers

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