TEACHERS' AND STUDENTS' OPINION ON THE ROLE OF SOCIAL STUDIES IN ERADICATING GIRL-CHILD ABUSE IN JUNIOR SECONDARY SCHOOL IN KANO STATE

BY

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August, 2015

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA.

August, 2015

DECLARATION

I hereby declare that this study entitled "Teachers and Students Opinion on the Role of Social Studies Education Towards Eradicating Girl Child Abuse in Junior Secondary School in Kano State" has been carried by me in Department of Arts and Social Science Education under the supervision of Dr. M.C Ubah and Dr. I.D. Abubakar The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree at any university.

....

Mukhtari, ABUBAKAR Date

CERTIFICATION

This thesis titled "Teachers and Students Opinion on the Role of Social Studies Education Towards Eradicating Girl Child Abuse in Junior Secondary School in Kano State" by Mukhtari, ABUBAKAR meets the regulations governing the award of the degree of masters in Social Studies of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate these work to my loved late parent Alhaji Abubakar Darma and Malama Hauwa'u Kabara may their soul rest in peace, and my first born Abubakar Muktar Abubakar whose delivered on 10th August, 2015 May Allah Almighty protect him from all social evils in his entire life.

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ABSTRACT

Girl child abuse has been a social problem which confronts girl child especially from a poor family (financially weak families). Such abusive situations in the areas of this study include girl child hawking, labour (work as domestic maid) sexual abuse girl child streets begging and as well as physical abuse such as torture and brutality in form of beating, physical injuries and hunger among others. In the Kano State Hisbah Board, cases of girl child abuse of numerous forms were recorded in 2012 and included sexual abuse, torture and brutality. This study examine the "Teachers and Students opinion on the role of the social studies education towards eradiating girl child abuse in the junior secondary schools. The study Teachers and Students Opinion on the Role of Social Studies Education Towards Eradicating Girl Child Abuse in Junior Secondary School in Kano State. The study used descriptive survey research design and 383 male and female students of JSSII and JSSIII of selected from six junior secondary schools was used, with 109 social studies teachers. Simple random sampling technique was used to select students' and teachers samples. The study used social studies education questionnaire on girl-child abuse (SOSEQGCA) as data collection instrument developed by the researcher based on the research objective and research questions. The study answered three (3) research questions and tested three (3) null hypotheses. The data analysis tools were independent t-test sample, mean and standard deviation. However, all the null hypotheses tested at 0.05 alpha were retained with the exception of hypothesis number one. The study revealed that there was no significant difference on account of gender and study level among the respondents on the Role of Social Studies Education towards Eradicating Girl Child Abuse in Junior Secondary School in Kano State. The study revealed that the students and teachers have positive views on the ability of social studies education as a core course offered by all students at junior secondary schools to eradicate Girl Child Abuse in Junior Secondary School in Kano State. In the light of the above findings the study recommended in-service training for social studies teachers to refurbish their knowledge, the need for adequate time for social studies lessons in the school times table, the need for recruitment of well motivated and qualified social studies teachers etc.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

General, childhood represents a sensitive period that requires handling with greater care and attention. This readily explains why parents, guardians, nannies, teachers and others in the business of child mending often go the extra mile to care for and protect the interests of children. Obviously, this is quite understandable as children are expectedly quite vulnerable. It is in view of their vulnerable nature that the United Nations and its affiliated bodies spare nothing to ensure the safety and general wellbeing of children all over the world.

Consequently, since 1979, when the un decided to focus more on children's rights the attention of the world has shifted towards child's protection, care and security. Hence, several rights have been proclaimed as indispensable for the child. These include rights to love and understanding, adequate food and health, free education, play an identity and special attention of the handicapped regardless of colour, sex, religion and other social – cultural divides (UN, 1979).

Regrettably though, child abuse has, over the years, remained a recurring plight that major global child rights advocates and groups have been working hard to deal with. According to the international labour organization (ilo, 2001), 80 million children of 18 years old and below are working as labourers all over the world while another two million engage in child – prostitution. Without a doubt, child abuse remains a foremost global danger to the development of children.

Ugly incidences of callous maltreatment of children, like the one described above, still abound in a world that is gradually losing its sanity. Some of the things that

constitute child abuse include maltreatment of children, sexual harassment, denial of education, child-labour, intimidation and molestation, physical assaults, neglect, and child trafficking among others. As with other such heinous tendencies, child abuse has grave consequences. For one, it lead to emotional distress, dejection and frustration. It could also lead to unplanned pregnancy, which could result into abortion and possibly untimely death. Other effects of child abuse include uncontrollable aggression, bitterness, anger, depression, disorderly lifestyle, unfulfilled dreams among others. Research has indicated that child-abuse, has far reaching consequences on not only its victims, but also the community as a whole.

Nigerian has an estimated population of 167 million with over 40% within 0-15 years (NBS, 2011 est). Socialization of children is through farming and trading and also through fostering and placements. After the civil war, trade became the main occupation of Nigerian while crude oil became the main export with 90% foreign exchange earnings. These earning were poorly managed leading to severe economic recession from which Nigerian has not yet recovered. Over 70% of the population livs below one us dollars per day or absolute poverty level. Economic misery led to poor families, street trading, hawking, and child domestic work, Almajiri system in the north, "area boys" (violent street young people) in the west and child prostitution and child trafficking in the east. Children, who are worst hit by child abuse, are estimated at 19.3 million in Nigeria (USAID, 2010). In view of the above condition of poverty and economic hardship in the country, the issue of child abuse becomes one of the disturbing social problems.

Against this background, Nigeria, like other members of the global community has been involved in making concerted efforts to frontally confront the eveil of child –

abuse to private a legal and institutional framework to confront this menace in the country, the national assembly passed the child's rights act in 2003. Most states in the country have equally domesticated the law. Kano state government, for instance, has been paying particular attention to the protection of the girl-child. The state has also strengthened its crusade against child abuse by paying considerable attention to street hawking by children of school age as well as the art of engaging children as house maids in a popular programme called girl-child hawkers redemption (*Fansar Yartalla*).

1.2 Statement of the Problem

Child abuse is a common social phenomenon in Nigeria. The rate are which child abuse and neglect is growing in the country and manner it is practiced without qualms along our market places, motor parks, and major streets arouses the researcher's interest. The researcher considers this special malady as something that could result in negative effects on the society and therefore, demands urgent investigation and remedy. It is possible that the problem of child abuse and abandonment may have fermented the fabric of the Nigerian society so much that it might be very difficult to control.

Similarly, in Kano Metropolis, it is daily occurrence to see children below 14 hawking wears and other products along the road side (Dawakin-Tofa, 2011). Teenage boys and girls who are suppose to be in school run after vehicles to sell bread, sachet water, fried groundnut, popcorns etc, while some others walk about the nooks and cranny of the city hawking their items. Also at public or private occasions, children from poor homes are always seen parking leftover of foods into nylon bags for their consumption. They also beg celebrants for food to eat and to take home. Similarly,

Almajiris are seen roaming the streets of the city begging for alms. Some of them even go about the market places stealing articles. All of these ugly sights are traceable to breakdown of homes, the starting point of every child.

Thus, parents now push over the responsibility of caring for their children to the school. Many young children who would have been at home at about two years have been pushed over to the school. The tasks therefore become enormous for the teachers and the school management to carry leading to many children being neglected, despised and abused on a daily basis. This clearly undermines the provision for the right of the child on 'protection against indecent and inhuman treatment like abuse and neglect' earlier stated. Rather, the child has been subjected to all kinds of maltreatment, is not protected, valued nor defended, most times, the other.

Although, some forms of child abuse like child labour, can contribute to the economic growth and development, however, the risks that are attached supersede the economic positive aspect of it. Risks like motor accident, rape, kidnapping, extortion, sexual molestation and the child involvement in robbery and other anti-social behaviour are too great to ignore. For instance, child hawking exposes the child to a lot of hazards like sexual defilement, social assaults, neglects and threat of punishment for speaking out as exemplified above. The consequences of these acts usually result in an unwanted pregnancy, relationship with the opposite gender (UNICEF, 20000). Oloko (1989) noted that street hawking exposes the male and female child to dangers posed by fraudsters and actual murderers because of their vulnerability at odd hawking hours. They are usually under personal jeopardy, harsh and hazardous conditions such as becoming an easy target to occult predators (ritual

killers). Although, various efforts were made by federal government, and non-governmental organizations to stem the trend, such as the creation of different child welfare agencies, the passage of the child's rights act in 2003 by the national assembly and the subsequent passage by some states, not much has been achieved as the trend continues.

1.3 Objectives of the Study

The main objective of this research work is to determine the Role of Social Studies Education towards Eradicating Girl-Child Abuse in Kano Municipal and Dala Local Government Areas, Kano State-Nigeria. Therefore the specific objectives of the study are:

i. To find out if differences exist between the opinion of JSSII and JSIII Social Studies students on the role of social studies education in eradication of girl child abuse in Kano Municipal and Dala Local government areas of Kano state-Nigeria;

ii. To find out whether there is difference between the opinion of male and female JSS students on the role of social studies education in the eradicating girl child abuse in Kano Municipal and Dala Local Government Areas of Kano State-Nigeria;

iii. To ascertain the opinion of male and female teachers on the role of social studies education in the eradication of girl child abuse in Kano Municipal and Dala Local Government Areas of Kano state-Nigeria.

1.4 Research Questions

The task in this research is to investigate Role of Social Studies Education towards Eradicating Girl Child Abuse in Kano Municipal and Dala Local Government

Areas, Kano State-Nigeria. Therefore the research data will be sought in such a way that it could address certain questions which are to serve as guidelines. The questions are as follows:

i. Is there any difference between the opinion of JSSII and JSSIII social studies students on the role of social studies education in eradication of girl child abuse in JSS in Kano Municipal and Dala Local Government areas of Kano state-Nigeria?

ii. What is the difference between the opinion of male and female JSS students on the role of social studies education in the eradication of girl child abuse in JSS in Kano Municipal and Dala Local Government Areas of Kano state-Nigeria?

iii. To what extent do the opinions of male and female teachers differ on the role of social studies education in the eradication of girl child abuse in JSS in Kano Municipal and Dala Local Government Areas of Kano state-Nigeria?

1.5 Hypotheses

Based on the research questions raised, the following hypotheses are hereby formulated and shall be tested at 0.05 level of significance:

H_{01} There is no significant difference between the opinion of JSSII and JSSIII students on the role of social studies education in the eradication of girl child abuse in JSS in Kano Municipal and Dala Local Government areas of Kano state-Nigeria;

H_{02} There is no significant difference between the opinion of male and female JSS students on the role social studies education in the

eradication of girl child abuse in Kano Municipal and Dala Local Government areas of Kano state-Nigeria;

H_{03} There is no significant difference between the opinion of male and female teachers on the role of social studies education in the eradication of girl child abuse in Kano Municipal and Dala Local Government areas of Kano state-Nigeria.

1.6 Significance of the Study

The study titled "teachers and students opinion on the Role of Social Studies Education in Eradicating Girl-Child Abuse in Kano Municipal and Dala Local Government Areas, Kano State-Nigeria" will be of great significance to all stakeholders ranging from parents, teachers/educational institutions, policy makers (government), youths and their organizations governmental and non-governmental organizations both within and outside the shores of Nigeria among other beneficiaries.

The title of this research work. This research is to paramount significant, this is in the sense that:

- It will enlighten the stakeholders like government on important roles of social studies education as value oriented subject towards eradicating girls child abuse and the general public.
- Parent will find the work very useful; this is because family or home serves as primary agent of socialization, where the foundation of behaviour are inculcated.

- Teachers and educational institution will find the researcher findings as a good helper and source of inspiration for effect girl-child programme in social studies education.
- It can also serve as a reference material for researchers.
- As it exposes a lot on the phenomena (girl child abuses, it will help in guiding parent and girl childs on way and manner through which they can avoid it.
- This study is also significant in the sense that it will stimulate further research.

1.7 Scope of the Study

This research work surveyed the opinion of teachers and students on the role of social studies education toward eradicating Girl-Child abuse in JSS in Kano Municipal and Dala Local Government areas of Kano state-Nigeria. The study covered Kano Municipal and Dala Local Government Areas of Kano State. The respondents for this research work were JSSII and JSSIII Students and social studies teachers in Kano Municipal and Dala Local Government areas of Kano state-Nigeria.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This research attempt to discuss on the following sub headings:-

- Theoretical framework
- The concept of social studies
- Objectives of social studies
- Nature and scope of social studies
- Historical development of social studies of Nigeria
- The concept and types of opinion
- Child abuse
- Type of child abuse
- Child right act
- Review of related empirical studies
- Summary

2.2 Theoretical Framework

Theories are statements that do explain a particular phenomenon. It also explains how and why things happen the way they happen. Child abuse is a form of exploitation and oppression and conflict theory clearly exposes the way out of the problem (exploitation). The research work would examine conflict perspective, to describe the way out of the problem of the girl child abuse.

Conflict theorists are on the view that society divided into two main parts or groups, a group of those who owned capital (bourgeois) and a group of those who are employed by the bourgeois, the proletariat (who own nothing but their labour

services) that they offer for sale to the owners of the means of production. These differences results in conflict in the society.

Conflict theory has its genesis (origin) from the theoretical legacy of Karl Marx (1818 – 1883 pg 10). The conflict perspective assumes that social behavior is best understood in terms of conflict, resulting from tension between competing groups. Such conflicts may be violent or it can take the form of labour negotiations Coser (1977:43) observes that "Society, according to Marx comprised a moving balance of antithetical forces that generates social change by their tension and struggle."

To Marx, it is conflict that best brings social change, where to him the capitalists' environment should be overthrown and replace with socialism system i.e. bourgeois should be attacked and overthrown by the proletariat. This is because; bourgeois with their economic influences may have political power and overpowered workers. On the other hand, workers need better condition, hence, because of the tension, competition would come up and lead to conflict, and to Marx, it is conflict that best bring social change. In the same way, it is conflict between abusers and girl child that can bring change in the life of the victims. This can clearly be understood by looking at what happens between the victims and the abuser. For instance in the Kano State Hisbah Board Head Quarters, many girl children were found roaming about with no way to go because they ran away from their employers and they were not matured enough to go back to the locations of their parent; they ran away because of the kind of abuse they suffered. Another girl child was found leaved home because of torture and brutality they were suffering from her step mother. It was conflict that made them escaped from the traps of the abusers, and that was end of their hardship.

2.3 Concept of Social Studies

The nature of social studies education and its major focus on man couple with the relative newness of the discipline in relation to other traditional social science and physical sciences as well as bring about yet disagreement among social studies education about the meaning of the subject. Considering man and his uniqueness, his study in relation to his activities in his environment must be viewed from different angle depending on scholars' perception about man and his activities.

Social studies is an integrative fusion of content and generalization from social science and humanities. It is also viewed as a citizenship education. It is a vehicle for human skills development, and it is the ecological studies as well as valve ladder field of study (Mezieobi, 2008).

The Nigerian social studies is integrated curriculum in which the terms and elements of knowledge have been synthesized to enable the individual acquire values and skills for useful settle life within and outside his immediate community. The integration and unification of various concepts and disciplines in social studies deals with the problems of mans social, physical and psychological environments. Social studies learning provide students with skills and knowledge to help them in their everyday life by developing individual who understand their identity and the dynamic nature of society (Bayero 2007 in Hauwa, 2012).

Ololobou (2007) explained that social studies was introduced into Nigerian schools to correct imbalance of colonial education and to inculcate in Nigerian students awareness of their own environment, national consciousness and national unity, and also to promote the understanding of the social problems within our society and finding possible solution.

In another dimension, Mayanchi (2012) sees social studies as a problem solving subject. This definition could be relevant to the purpose of social studies in Nigeria as stated by Ololobou (2007). "it is being used to inculcate the concept of nationalism, unity and interdependence among a citizenry that is diverse.

Social studies is a process of education which emphasizes the relationship human beings have with their physical and social world. The primary concern of social studies education is to equip the learners with selected knowledge, skills, attitude and social actions concerning the relationship people are having with each other and the environment in which they live (NTI, 2000).

Social studies has also been described as a way of life as it touches on all spheres of human endeavour. Social studies also described how man tries to solve the problem of survival in environment that man finds himself (Fadeiye, 2011). Okam (1998), Bawa (2012) observed that in many nations of the word, social studies is aimed at achieving the following aims:

(a) Improvement of the self-image of the people in the society after the Colonial heritage.

(b) Initiation of people into learning of ways of improving the economy of their society;

(c) Enabling people, nations and government to develop global perspective regarding certain issues or problems as a result of recent international development.

(d) Development and maintenance of respect in interpersonal relationship;

(e) The transformation of the political culture for the purpose of inculcating concept of nationalism, unity and interdependence among the citizenry of new nations with diverse population.

Therefore, social studies provide us with the ways of looking at society in order to understand its structure and problems and looks for ways to solving such problems. Social studies as a values oriented discipline serve as tool for studying societal problems and provide solutions to that problems such problems include: drug abuse, child abuse, insurgency, religious violence etc.

2.3.1 Objectives of Social Studies

Despite that social studies, there is however the general idea that social studies has influence on the beliefs and values of the learners and that is undoubtedly produces good citizens. Social studies could be said to be society based, in the sense that it is geared towards solving the problems of society. Its objective is geared towards solving the problems of society. These problems as stated by Mayanchi (2011) include dishonesty, selfishness, bribery and corruption. Other problems associated with the Nigerian society are; insecurity, lack of unity, ethnic and religious intolerance.

According to NTI (2000), the objectives of Nigerian social studies, which are developed to reflect the spirit of Nigerian philosophy of education, lay emphasis on the integration of Nigerian citizens into sound and effective citizens.

The objectives are;

(1) To create awareness and an understanding of our social and physical environment in order to conserve it for national development.

(2) To develop a capacity to learn and acquire certain basic skills of literacy, numeracy and critical thinking essential to the forming of sound judgment concerning social, economic and political issues.

(3) To teach the child to acquire a relevant body of knowledge and information necessary for personal development and contribution to the betterment of mankind.

(4) To develop appreciation for the diverse nature and interdependence of Nigerian communities, wider national and international communities.

(5) To develop in students, positive attitudes toward the spirit of friendliness and cooperation necessary for a healthy nation, and to inculcate appropriate values of honesty, integrity, hard work, fairness and justice (NTI, 2000).

2.4 Nature and Scope of Social Studies

The social studies in Nigeria coupled with the varieties of persons, professional social studies educators and generalists' social studies personnel who are associated with social studies have led to an overdose of social studies definitions. Perhaps the search for a definition of social studies in Nigeria that would provide the directional framework or basis for professional social studies have its own conceptual definition of social studies, in term of the availability of many definitions of social studies (Mezieobi et al., 2008).

According to Ololobou (2007), social studies program encompasses four broad areas;

(1) The environment; both physical and social, emphasizing on unrestricted cognition.

(2) Various skills (e.g. manipulative, intellectual, group communication, study, economic) for functionality relating with the environment.

(3) Values, attitude, aspirations, appreciations and actions which are conducive to peaceful co-existence and overall societal development.

(4) Emergence issue (e.g. HIV/AIDS, AVES FLU, human trafficking, terrorism, child abuse, etc) and other current affairs:

The scope of social studies makes for a balanced education producing well rounded individuals. It seeks to produce effective citizens.

Areas for specialization are beginning to emerge at graduate level i.e. for Master and PhD studies. Such areas, among others, include;

(1) Curriculum studies

(2) Sexuality and family life education

(3) Population education

(4) Citizenship education

(5) Development studies

(6) Peace education

(7) Values education

(8) Socialization and personality development

(9) Child right or child abuse

(10) Common wealth studies

(11) Human rights

(12) Environmental education (Ololobou, 2007).

2.5 Historical Development of Social Studies in Nigeria

Social studies as a programme is not really quite new in Nigerian school curricula. Aspect of it were taught as a religions, some contents areas of History, Geography and Government were selected to be taught to promote the objectives of social studies, which at this time emphasizes the good upbringing off children (Ubah, 2012).

The introduction of social studies into Nigerian could be traced back to a period before independence. In 1960, it first emerged in the Western Region when the subject was introduced into schools in 1958 through a joint educational development programme between the region and university of Ohio (USA) (Ubah, 2012).

In 1965, the western Nigeria Ministry of Education began preparation for the propagation of the subject by convening a conference of principals of schools in the region.

The conference agreed to outline the social studies syllabus for secondary school classes I and II, and this was assigned to the department' of social studies in Aiyetoro comprehensive high school with the assistance of the Ford Foundation Aid and Comparative Education Study and adaptation centre, the book released out in 1968 for class I & II. (NTI, 2000).

In 1969, the department of social studies was established in the institute of education ABU Zaria. Social studies began to receive national recognition after the National Curriculum Conference that held in Lagos. In 1971, the social studies materials produced for primary and teachers college.

According to Ama et al. (1982), stated by Okwonkwo in Ololobou (2004), a special conference on curriculum development held at National Assembly Lagos which has since been functioning as an arm of the Federal Ministry of Education. After its formation, NFRC went into action on the development of new curricula for Nigerian schools. Along these objectives, it organized a series of workshops:

(1) The Nigerian primary school curriculum 1971.

(2) The Nigerian teacher education curriculum workshop 1972.

(3) The Nigerian secondary education curriculum workshop 1973.

As a result of these series of workshops, new curricula in social studies for primary, secondary and teacher education programmes were developed. Today, all primary schools, junior secondary schools, some polytechnics, universities and teachers training colleges offered social studies as a subject.

2.6 The Concept and Types of Opinion

In general, an opinion is a judgment, viewpoint, or statement about matters commonly considered to be subjective, i.e. based on that which is less than absolutely certain, and is the result of emotion or interpretation of facts. What distinguishes fact from opinion is that facts are verifiable, i.e. can be objectively proven to have occurred. An example is: "America was involved in the Vietnam War" versus "America was right to get involved in the Vietnam War". An opinion may be supported by facts, in which case it becomes an argument, although people may draw opposing opinions from the same set of facts. Opinions rarely change without new arguments being presented. It can be reasoned that one opinion is better supported by the facts than another by analyzing the supporting arguments.[1] In

casual use, the term *opinion* may be the result of a person's perspective, understanding, particular feelings, beliefs, and desires. It may refer to unsubstantiated information, in contrast to knowledge and fact.

Collective or professional opinions are defined as meeting a higher standard to substantiate the opinion.

In economics, other social sciences and philosophy, analysis of social phenomena based on one's own opinion(s) is referred to as normative analysis (what *ought* to be), as opposed to positive analysis, which is based on scientific observation (what materially *is* or is empirically demonstrable).

Historically, the distinction of demonstrated knowledge and opinion was articulated by Ancient Greek philosophers. Today, Plato's analogy of the divided line is a well-known illustration of the distinction between knowledge and opinion, or knowledge and belief, in customary terminology of contemporary philosophy. Opinions can be persuasive, but only the assertions they are based on can be said to be true or false.

Public opinion

In contemporary usage, public opinion is the aggregate of individual attitudes or beliefs held by a population (e.g., a city, state, or country), while consumer opinion is the similar aggregate collected as part of marketing research (e.g., opinions of users of a particular product or service). Typically, because the process of gathering opinions from all individuals are difficult, expensive, or impossible to obtain, public opinion (or consumer opinion) is estimated using survey sampling (e.g., with a representative sample of a population).

Group opinion

In some social sciences, especially political science and psychology, group opinion refers to the aggregation of opinions collected from a group of subjects, such as members of a jury, legislature, committee, or other collective decision-making body. In these situations, researchers are often interested in questions related to social choice, conformity, and group polarization.

Scientific opinion

"The scientific opinion" (or scientific consensus) can be compared to "the public opinion" and generally refers to the collection of the opinions of many different scientific organizations and entities and individual scientists in the relevant field. Science may often, however, be "partial, temporally contingent, conflicting, and uncertain"[2] so that there may be no accepted consensus for a particular situation. In other circumstances, a particular scientific opinion may be at odds with consensus.[2] Scientific literacy, also called public understanding of science, is an educational goal [3] concerned with providing the public with the necessary tools to benefit from scientific opinion.

Legal Opinion

A "legal opinion" or "closing opinion" is a type of professional opinion, usually contained in a formal legal-opinion letter, given by an attorney to a client or a third party. Most legal opinions are given in connection with business transactions. The opinion expresses the attorney's professional judgment regarding the legal matters addressed. A legal opinion is not a guarantee that a court will reach any particular result.[4] However, a mistaken or incomplete legal opinion may be grounds for a

professional malpractice claim against the attorney, pursuant to which the attorney may be required to pay the claimant damages incurred as a result of relying on the faulty opinion.

Judicial Opinion

A "judicial opinion" or "opinion of the court" is an opinion of a judge or group of judges that accompanies and explains an order or ruling in a controversy before the court, laying out the rationale and legal principles the court relied on in reaching its decision.[5] Judges in the United States are usually required to provide a well-reasoned basis for their decisions and the contents of their judicial opinions may contain the grounds for appealing and reversing of their decision by a higher court.

Editorial Opinion

An "editorial opinion" is the stated opinion of a newspaper or of its publisher, as conveyed on the editorial page. The category of teachers and students opinion as a respondents of this research is a public opinion because is there view about the study seek to obtain.

2.7 Girl Child Abuse

Girl Child abuse is the physical, sexual or emotional maltreatment or neglect of a girl child or children. In the United States, the Centers for Disease Control and Prevention (CDC) and the Department for Children and Families (DCF) define child maltreatment as any act or series of acts of commission or omission by a parent or other caregivers that results in harm, potential for harm, or threat of harm to a child Leeb, (2008). Child abuse can occur in a child's home, or in the organizations, schools or communities the child interacts with. There are four major categories of

child abuse: neglect, physical abuse, psychological or emotional abuse, and sexual abuse.

In Western countries, preventing girl-child abuse is considered a high priority, and detailed laws and policies exist to address this issue. Different jurisdictions have developed their own definitions of what constitutes child abuse for the purposes of removing a child from his/her family and/or prosecuting a criminal charge. According to the *Journal of Girl-Child Abuse and Neglect*, child abuse is "any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation, an act or failure to act which presents an imminent risk of serious harm" Herrenkohl (2005).

Until quite recently, children had very few rights in regard to protection from abuse by their parents, and still continue to do so in many parts of the world. Historically, fathers had virtually unlimited rights in regard to their children and how they choose to discipline them. In many cultures, such as Ancient Rome a father could legally kill his children; many cultures have also allowed fathers to sell their children into slavery. Child sacrifice the ritualistic killing of children in order to please God or supernatural beings was practiced in pre-columbian societies, and order cultism activities in some African countries which Nigeria is included.

Abuse means the use of something in way that is wrong or harmful (Advanced Learner's Dictionary). It is unfair, cruel or violent treatment of something (ibid). To use power or knowledge unfairly or wrongly (ibid). An example includes child abuse which encompasses physical abuse, sexual abuse, etc.

Child abuse according to Siegel and Sennna, 1997pg 289) is:

Any physical or emotional trauma to a child for no reasonable explanation, such as an accident or ordinary disciplinary practices can be found. Child abuse is generally seen as pattern of behavior rather than a single beating or act neglect. The effect of a pattern of behavior are cumulative; that is the longer the abuse the more severe the effects on the child.

Although the term 'abuse and neglect are sometimes used interchangeably, they represent different forms of maltreatments. Neglect is more passive term referring to the deprivation that children suffer in the hand of their parents, i.e. lack of food, shelter, health care, and love. Abuse on the other hand, is the overt form of physical aggression against the child, one that often requires medical attention. Yet, the distinction between the two forms is often unclear because in many cases, both occur simultaneously. Legally, although each state in the United States has its own definition of child abuse, they all contain a combination of two or more of the under listed physical injury:

2.8 Types of Girl Child Abuse

Girl Child abuse can take several forms: the four main types are physical, sexual, psychological, and neglect. According to the 2010 Child Maltreatment Report (NCANDS), a yearly Federal report based on submission by state Child Protective Services (CPS) Agencies in the U.S., "as in prior years, neglect was the most common form of maltreatment." The cases were substantiated as follows: neglect 78.3%, physical abuse 17.6%, sexual abuse 9.2%, and psychological maltreatment 8.1%., According to Richard Wexler, the Director of the U.S. National Coalition of Child Protection Reform, of "those labeled "substantiated" or "indicated" by protective workers, relatively few are the kind that leap to mind when we hear the

words "child abuse". By far the largest category was "neglect". Often, these are cases in which the primary problem is family poverty" Kabitsi (2012).

2.9 Causes of Girl Child Abuse

Girl-Child abuse is a complex phenomenon with multiple causes. Understanding the causes of abuse is crucial to addressing the problem of girl child abuse. Parents who physically abuse their spouses are more likely than others to physically abuse their girl children. However, it is impossible to know whether marital strife is a cause of girl child abuse, or if both the marital strife and the abuse are caused by tendencies in the abuser. This commonly used term refers to the process of parents setting expectations for their child that are clearly beyond the child's capability. When parents' expectations are particularly deviant (e.g., preschool children who are expected to be totally responsible for self-care or provision of nurturance to parents) the resulting frustration caused by the child's non-compliance is believed to function as a contributory cause of girl child abuse.

Children resulting from unintended pregnancies are more likely to be abused or neglected. Neglect is by far the most common form of child abuse, accounting for more than 78% of all cases. In addition, unintended pregnancies are more likely than intended pregnancies to be associated with abusive relationships, and there is an increased risk of physical violence during pregnancy. They also result in poorer maternal mental health, and lower mother-child relationship quality. An unintended pregnancy is one of the effects of child abuse which mostly is come by raping or by the use of force against the girl-child (Kano State Hisba Board 2013). It can also be as a result of luring by taking advantage of the girl-children's economic and social status.

Unemployment and financial difficulties are associated with increased rates of child abuse. In 2009 CBN News reported that child abuse in the Nigeria had increased during the economic recession. It gave the example of a father who had never been the primary care-taker of the children. Now that the father was in that role, the children began to come in with injuries.

Girl Child abuse is an international phenomenon because it deal with parents out their in the society. Poverty and substance abuse are common widespread international issues, and no matter the location, show a similar trend in the correlation to child abuse.

Although the problems and other causes of child abuse can likely contribute to child maltreatment, differences in cultural perspectives play a significant role in the treatment of children. In certain nations, the battle for equality within the sexes plays a large part in a child's upbringing. Some women felt a considerable amount of pressure to carry out their motherly duties, obtaining an "authoritarian" parenting style, acting dominating and emotionally distant towards her children while overly involved in her own career. Many were encouraged to use more firm and direct disciplinary methods, as well as be overbearing and overprotective of their children. There are many positive changes being put into play. While there is a new openness and acceptance regarding parenting styles and close relationships with children, child abuse still remains a serious concern. Although it is now more publicly recognized, it has certainly not ceased to exist. While controlling parenting may be less of a concern, financial difficulty, unemployment and substance abuse still remain to be dominating factors in child abuse throughout Eastern Europe up to African Countries (Wikipedia 2014).

2.9.1 Physical Abuse

Physical abuse involves physical aggression directed at a child by an adult. Most nations with child-abuse laws consider the deliberate infliction of serious injuries, or actions that place the child at obvious risk of serious injury or death, to be illegal. Bruises, scratches, burns, broken bones, lacerations, as well as repeated "mishaps," and rough treatment that could cause physical injury, can be physical abuse. Multiple injuries or fractures at different stages of healing can raise suspicion of abuse. Physical abuse can come in many forms, although the distinction between child discipline and abuse is often poorly defined. However, the Human Rights Committee of the United Nations has stated that the prohibition of degrading treatment or punishment extends to corporal punishment of children. Since 1979, 34 countries around the world (at 2013) have outlawed domestic corporal punishment of children. In Europe, 22 countries have banned the practice. Cultural norms about what constitutes abuse vary widely: among professionals as well as the wider public, people do not agree on what behaviors constitute abuse Noh (1994). Some professionals claim that cultural norms that sanction physical punishment are one of the causes of child abuse, and have undertaken campaigns to redefine such norms Haeuser, (1990). Psychologist Miller, noted for her books on child abuse, took the view that humiliations, spankings and beatings, slaps in the face, etc. are all forms of abuse, because they injure the integrity and dignity of a child, even if their consequences are not visible right away. Usually includes throwing, shooting, stabbing, scolding, burning, drowing, suffocating, biting or deliberately disfiguring of a child. The greatest number of inquiries was as a result of beating with various kinds of implements or instruments. Some children have been strangled of suffocated with pillows held over their mouth or dumped in galleys, bushes or refuse dump. (Etimn.d).

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2.9.2 Physical Neglect:

On the other hand, physical neglect results from parents' failure to provide adequate food, shelter, or medical care for their children as well as failure to protect them from physical danger. Physical neglect of cause, from all indication that most be a threat to life, health and physical well being of the children or child concerned.

Neglect is also a lack of attention from the people surrounding a child, and the non provision of the relevant and adequate necessities for the child survival, which would be a lacking in attention live and nurture. Some observable sign in a neglected children are frequently absent from school, begs steal food or money, lack of sufficient clothing for the weather.

2.9.3 Emotional Abuse:

Emotional abuse is defined as the production of psychological and social defects in the growth of a child as a result of behavior such as loud yelling, coarse and rude attitude, inattention, harsh criticism, and denigration of the child's personality. Other examples include name-calling, ridicule, degradation, destruction of personal belongings, torture or killing of a pet, excessive criticism, inappropriate or excessive demands, withholding communication, and routine labeling or humiliation .

Victims of emotional abuse may react by distancing themselves from the abuser, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment development, a tendency for

victims to blame themselves (self-blame) for the abuse, learned helplessness, and overly passive behavior. Frequently accompanies physical abuse. It is manifested by constant rejection of the child, who as a result loses self esteem. And can as a result get into trouble such as using drugs so as to have lie sure, or ran away from home.

2.9.4 Sexual Abuse:

Child sexual abuse (CSA) is a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation. Sexual abuse refers to the participation of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act. Forms of CSA include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact, or using a child to produce child pornography. Selling the sexual services of children may be viewed and treated as child abuse with services offered to the child rather than simple incarceration Widom (1999).

Effects of child sexual abuse on the victim(s) include guilt and self-blame, flashbacks, nightmares, insomnia, fear of things associated with the abuse (including objects, smells, places, doctor's visits, etc.), self-esteem issues, sexual dysfunction, chronic pain, addiction, self-injury, suicidal ideation, somatic complaints, depression, post-traumatic, stress, disorder, anxiety, other mental illnesses including borderline personality disorder and dissociative identity disorder, propensity to re-victimization in adulthood, bulimia nervosa, and physical injury to the child, among other problems Martin NG (2000).

In the United States, approximately 15% to 25% of women and 5% to 15% of men were sexually abused when they were children. Most sexual abuse offenders are acquainted with their victims; approximately 30% are relatives of the child, most often brothers, fathers, mothers, uncles or cousins; around 60% are other acquaintances such as friends of the family, babysitters, or neighbours; strangers are the offenders in approximately 10% of child sexual abuse cases. In over one-third of cases, the perpetrator is also a minor (Chaffin, 2009).

In 1999 the BBC reported on the RAHI Foundation's survey of sexual abuse in India, in which 76% of respondents said they had been abused as children, 40% of those stating the perpetrator was a family member.

It does with the exploitation of children through rape, incest and molestation by the parent; family members, friends, clients etc. to have sex with a child is something deleterious to the life and health of the child because a child can be infected with the sexually transmitted diseases and can at the end destroys the totality of the life of the child (Hussain, 2013).

Child sexual abuse (CSA) is a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation. Sexual abuse refers to the participation of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act. Forms of CSA include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact, or suing a child to produce child

pornography. Selling the sexual services of children may be viewed and treated as child abuse with services offered to the child rather than simple incarceration.

2.9.5 Neglect/Abandonment

Child neglect is the failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter, medical care, or supervision to the degree that the child's health, safety, and well-being are threatened with harm. Neglect is also a lack of attention from the people surrounding a child, and the non-provision of the relevant and adequate necessities for the child's survival, which would be a lacking in attention, love, and nurture Theoklitou, Kabitsis and Kabitsi (2012). Some of the observable signs in a neglected child include: the child is frequently absent from school, begs or steals food or money, lacks needed medical and dental care, is consistently dirty, or lacks sufficient clothing for the weather.

Neglected children may experience delays in physical and psychosocial development, possibly resulting in psychopathology and impaired neuropsychological functions including executive function, attention, processing speed, language, memory and social skills. Researchers investigating maltreated children have repeatedly found that neglected children in foster and adoptive populations manifest different emotional and behavioral reactions to regain lost or secure relationships and are frequently reported to have disorganized attachments and a need to control their environment. Such children are not likely to view caregivers as being a source of safety, and instead typically show an increase in aggressive and hyperactive behaviors which may disrupt healthy or secure attachment with their adopted parents. These children have apparently learned to adapt to an abusive and inconsistent caregiver by becoming cautiously self-reliant, and are often described as

glib, manipulative and disingenuous in their interactions with others as they move through childhood. Children who are victims of neglect have a more difficult time forming and maintaining relationships, such as romantic or friendship, later in life due to the lack of attachment they had in their earlier stages of life.

Refers to a situation in which parents physically leave their children intentionally so as to end their parental relationship with the child.

The most common form of devastating child abuse is sex because of its long and short term repercussion. Therefore, one aspect of child abuse that has become an issue of growing international concern is sexual abuse.

Sexual abuse can as well involve children who are aware of sexual content of the action as well as others who are too young to have idea of what their actions means. However, Brown (cited in Siegel and Sienna (1997) have described the aftermath of sexual abuse as involving one of four dynamics:

- **Traumatic Sexualisation:** The process in which a child identity is shaped in an inappropriate and dysfunctional way as a result of the abuse episode.
- **Betrayal: -** The discovery by abused children that someone whom they are dependent caused them harm.
- **Powerlessness: -** The process in which the child's will, desire and sense of competence are negated.
- **Stigmatization:** The negative connotation such as shame and guilt, which are communicated to children around their experiences and which they became incorporated into self- image.

However there is another aspect of child abuse which is based on some cultural practices in some part of the world such as:

Girl Child Labour

Girl Child labour refers to the employment of girl children in any work that deprives children of their childhood, interferes with their ability to attend regular school, or is mentally, physically, socially or morally dangerous and harmful. This practice is considered a form of exploitation and abuse of children by many international organizations. Child labor refers to those occupations which infringe the development of children (due to the nature of the job and/or the lack of appropriate regulation) and does not include age appropriate and properly supervised jobs in which minors may participate. According to ILO, globally, around 215 million children work, many fulltime. Many of these children do not go to school, do not receive proper nutrition or care, and have little or no time to play. More than half of them are exposed to the worst forms of child labour, such as child prostitution, drug trafficking, armed conflicts and other hazardous environment. (Kano State Hisba Board 2013)

Girl Child Trafficking

Girl Child trafficking is the recruitment, transportation, transfer, harbouring or receipt of girl children for the purpose of exploitation. Children are trafficked for purposes such as of commercial sexual exploitation, bonded labour, camel jockeying, child domestic labour, during couriering, child soldiering, illegal adoptions, begging. It is difficult to obtain reliable estimates concerning the number of children trafficked each year, primarily due to the covert and criminal nature of the practice. The International Labour Organization estimates that 1.2 million children are trafficked each year (Wikipedia 2014).

Female Genital Mutilation

Female Genital Mutilation (FGM) is defined by the World Health Organization (WHO) as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. FGM is most often carried out on young girls aged between infancy and 15 years. The consequences of FGM include physical, emotional and sexual problems, and include serious risks during childbirth. In western countries this practice is illegal and considered a form of child abuse (Wikipedia 2014).

2.10 Multi-Dimensional Effects of child abuse

Child abuse can result in immediate adverse physical effects but it is also strongly associated with associated with developmental issues and with many chronic physical and psychological effects, including subsequent ill-health, including higher rates of chronic conditions, high-risk health behaviors and shortened lifespan (Callahan, 2009).

Maltreated children may grow up to be maltreating adults (Thornberry Henry, 2013). A 1991 source reported that studies indicate that 90 percent of maltreating adults were maltreated as children. Almost 7 million American infants receive child care services, such as day care, and much of that care is poor.

Physical

The immediate physical effects of abuse or neglect can be relatively minor (bruises or cuts) or severe (broken bones, hemorrhage, or even death). In some cases the physical effects are temporary; however, the pain and suffering they cause a child

should not be discounted. Rib fractures may be seen with physical abuse Starr RH, Wolfe DA (1991).

The long-term impact of child abuse and neglect on physical health and development can be:

- Shaken baby syndrome. Shaking a baby is a common form of child abuse that often results in permanent neurological damage (80% of cases) or death (30% of cases). Damage results from intracranial hypertension (increased pressure in the skull) after bleeding in the brain, damage to the spinal cord and neck, and rib or bone fractures De Bellis Thomas (2003).
- Impaired brain development. Child abuse and neglect have been shown, in some cases, to cause important regions of the brain to fail to form or grow properly, resulting in impaired development. These alterations in brain maturation have long-term consequences for cognitive, language, and academic abilities.
- Poor physical health. In addition to possible immediate adverse physical effects, household dysfunction and childhood maltreatment are strongly associated with many chronic physical and psychological effects, including subsequent ill-health in childhood, adolescence and adulthood, with higher rates of chronic conditions, high-risk health behaviors and shortened lifespan. Adults who experienced abuse or neglect during childhood are more likely to suffer from physical ailments such as allergies, arthritis, asthma, bronchitis, high blood pressure, and ulcers Marks JS (1998).There may be a

higher risk of developing cancer later in life, as well as possible immune dysfunction.

- Exposure to violence during childhood is associated with shortened telomeres and with reduced telomerase activity. The increased rate of telomere length reduction correlates to a reduction in lifespan of 7 to 15 years.
- Children who experience child abuse and neglect are 59% more likely to be arrested as juveniles, 28% more likely to be arrested as adults, and 30% more likely to commit violent crime.

Psychological

Children who have a history of neglect or physical abuse are at risk of developing psychiatric problems, or a disorganized attachment style George, C., ed. (1999). Disorganized attachment is associated with a number of developmental problems, including dissociative symptoms, as well as anxiety, depressive, and acting out symptoms Lyons-Ruth K (1996). A study by Cicchetti found that 80% of abused and maltreated infants exhibited symptoms of disorganized attachment Carlson, et al. (1995). When some of these children become parents, especially if they suffer from posttraumatic stress disorder (PTSD), dissociative symptoms, and other sequelae of child abuse, they may encounter difficulty when faced with their infant and young children's needs and normative distress, which may in turn lead to adverse consequences for their child's social-emotional development (Robinson,2007). Despite these potential difficulties, psychosocial intervention can be effective, at least in some cases, in changing the ways maltreated parents think about their young children Liebowitz (2006).

Victims of childhood abuse, it is claimed, also suffer from different types of physical health problems later in life. Some reportedly suffer from some type of chronic head, abdominal, pelvic, or muscular pain with no identifiable reason. Even though the majority of childhood abuse victims know or believe that their abuse is, or can be, the cause of different health problems in their adult life, for the great majority their abuse was not directly associated with those problems, indicating that sufferers were most likely diagnosed with other possible causes for their health problems, instead of their childhood abuse. One long-term study found that up to 80% of abused people had at least one psychiatric disorder at age 21, with problems including depression, anxiety, eating disorders, and suicide attempts. One Canadian hospital found that between 36% and 76% of women mental health outpatients had been abused, as had 58% of women and 23% of men schizophrenic inpatients.

French INSEE survey, some statistically significant correlations were found between repeated illness and family traumas encountered by the child before the age of 18 years. According to Menahem, the French sociologist who found out these correlations by studying health inequalities, these relationships show that inequalities in illness and suffering are not only social. Health inequality also has its origins in the family, where it is associated with the degrees of lasting affective problems (lack of affection, parental discord, the prolonged absence of a parent, or a serious illness affecting either the mother or father) that individuals report having experienced in childhood.

Many children who have been abused in any form develop some sort of psychological issue. These issues may include: anxiety, depression, eating disorders, OCD, co-dependency, or even a lack of human connections. There is also a slight

tendency for children who have been abused to become child abusers themselves. In the U.S. in 2013, of the 294,000 reported child abuse cases only 81,124 received any sort of counseling or therapy. Treatment is greatly important for abused children.

On the other hand, there are some children who are raised in child abuse, but who manage to do unexpectedly well later in life regarding the preconditions. Such children have been termed *dandelion children*, as inspired from the way that dandelions seem to prosper irrespective of soil, sun, drought, or rain Thomas (2008). Such children (or currently grown-ups) are of high interest in finding factors that mitigate the effects of child abuse.

Aderinto and Akunola (1998) equally recorded that some children recorded that they were pushed into street hawking for maintenance of the family needs. Similarly in Kano metropolis, it is daily occurrence to see other products along the road side (Dawakin Tofa, 2011). Street hawking, begging, pushing trucks, using girl – children as domestic maids have been some of the types of abuses again girl children that occur in the areas of this research work.

2.11 efforts made toward eradicating girl child abuse

Various efforts have been made to address girl child abuse which includes girl child abuse both at international and national levels.

International level:-

The 1989 UN convention on the right of the child, ILO convention 105/29, abolition of force labour, convention 138 minimum age for labour and organization of Islamic conference 2004, covenant on the right of child in Islamic were made to support and safeguard children including girl children from abuse.

At national level, there was the formation and implementation of child rights act. In Nigeria, the establishment of the National Gender Policy, NAPTIP etc were made to safe guard children abuse especially girl children. In Kano State the girl child redemption was introduced by Governor Shakarau administration with a view to ensuring better life for girl children.

2.12 Child Right Act

World concern with the care and development of children is contained in three documents that have been signed by many countries of the world. These documents are: the convention on the rights of the child, the world conference on education for all and the world sum it for children. These documents call for action to ensure that children's needs are met, that growth and development are promoted.

The issue of the rights of the child from the United Nations brought about or gave birth to the formation and implementation of the Child Rights Act in Nigeria. A child Rights Act is an act to provide and protect the rights of the Nigerian child and other related matters.

Commencement: 31st July, 2003, hence the Nigerian child has the under listed rights.

Application of the chapter IV of 1999 constitution

i. Right to survival and development
ii. Right to live
iii. Freedom of assembly
iv. Freedom of thought, conscience and religion.
v. Right to private and family life

vi. Right to dignity and health services

vii. Right to free and compulsory primary education

viii. Right to parental care, protections and maintenance

ix. Right to leisure, recreation and cultural activities

All other rights stated by the United Nations, Organization of Islamic Conferences, and the Nigerian constitution were for the good and betterment of the children including girl child which is main concern of this research work.

Apart from the above stated rights of the Nigerian child, the National Gender policy, made emphasis on the protection of the Rights of Girl the Child thus;

i. Street trading and hawking

ii. Street begging

iii. Child labour, trafficking and all forms of abuse or violence

iv. Sexual exploitation of girls/women

v. Harmful traditional practices such as F.G.M and child marriage.

vi. Fundamental rights of the girl child to health, education, survival and participation.

vii. Girl child disinheritance (National Gender Policy, 2008)

The most common aspect of child abuse in the areas of study as indicated by Dawakin Tofa are street hawking, begging, pushing trucks, using girls children as domestic maids, sexual abuse etc. in the Kano State Hisbah Board, cases of girls child abuse of numerous were recorded in 2012 and include sexual abuse, torture and brutality.

Social studies as a problem solving subject plays a vital role in eradicating child abuse as it deals with contemporary public issue in its curriculum where some societal evils are treated and finding solutions to that existing evils in the society.

2.13 Review of Related Empirical Studies

Girl child abuse as a social problem attracted so many researchers and authors to contribute on it. It is a global problems with the devastating threat on the life of the individual girl child, family and the society in general. Girl child, abuse can be seeing or witness by everybody even along our streets, for instance; begging, hawking etc.

Below are reviews of empirical studies that have direct bearing with the current study:

Dawakin-Tofa (2010) carried out a research on the topic "Child Hawking and child abuse in Kano Metropolis".

The researcher used in-depth interviews and focus group discussion (FGD) and used respondents as follows:

1. Twelve ward heads
2. Twelve religious leaders
3. Three NGOs namely; YZ, YEDA and AHIP
4. Six members of Hisbah
5. Head of Society Welfare Offices
6. The Head of Girl Child Redemption (Fansayar Talla)
7. Parent
8. Child hawkers etc

All together, there were 182 respondents that were 182 respondents that were engaged in both IDI and FGD from whom qualitative data were collected.

Data showed that poverty, culture and competition among co-wives suitor seeking and environmental influences encourage hawking among children.

Conclusively, data showed that hawking in the Kano Metropolis is closely related to child abuse and is in fact a form of child abuse.

Almajiri (2007) conducted a study on "The causal factor of child abuse among rural communities in Zamfara State". Among the respondents of this research work were children of 15 years of age and below, parent and child care takers were also part of the respondents. The researcher used 100 respondents with varying characteristics such as; child beggar, child hawkers, child labourers etc, 50 children were used to represent children and 50 parents and caregivers.

The researcher based on the data collected believed that socioeconomic, traditional and educational factors all together facilitate child abuse.

Mamman-Nasir (2004) had her research on the topic "Impact of child abuse on the victim" in 2004. The researcher used 50 respondents 25 each for both parents and children and the researcher found from the variety of data collected that abuse children especially boys have much greater chance of becoming involved in juvenile crime.

Similarly, Okam (1998) study focused on using social studies as an instrument for citizenship education. It attempted to investigate the extent to which students' exposure to social studies education had enable them to cultivate patriotic feelings and attitudes compatible with the growth and development of Nigeria as a nation. Using 2.950 final year secondary school students form 59 Grade II Teachers' Colleges randomly selected form seven states of the Federation, the study employed a 30 – item questionnaire titled "Students Perception of the content of social studies" as its instrument, the chi-square and analysis of variance (ANOVA) as tools to analyze the collected data.

The survey discovered that varying proportions of students felt that teaching and learning of social studies had strong positive relevance to their concerns as citizens. However, most of the respondents perceived the subject as not effectively achieving major objectives that prompted its introduction and teaching in schools and colleges, that is the inculcation of citizenship values.

The area of discrepancy of the present study from the former, concerns the parameters, sample and population. Its relevance was derived from its findings regarding failure of social studies to adequately prepare students as effective citizens.

Furtherstill, Madubuike (1985), focused on the Impact of teaching social studies on the development of good citizenship qualities in students. Two types of questionnaires were designed and administered to 120, teachers and 300 final year students offering social studies in 30 post-primary institutions in Anambra State. The study revealed that social studies instruction helps in the development of Nationalism, good sense of justice and fair play, tolerances, interdependence and national unity among others. He also investigated the extent to which students who have undergone a course of instruction in Teachers' Training Colleges in Anambra state demonstrated citizenship qualities compared with their counterparts in the junior secondary schools.

The fundamental difference between Madubuike (1985) findings and the present study lies in scope which covered instruction in Teachers Training Colleges in Anambra State demonstrated qualities of citizenship compared with their counterparts in the junior secondary schools. In spite of this however, Madubuike's

(1985) study had some relevance for this study. The focus and objectives of the two studies resembles each other. The relationships between the studies of some researchers included in the literature review are that, for example Dawakin Tofa (2010) had research on the topic "child hawking and child abuse" the relation with the present study is that Dawakin Tofa justified that child hawking is a child abuse, while the present study does with eradication of child abuse. As Almajiri in (2007) had research on the "causal factor of child abuse" and the impacts of child abuse on the victims" is also another study because they all concerned child abuse but difference is that as those studies do with causal of child abuse and the impacts of child abuse on the victim the this study goes with finding the way and manner through which girl child abuse can be eradicated especially by taking into consideration the roles of social studies education plays towards this.

Summary

This research work deal with the teachers and students opinion on the role of social studies education in eradicating girl child abuse. Abuse means the use of something in a way that is wrong or harmful, while child abuse is any physical or emotional trauma to a child for no reasonable explanation, such as accident or ordinary disciplinary practices can be found. Child abuse includes non-accidental physical injury, emotional abuse or neglect, sexual abuse and abandonment, etc. social studies has been defined as a vehicle for human skills development, and it is the ecological studies as well as value ladder field of the study. (Mezieobi, 2008); social studies objectives include to create awareness and an understanding of our social and physical environment in order to conserve it for national development. On the other hand, opinion is a judgment, viewpoint, or statement about matters commonly

considered to be subjective i.e base on that which is less than absolutely certain, and it the result of emotion or interpretation of facts. Its types include public group, scientific, legal opinion etc. And the causes of child abuse include single parent families, large family size poverty etc.

The research takes into consideration conflict theory as its theoretical frame of reference. Conflict theory has its genesis from the theoretical legacy of Karl Marx (18181).

Child Right Act is an act to provide and protect the rights of the Nigerian child and other related matters. The rights include;

- Right to survival and development
- Freedom of assembly
- Right to private and family life etc.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with methodology employed in conducting this study. The Study attempts to investigate the role of social studies education towards eradicating girl child abuse in Kano municipal and Dala Local Government Areas of Kano state-Nigeria. It has the following sub-headings:

- Research design
- Population of the Study
- Sampling technique
- Instrument for data collection
- Data collection procedure
- Data analysis procedure

3.2 Research Design

This research work is a survey research and survey research according to Nwogu (1991:55) is "one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. This research design permits the gathering of information through the use of questionnaires and interviews, from a population based on appropriate sampling techniques Olayiwola (2010). In the opinion of Barton and Baumann (2004) survey research provides information on a large subset group of individuals and then makes inferences to much larger groups. Survey research allows the researchers to collect information about behaviours, attitudes, and opinions. Based

on the above, survey design is suitable for this study as teachers and students views were sort.

Thus, this study intends to find out the teachers and students (at JSS level) opinion on the role of social studies education towards eradicating girl child abuse. Social studies teachers and JSS students would be the respondents for this study.

3.3 Population of the Study

A population is defined as the set of all element, objects and events that are of interest for a particular study (Sambo, 2005). Population is also defined as aggregate sum total of people and things living in a geographical location and interested by the research (Kadiri, 2006). These elements can be human or nonhuman or anything, provided they meet certain criteria defined by a researcher. The population of this study consists of all social studies teachers and JSS II and III students all from both Municipal and Dala local government area respectively. A total 381 respondents both students and 109 teachers, Male and Female from Dala and Municipal Local Government Area of social student department would take part in this research work. 120 male social studies student both from JSS II and III, 80 female students were allocated to the Kano Municipal and together with 40 male and 15 female teachers, making total of (255) was estimated to be respondents, while, 100 male students, and 81 females students were used as respondents to represent Dala and 40 male and 14 female teacher making total number of 235 was estimated respectively to be the respondents of Dala Local.

Table 3.1: Showing the population of social studies teachers and JSS students of both Municipal and Dala local government Areas

S/N	Name of Schools	Population of Students		Population of Teachers		Location
		Male	Female	Male	Female	
1	GGASS Hasya Bayaro		1175	3	1	KMC
2	Yolawa GSIS		1151	3	1	KMC
3	S.A.S	1423		2	2	KMC
4	GGSS Gandun Albasa		1310	1	3	KMC
5	GJSS Tukuntawa (Core Education)	1343	985	2	2	KMC
6	GJSS Ado Yola	1283		2	3	KMC
7	GGSIS Hausawa		1024	4	1	KMC
8	GGSS Hassana Sufi		1074	2	1	KMC
9	Aminu Tiya GASS		948	2	2	KMC
10	Sheik Mallam Yalo SIS (Core Education)	1399	733	2	2	KMC
11	Sheik Abdulqadir (S.I.S) Makwarari		1038	2	2	KMC
12	GGSS Festival		1150	4	1	KMC
13	G.S.S. K/Nassarawa	1290		2	1	KMC
14	GGSS Yakasai		1027	2	3	KMC
15	GGSS Shekara		1278	3	2	KMC
16	HIS Shahuci	1385		4	2	KMC
17	GJSS Shahuci	1287		3	2	KMC
18	GJSS Rimi City	1074		3	3	KMC
19	GGASS Koki		1295	2	2	KMC
20	GASS Ummawiyya Koki		702	2	2	KMC
21	GGC Dala		1456	2	1	Dala
22	GGSS Bulwkiya		989	1	1	Dala
23	GGASS Gwammaja		914	2	1	Dala
24	G.S.S. Gwammaja	829		1	2	Dala
25	G.S.S Dala	986		2	1	Dala
26	Tijjani Usman Gwammaja (Core Education)	735	596	2	2	Dala
27	GJSS Ibrahim Yaro Yahaya	917		2	1	Dala
28	GJSS Mariya Sunusi Dantata	981		2	1	Dala
29	G.S.S Audu Danbatta (Core Education)	656	471	2	2	Dala
30	GJSS Adakawa	910		1	2	Dala
31	G.S.S Kwaciri	795		3	1	Dala
32	GGASS Kurnar Asabe		1014	1	2	Dala
33	Ma'ahad Nasiru Ahli Kurna (S.A.S)			2	1	Dala
34	Army Day Bucavo Barrack (Core Education)	895	708	2	1	Dala
35	GJSS Sule Chamba R/Lemo	913		2	1	Dala
36	GASS Yalwa	841		1	2	Dala
37	GASS Yalya Kulkul		1005	2	1	Dala
38	GGSS Gwammaja		889	1	2	Dala
39	Fatima Dindile (SIS) Ayafi		958	2	1	Dala
40	Sheik Dan Almajiri (SIS) Rijiyal Lemo (Core Education	803	589	2	2	Dala
	Total	**20745**	**24479**	**85**	**66**	

Source; Kano State Secondary Schools Management Board (2013)

3.4 Sample Size and Sampling Technique

A sample is a subset of a population from which data for a study is collected (Sambo, 2005). This connotes that sample is a smaller group of element drawn through a defined procedure from a specific population.

In determining the sample size of this study Research Advisors (2006) table was used. Therefore the sample size of this research is 109 Junior Secondary School Social Studies teachers and 381 J.S.S. Students.

The sampling technique that will be used is simple random sampling technique to select each individual social studies teacher and his students from J.S.S. II and J.S.S. III.

3.4.1 Distribution of Sampled School, Students and Teachers

Local Govt.	No. of Schools	Sampled size of Social Studies Teachers	Sample size of Students
Kano Municipal	03	55	200
Dala Local Govt	03	54	181
Total	**06**	**109**	**381**

Sampled schools, students and teacher was designed base of the total number of schools number of teachers and students obtained from Kano State senior secondary school management board as shows in table 3.1 at Kano Municipal each sampled school was allocated with 85 instrument for data collection for both teachers and students, while Dala Local Government is allocated with 78 instrument for two schools, then one school is 79 instrument for data collection.

3.5 Instrumentation

The instrument is called social studies education questionnaire on girl – child abuse (SOSEQGA), which is developed by the researcher based on the objective of the research and the stated research questions.

Respondent's opinion about the solutions of eradication of girl child abuse questionnaire was designed for this study to elicit the information required for testing the stated research hypothesis and research questions and satisfy the objective of the study. And the questionnaires will be designed using modified four points Likert scale of strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SDA). Thus, it would allow the individual respondents to choose which is appropriate to his interest. The instrument is called social studies education questionnaire on girl-child abuse (SOSEQGA).

3.5.1 Validity of the Instrument

The researcher used content and face validity to ascertain the validity of the instrument for this study, this include the use of experts in the Department of Art and Social Science Education, Ahmadu Bello University (A.B.U) Zaria to check the items on the instrument whether they measure precisely the behavior construct under investigation and also whether they are representatives of the content under investigation; this is called content validity (Bichi, 2001). And also experts judged the face value; the acceptance and the appropriateness of the instrument in terms of wordings and arrangements of the items that will be represented on the instrument (Nwogu 2005).

3.5.2 Reliability of Instrument

The data thus collected from the pilot study conducted in GJSS, Sheka and GJSS Maikalwa were statistically analysed for purpose of reliability co-efficient. The

Cronbach's reliability coefficient was used. Consequently, reliability co-efficient of alpha level of 0.830 was obtained. This reliability co-efficient is considered adequate for the internal consistencies of the instrument. This was a confirmation of test of reliability which according to Spiegel (1992) and Stevens (1986). According to them an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

3.6 Data Collection Procedure

Three hundred and eighty one (381) questionnaires for students and one hundred and nine questionnaires for teachers were distributed to the sampled school in Kano municipal and Dala Local Government Areas, after permission was granted by the management of the sampled schools. For each school a day had been spent for the administration of the instrument for data collection. The data was obtained through the administration of the instrument by the researcher and help of the research assistant in each school and the research assistant were a teacher from each sampled school. Appropriate instructions were given before the respondents begin to fill the questionnaire.

3.7 Statistical Analysis Procedure

in analyzing the data of this research work, the study used:-

- Frequency and percentage to analyze the personal data.
- Mean and standard deviation in answering the research questions.

- T. test independent sample test to analyze the tested hypothesis, to find out whether there exist or not a significant differences between the variable identified in the study of teachers and students opinion on the role of social studies education in eradicating of girl child abuse.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The data was obtained from social studies teachers and students from selected Junior Secondary Schools in Kano Municipal and Dala Local Government Areas of Kano state-Nigeria, on the Role of Social Studies Education towards Eradicating Girl-Child Abuse in Junior Secondary Schools in Kano Municipal and Dala Local Government Areas, Kano state-Nigeria. A total of 80 teachers and 280 students respondents out of the total 108 teachers and 293 students sampled respondents representing about 98% responded to the instrument. The analysis of the data collected is done using simple percentage and frequency table, mean, standard deviation and independent sample t-test. The first section of this chapter presents the frequency and percentages of the bio -data variables analysis which include category of respondents, class and sex respectively.

The second section presents the answers to research questions using comparative mean and standard deviations. The third section presents and interprets the three null hypotheses structured along the research objectives by means of inferential statistical technique of Independent t-test to determine presence or absence of significant differences. All hypotheses were tested based on 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail citing authorities to elaborate findings.

4.2 Presentation of Bio-Data Variables

Table 4.1: Frequency Distribution of Teacher by Sex

SEX	FREQUENCY	PERCENT
MALE	46	57.5
FEMALE	34	42.5
TOTAL	80	100.0

According to the table 4.1 above, there were 46 male teachers representing (57.5%) and a total number of 34 female teachers representing (42.5%). This shows that the male respondents in the teachers' category outnumbered their female counterpart. They were sampled from the schools located in the study area (i.e. Kano Municipal and Dala Local Government Areas of Kano state).

Table 4.2 Frequency Distribution of Students by Sex

SEX	FREQUENCY	PERCENT
MALE	178	63.6
FEMALE	102	36.4
TOTAL	280	100.0

Details of the table 4.2 above showed that 178 of the students representing (63.6%) were male students while the remaining 102 respondents representing (36.4%) were female students. This implied that the number of male respondents

outnumbered that of their female counterparts in the schools sampled within the study area.

Table 4.1.3 Frequency Distribution of Students by Study Level

Class	Frequency	Percent
JSSII	116	41.4
JSSIII	164	58.6
TOTAL	280	100.0

The frequency distribution of the respondents in the students' category in table 4.3 above showed that 116 students representing (41.4%) were from JSSII while 164 respondents representing 58.6% were in JSSIII. This implied that JSSIII students that participated in the study outnumbered that of JSSII students.

4.3 Answering Research Questions

Presented below are quantitative and qualitative answers provided for the questions raised by the study. The frequency table, mean and standard deviation were used as statistical tools to answer the questions raised. To answer these research questions all the 30 items regarding the views of Teachers and students on the role of Social Studies education in eradication of Girl- Child abuse in JSS in Kano Municipal and Dala Local Government areas of Kano state-Nigeria as answered were tabulated indicating their frequencies of response of Strongly Agree, Agree, Disagree and Strongly Disagree respectively.

Research Question One: Is there any difference between the opinion of JSSII and JSSIII social studies students on the role of social studies education in eradication of Girl- Child abuse in JSS in Kano Municipal and Dala Local Government areas of Kano state-Nigeria?

Table 4.4: Opinion of JSSII and JSSIII students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria

Study Level	N	Mean	Std.Dev
JSSII	116	78.6500	11.3378
JSSIII	164	88.5000	10.0455

Details from table 4.4 above revealed the opinion of JSSII and JSSIII students regarding the role of social studies education towards eradicating girl-child abuse among JSS students in the study area. Their calculated mean opinions were 78.6500 and 88.5000 by JSS II and JSS III students' respondents respectively. Therefore, the null hypothesis which states that there is no significant difference in the opinion of JSSII and JSSIII students on role of social studies education towards eradicating girl-child abuse among JSS students in Kano municipal and Dala Local Government Areas of Kano state-Nigeria, is hereby rejected.

This outcome revealed that the JSS III students had significantly higher mean opinion regarding the ability of social studies education to eradicate girl-child abuse than their JSS II counterparts. This could be explained from the fact that the JSSIII students have more knowledge of social studies than their JSS II counterparts, hence the establishment of significant differences between the students on the basis of their class of study.

Research Question Two: What is the difference between the opinion of male and female students on the role of social studies education in the eradication of Girl-Child abuse in JSS in Kano Municipal and Dala Local Government Areas of Kano state-Nigeria?

Table 4.5: Opinion of Male and Female students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria

Sex of Students	N	Mean	std.dev	std.err
Male	178	83.2022	8.2512	.6184
Female	102	84.1863	8.3342	.8252

Details from table 4.5 above revealed the opinion of male and female students regarding the role of social studies education towards eradicating girl-child abuse among JSS students in the study area. Their calculated mean opinions were 83.2022 and 84.1863 by male and female students' respondents respectively. Therefore, the null hypothesis which state that there is no significant difference in the opinion of male and female students on the role of social studies education towards eradicating girl-child abuse among JSS students in the study area hereby accepted and retained.

This outcome revealed that both male and female students' respondents had high opinion on the ability of social studies education towards eradicating girl-child abuse

among JSS students in the study area, hence the no significant differences established between the students on the basis of their sex.

Research Question Three: To what extent do the opinions of male and female teachers differ on the role of social studies education in the eradication of girl child abuse in JSS in Kano Municipal and Dala Local Government Areas of Kano state-Nigeria?

Table 4.6: Opinion of Male and female Teachers on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria

Teachers	N	Mean	Std. Deviation	Std. Error
Male	46	7.8478	2.29703	.33868
Female	34	7.0882	2.20011	.37731

Details from table 4.6 above revealed the opinion of male and female teachers regarding the role of social studies education towards eradicating girl-child abuse among JSS students in the study area. Their calculated mean opinions were 7.8478 and 7.0882 by male and female teachers' respondents respectively. Therefore, the null hypothesis which state that there is no significant difference in the opinion of male and female teachers on the role of social studies education towards eradicating girl-child abuse among JSS students in the study area hereby accepted and retained.

This outcome revealed that both male and female teachers' respondents had high opinion on the ability of social studies education towards eradicating girl-child abuse

among JSS students in the study area, hence the no significant differences established between the students on the basis of their sex.

4.4 Test of Hypotheses

The hypotheses formulated in the study were statistically tested using appropriate statistical tools. The outcomes of the statistical analysis are presented below to the guide the study on either to retain or reject the null hypotheses set by the study.

Table 4.7: Independent t-test sample statistics on the mean opinion of JSS II and JSS III students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.

Variable	Class of students	N	Mean	std.dev	std.err	Df	T. Cal	T. crit	Sig (p)
role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria	JSSII	164	78.6500	11.3378	.9582				
	JSSIII	116	88.5000	10.0455	.8490	278			
							7.694	1.96	0.000

Calculated p < 0.05, calculated t > 1.96 at Df 278

According to the results of the above independent t-test statistics, significant differences exist between JSS II and JSS III students' opinion on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria. This is because the calculated significance (P) value of 0.000 is lower than the 0.05 alpha level of significance while the calculated t value of 7.694 is higher than the 1.96 critical t value at Df 278. Their calculated mean opinions were 78.6500 and 88.5000 by JSS II and JSS III students'

respondents respectively. Therefore, the null hypothesis which state that there is no significant difference in the opinion off JSS II and JSS III students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria, is hereby rejected.

Table 4.8: Independent t-test sample statistics on the mean opinion of male and female students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.

Variable	Sex	N	Mean	std.dev	std.err	Df	T-Cal	t Crit	Sig (p)
role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria	Male	178	83.2022	8.2512	.6184				
	Female	102	84.1863	8.3342	.8252	278			
							0. 957	1.96	0. 339

Calculated p > 0.05, calculated t < 1.96 at DF 278

Results of the above independent t-test statistics showed that there is no significant difference between male and female students opinion on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria. Reason being that the fact that the calculated significance (P) value of 0.339 is higher than the 0.05 alpha level of significance while the calculated t value of 0.957 is lower than the 1.96 critical t value at Df 278. Their calculated mean opinions were 83.2022 and 84.1863 by male and female students' respondents respectively. Therefore, the null hypothesis which states that there is no significant difference in the opinion of male and female students on the

role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria, is hereby accepted and retained.

Table 4.9: Independent t-test sample statistics on the mean opinion of male and female teachers on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.

Sex of Teachers	N	Mean	std.dev	std.err	Df	TCal	T-Crit	Sig (p)
Male	46	7.8478	2.29703	.33868	78			
						1.488	1.96	0. 141
Female	34	7.0882	2.20011	.37731				

Calculated p > 0.05, calculated t < 1.96 at DF78

Details of the above independent t-test statistics showed that there is no significant difference between male and female teachers opinion on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria. Reason being that the fact that the calculated significance (P) value of 0.141 is higher than the 0.05 alpha level of significance while the calculated t value of 1.488 is lower than the 1.96 critical t value at Df 278. Their calculated mean opinions were 2.29703 and 2.20011 by male and female teachers' respondents respectively. Therefore, the null hypothesis which states that there is no significant difference in the opinion of male and female teachers on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria, is hereby accepted and retained.

4.4. Summary of major findings

The following are the summary of major findings of the study, regarding the opinion of teachers and students on the role of Social Studies Education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.

i. There was significant difference between the views of JSSII and JSSIII social studies students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.
ii. There was no significant difference between the views of male and female social studies students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.
iii. There was no significant difference between the views of male and female teachers of social studies on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.

4.5 Discussions of Results

The discussions are made on account of the results of the research hypotheses and research questions.

According to the first hypothesis, significant differences exist between JSS II and JSS III students' opinion on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria. This is because the calculated significance (P) value of 0.000 is lower than the 0.05 alpha level of significance while the calculated t value of 7.694 is higher than the 1.96

critical t value at Df 278. Their calculated mean opinions were 78.6500 and 88.5000 by JSS II and JSS III students' respondents respectively. Therefore, the null hypothesis which state that there is no significant difference in the opinion off JSS II and JSS III students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria, is hereby rejected.

Results of the independent t-test statistics in the second hypothesis showed that there is no significant difference between male and female students opinion on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria. Reason being that the fact that the calculated significance (P) value of 0.339 is higher than the 0.05 alpha level of significance while the calculated t value of 0.957 is lower than the 1.96 critical t value at Df 278. Their calculated mean opinions were 83.2022 and 84.1863 by male and female students' respondents respectively. Therefore, the null hypothesis which states that there is no significant difference in the opinion of male and female students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria, is hereby accepted and retained.

Details of the independent t-test statistics in the third hypothesis showed that there is no significant difference between male and female teachers opinion on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria. Reason being that the fact that the calculated significance (P) value of 0.141 is higher than the 0.05 alpha level of significance

while the calculated t value of 1.488 is lower than the 1.96 critical t value at Df 278. Their calculated mean opinions were 2.29703 and 2.20011 by male and female teachers' respondents respectively. Therefore, the null hypothesis which states that there is no significant difference in the opinion of male and female teachers on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria, is hereby accepted and retained.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the investigation into the role of social studies education towards eradication of Girl-Child abuse in Junior Secondary Schools in Kano Municipal and Dala Local Government Areas of Kano State-Nigeria. This chapter summarizes, concludes and offers recommendations based on the outcome of the study, as well as providing suggestions for further on the subject among others.

- Summary
- Conclusion
- Recommendations
- Suggestion for further studies

5.2 Summary

The study was titled " The Role of Social Studies Education towards Eradication of Girl-Child Abuse in Junior Secondary Schools in Kano Municipal and Dala Local Government Areas of Kano State-Nigeria" The study was presented under five main chapters which this section intends to summarize.

Chapter one gave the general background of the study and clearly stated the problem behind the study. The statements of specific objectives were stated which include: to determine if there is difference between the views of JSSII and JSSIII students on the role of social studies education towards eradication of Girl-Child abuse in Junior Secondary Schools in Kano Municipal and Dala Local Government Areas of Kano State-Nigeria; the study was also aimed at finding out if there was a

difference between the opinion of male and female teachers regarding the role of social studies education towards eradication of Girl-Child abuse in Junior Secondary Schools in Kano Municipal and Dala Local Government Areas of Kano State-Nigeria and also to find out the difference if any between the views of male and female teachers with regards to the role of social studies education towards eradication of Girl-Child abuse in Junior Secondary Schools in Kano Municipal and Dala Local Government Areas of Kano State-Nigeria. However, three research questions were stated to be answered as well as three corresponding research hypotheses to be tested. The significance was also discussed in this chapter. The study was limited to social studies teachers and students in some selected junior secondary schools in Kano Municipal and Dala Local Government Areas of Kano state-Nigeria.

Chapter two presents the detailed literature reviews and the conceptual framework related to the study. The concept of social studies objectives, its nature and scope of social studies education programme in Nigeria were stressed. The concepts and types of child abuse and its manifestations were discussed. In addition, the concept and types of opinion were also highlighted. Nevertheless, the chapter also highlighted some related empirical studies that have direct bearing with the current study by stressing their similarities and differences with the current study. Chapter three discussed the study's methodologies adopted. The descriptive survey design was used by means of structured questionnaire to gather data from the sampled social studies teachers and students within the location under study. The sampling technique was simple random sampling technique using research advisors (2006) sample size table to determine the sample size of the study. The study based on the above sampled 381 JSSII and III students and 109 teachers. The instrument for

data collection was a well structured questionnaire divided into a bio data section containing three variables and another section containing thirty three (30) structured questions along the three research objectives, research questions and research hypotheses. Chapter four presented and discussed the results of the data analysis. The first part presented the analysis of the bio data variables; the second section answers the research questions by using item frequencies, mean and standard deviations. It was discovered that:

i. There was significant difference between the views of JSSII and JSSIII social studies students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.
ii. There was no significant difference between the views of male and female social studies students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.
iii. There was no significant difference between the views of male and female teachers of social studies on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria.

5.3 Conclusion

The main objective of this study is to determine the opinion of teachers and students on the role of social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria. This study based on the above findings concluded that the social studies education is creating awareness among both teachers and students on the role of social studies education in the eradication

of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria. Further it be said that on the basis of gender, both male and female respondents were optimistic of the role played by social studies education in the eradication of girl-child abuse in JSS in Kano Municipal and Dala LGA's of Kano state-Nigeria. On the basis on students study level, JSSIII students have higher and strongest opinion than the JSSII students probably because of their vast knowledge of the subject.

5.4 Recommendations

Based on the findings, the following recommendations are hereby put forward:

i. Social studies education should be emphasizes in all level of education because it teaches morality which will lead to eradicate of all social evils in the society.
ii. Social studies curriculum as a problem solving discipline should be refocused to assist in solving societal problems.
iii. Social studies Teachers should stress the areas that dwell on human rights abuses and protection.
iv. The government should liaise with social studies teachers who will provide relevant guidance and counseling in how to manage social inequality abuses among others.
v. Students who excel in social studies should be encouraged for further studies.

5.5 Suggestions for further studies.

1. Teachers and students opinion on the role of social studies education in the eradication of girl-child abuse in JSS in Kano state-Nigeria.

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APPENDIX

TEACHER AND STUDENTS OPINION ON THE ROLE OF SOCIAL STUDIES EDUCATION TOWARDS ERADICATING GIRL CHILD ABUSE IN JSS QUESTIONNAIRE

Dear Respondents,

I am a Master Student of Ahmadu Bello University, Zaria, conducting a research on the topic "***Teachers and Students Opinion on the Role of Social Studies Education Towards Eradicating Girl Child Abuse in Junior Secondary School in Kano Municipal and Dala Local Government Areas, Kano State"***

You are kindly requested to complete the questionnaire as objectively as you can and be assured that your response will be handled as a confidential. This questionnaire is designed to get necessary data from you and information realized shall be treated as confidential and restricted to this study alone.

Thanks for your anticipated cooperation.

Please, fill in the black spaces below;

SECTIONA: BIO DATA

1. Gender:

   (a) Male ( ) (b) Female ( )

2. Status:

   (a) Teacher ( ) (b) Student ( )

3. Class:

   (a) JSS II ( ) (b) JSS III ( )

SECTION B:

S/N		A	SA	DA	SDA
1.	Social studies education plays a vital role in eradicating girl child abuse				
2.	Social studies education does not plays a vital role in eradicating girl child abuse.				
3.	Social studies teaches social relationship among people, and this reduces girl child abuse. Social studies does not teaches social relationship among people, and this reduces girl child abuse.				
4.					
5.	People who lack social relationship abuse girl child more, than those who have social relationship.				
6.	Social studies education reduces girl child abuse because it is a value oriented discipline.				
7.	Absence of social studies education among people does not cause rampart girls child abuse.				
8.	Poverty is not the chief causative agent of girl child abuse.				
9.	Other causes of girls child abuse include illiteracy, parental negligence and large family size.				
10.	Some people are on the opinion that, parent and community all contribute in girl child abuse.				

11.	Women employers of girl child abuse them than male				
12.	Death or life imprisonment is a suitable punishment for abuser of girl child abuse.				
13.	Parental care is also one of the solutions to girl child abuse.				
14.	The war that government, and NGOS wage would help to eradicate girl child abuse.				
15.	Social studies education does not play any vital role in eradicating girls child abuse?				
16.	Social studies is not a value oriented discipline.				
17.	Social studies helps teacher and students to develop desirable attitudes				
18.	Social studies does helps teacher and students to develop desirable attitudes				
19.	Social studies enables teachers and learners to know about other people of world.				
20.	The causes of girl child abuse does not differ to place to place.				
21.	Social studies education teacher both teachers and students to develop the habit of peaceful living				
22.	The integrated nature of social studies helps students and teachers to develop humanity				
23.	Social studies does not help individual to develop				

	skill and adjust in the society				
24.	Social studies does not promote the understanding of man's social problems hence, it may not help to eradicate girl child abuse				
25.	Social studies does not inculcate the right attitude and value to students and teachers				
26.	Social studies education inculcates tolerance hence it abstains people from abusing each other.				
27.	Girl child abuse is inhuman while social studies education teaches humanity				
28.	Adjusting social studies education to senor secondary and tertiary level would foster the total eradication of girl child abuse				
29.	Social studies emphasizes human right, while girl child abuse, abuses those rights				
30.	Though social studies education, students and teacher learn about the culture and differences of others, for the reason, they became tolerant and love each other.				

ROLE OF SOCIAL STUDIES EDUCATION TOWARDS ERADICATING GIRL CHILD ABUSE IN JSS QUESTIONNAIRE

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.830	.837	30

Item Statistics

	Mean	Std. Deviation	N

Social studies education plays a vital role in eradicating girl child abuse.	3.0857	1.06747	35
Social studies teaches social relationship among people, and this reduces girl child abuse.	2.6857	1.05081	35
People who lack social relationship abuse girl child more, than those who have social relationship.	2.5714	1.11897	35
Social studies education reduces girl child abuse because it is a value oriented discipline.	3.0857	1.09468	35
Improving social studies education would lead to the total eradication of girl's child abuse in these areas.	3.0571	1.05560	35
Absence of social studies education among people does not cause rampart girls child abuse.	2.7143	1.10004	35
Poverty is not the chief causative agent of girl child abuse.	2.9714	1.04278	35
Other causes of girl's child abuse include illiteracy, parental negligence and large family size.	3.3143	.96319	35
Some people are on the option that, government parent and community all contribute in girl child abuse.	3.1714	.95442	35
The causes of girl child abuse do not differ from one place to another.	3.2571	.95001	35
Male engage in abusing girl child more than female.	3.4286	.85011	35
Raping occurs in rural areas more than in urban areas.	2.9143	1.03955	35
Death or life imprisonment is a suitable punishment for abuser of girl child abuse.	2.6000	.94558	35
Parental care is also one of the solutions to girl child abuse.	2.4000	.94558	35
The war that government, community and NGOS wage would help to address girl child abuse.	2.8286	1.12422	35
Social studies education does not play any vital role in eradicating girl's child abuse.	3.1714	1.07062	35
Social studies is not a value oriented discipline.	3.3143	.93215	35

Social studies helps teacher and students to develop desirable attitudes	2.9714	.98476	35
Social studies enables teachers and learners to know about other people of world.	2.9714	1.22440	35
The causes of girl child abuse do not differ to place to place.	2.8286	.61767	35
Social studies education teaches both teachers and students to develop the habit of peaceful living	2.9714	1.04278	35
The integrated nature of social studies helps students and teachers to develop humanity.	3.3143	.96319	35
Social studies does not help individual to develop skill and adjust in the society.	3.1714	.95442	35
Social studies does not promote the understanding of man's social problems hence, it may not help to eradicate girl child abuse.	3.5143	.88668	35
Social studies does not inculcate the right attitude and value to students and teachers.	3.4286	.85011	35
Social studies education inculcates tolerance hence it abstains people from abusing each other.	2.9143	1.03955	35
Girl child abuse is in humanity while social studies education creates humanity.	1.2857	.65994	35
Adjusting social studies education to senior secondary and tertiary level would foster the total eradication of girl child abuse.	1.4286	1.00637	35
Social studies emphasizes human right, while girl child abusers, abuse those rights.	1.3714	.87735	35
Through social studies education, students and teachers learn about the culture and differences of others, for the reason, they became tolerant and love each other.	1.2286	.94824	35

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.839	1.286	3.829	2.543	2.978	.430	30

Required Sample Size†
from: The Research Advisors

Population Size	Confidence = 95.0% — Degree of Accuracy/Margin of Error				Confidence = 99.0% — Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
120	92	104	111	119	102	110	115	119
150	108	126	137	148	122	135	142	149
187	126	151	167	183	146	164	175	185
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
151	109	127	138	149	123	136	143	150
1,000	278	440	606	906	399	575	727	943
1,397	301	502	732	1220	450	688	915	1289
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
45,224	381	771	1486	7922	654	1315	2507	12136
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
202,300	383	781	1525	9168	661	1345	2620	15330
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

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The recommended sample size for a given population size, level of confidence, and margin of error appears in the body of the table.

For example, the recommended sample size for a population of 1,000, a confidence level of 99%, and a margin of error (degree of accuracy) of 3.5% would be 575.

Change these values to select different levels of confidence.

Change these values to select different maximum margins of error.

Change these values to select different (e.g., more precise) population sizes.