

**INCIDENCE AND CONSEQUENCES OF PHYSICAL AND
PSYCHO-SOCIAL ABUSE OF THE GIRL CHILD AMONG
SECONDARY SCHOOLS STUDENTS IN KADUNA STATE**

BY

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DECLARATION

I hereby declare that this thesis has been produced by me. There has been series of write-ups in Abuse. This study “Incidence and Consequence of Physical and Psycho-social Abuse of the Girl Child among Secondary School Students in Kaduna State”, has not been presented in any previous occasion for a higher degree. All quotations as indicated are acknowledged in the reference.

OKPOKO MARY CHIBUGO

DATE

CERTIFICATION

This thesis titled “Incidence and Consequences of Physical and Psycho-social Abuse of the Girl Child Among Secondary School Students in Kaduna State” by Mary Chibugo Okpoko meets the requirements governing the award of Masters Degree in Educational Psychology in Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This study is dedicated to the memory of my Late mother Ngozi Otolehu Ogude, Late mother in-law Margret Okpoko, and my children, Chisom and Chukuemeka as well as to those abused children and women in Nigeria.

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ABSTRACT

The study investigated the incidence and consequences of physical and psycho-social abuse of girl child among secondary schools in Kaduna and Zaria. Five hypotheses were developed, to find out the spread, nature and extent to which abuse affects the girl child. The study adopted descriptive survey method. 400 randomly selected girls' in public secondary schools in Kaduna metropolis and Zaria participated in the study. They were drawn from 8 public girls' secondary schools in Kaduna urban and Zaria. They include 4 girls' secondary schools from each area. Questionnaire was instrument used for data collection. T-test independent sample and Pearson moment correlation co-efficient were used to analyze the data. T-test was used to test significant difference between Kaduna and Zaria location in the spread of physical and psycho-social abuse. T-test was also used in analyzing hypotheses 1-4. Pearson moment correlation co-efficient was used to test relationship between girl child and its component of psycho-social consequences. Based on the result of the study Kaduna location has more spread in the level of abuse than Zaria location. Significant difference existed in hypotheses 1-4 and significant relationship existed in hypotheses 5a-5d. The study found that Kaduna urban metropolis location has higher magnitude of both incidences of physical, psycho-social and psycho-social consequences. The study also found that Kaduna urban are more prone to abuse than Zaria dwellers. It was recommended that parent should try their possible best not to violate the child right and ensure equal access to education to all children given to them.

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LIST OF ABBREVIATIONS

WHO	-	World Health Organization
SAA	-	Situation Assessment and Analysis
UN	-	United Nation
OAU	-	Organization of African Unity
UNICEF	-	United Nation International Children Education Fund
CEDAW	-	Convention of the Elimination of all Form of Discrimination Against Women
IRC	-	Information Resource Centre
FEAP	-	The Family Economic Advancement Programme
MOU	-	Memorandum of Understanding
ILO	-	International Labour Organization
FGM	-	Female Genital Mutilation
CAPTA	-	Child Abuse Prevention and Treatment Act.
ANPPACA	-	The Africa Network for the Prevention and Protection Against Child Abuse and Neglect
CRC	-	Convention on the Right of the Child
NAI	-	Non-Accidental Injury
ICCPR	-	International Convention of Civil and Political Rights
CAT	-	Convention Against Torture
IPEC	-	International Programmed for Elimination of Child Labour
NTA	-	Nigerian Television Authority

WOPEN	-	Women's Centre of Peace and Development
NDHS	-	Nigeria Demographic and Health Survey
AIDS	-	Acquired Immune Deficiency Syndrome
HIV	-	Human Immune Deficiency Virus
VVF	-	Verso-Vaginal Fistula
RVF	-	Rectum Vaginal Fistula
ISPCAN	-	International Society for the Prevention of Child Abuse and Neglect
ACRWC	-	African Charter on the Rights and Welfare of the Child
FOS	-	Federal Office of Statistics
NGO	-	Non-Governmental Organizations
UNESCO	-	United Nations Education, Scientific and Cultural organization

OPERATIONAL DEFINITION OF TERMS

- Child Abuse:** An individual tendency to deny the child of his or her rights as stipulated by the United Nations Declaration of the Right of the Child of 1959.
- Child Neglect:** This means deprivation suffered by children as a result of lack of love, affection or care by parents or guardians.
- Child Right:** The United Nations Declaration of the Rights of the Child of November 20th 1959 actually outlines these rights as follow: the right to life and survive and to develop, right to identify to name, family and nationality, right to education, right to communicate, right to associate, privacy, leisure and recreation, right to good health, freedom from discrimination and that every child must be protected against all forms of exploitation and inhuman treatment.
- Cosmopolitan:** This referred to a settlement of people with larger population of diverse culture.
- Emotional Consequence:** Means a condition where abuse has damaging effect on the girl Child behaviour especially her physique.
- Girl Child:** In this study refer to female girl child from 11- 18 years.
- Child Abuse:** All forms of maltreatment against or towards a girl child
- Incidence of Abuse:** The rate at which a particular child suffers pain.
- Misbehaviour Consequence:** When abnormal behaviour leads a girl child to a bad Character/Conduct.
- Physical Abuse:** Constant physical assault in form of beating by parents or guardians at home and assault in the guise of discipline by teacher in the school or inadequate provision of the Childs development, needs in term of feeding, shelter, health care and clothing.
- Psychological Abuse:** Denying the child her emotional rights such as lack of one's affection, love, harassment, aggression, discrimination, Isolation and minimal interaction with the child or denial of basic needs such as: shelter, feeding, clothing etc.
- Psycho-Social:** Means individual sate of mind in relating with others in the society
- Psycho-Social Consequences:** Effect of the problems encountered from physical and

Psychological harm on an individual in the school or at home as she tries to relate with others in the society.

Social Consequence: Means a situation under which a girl child is unable to relate well with other people in the society.

Sexual Problem: When sexual act exposes a girl child to early pregnancy, Prostitution, abortion, or contraction of sexual diseases.

Tradition: Are rules and regulations guiding the conduct and behaviour of group of people.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A lot has been said and written about child abuse in our society. Child abuse is not any single entity but a term used to describe a variety of acts by parents ranging from explosive assault, to over punitive discipline or irresponsible neglects. According,, to Yakasi in Sunday New Nigeria, 29 Oct, 1989.

Historical accounts suggest that child abuse has been in practice for long as records show, but it seems to have increased in frequency and severity with the onset of the industrial revolution. It is only fairly recently that the frequency of violence towards children within families became appreciated in the western world. Various estimates of incidences have been made by World Health Organization (WHO) and United Nations Children's Fund (UNICEF), from which one might suggest a rate of 0.5 percent of children under 3 year. Kempe (1971) estimates 40,000 cases per annum in the USA; A Lancet editorial (1973) suggests 2000 cases per annum in UK. In African and Nigeria in particular it is difficult to estimate the incidences of child abuse and neglect because of the ethno cultural differences and other intricacies, while a few of the abuse or harmful situations are deemed likely to occur in Africa, the whole issue of child abuse and neglect sound remote to most Africans Yakasai (1989).

The Situation Assessment and Analysis (SAA undertaken by United Nations Children Fund, (UNICEF) 2001, states that “millions of Nigerian children and women face special problems of disadvantages, discrimination, abuse and exploitation sometimes in appealing circumstances.” Many children and women suffer abuse or violence within

the society. The beating of both children and women is common in Nigerian homes and is culturally sanctioned due to erosion or traditional constraints in highly stressed, quasi-nuclear-urban families. Urban conditions and corresponding changes in the nature of the family and employment have also created conditions in which many children suffer maltreatment from negligence.

Talking of the problems of exploitation that face so many Nigerian children, huge numbers of children are engaged in hazardous or exploitative forms of child labour. Many of these children particularly those coming from the rural areas, enter the urban labour market through the activities of child traffickers. Some children in particular girls as well as young women become victims of sexual exploitation at the worst of cases end up as debt bonded sex weapons in the hands of international prostitution racket.

Children are invariably among the principal victims of bloody ethno-religious and other conflicts that befall communities across the country. The more general problem that Nigerian children face, particularly those living in the urban slum areas and growing up amidst dangers and corrosive influences of the society deeply scarred in moral decay, include violent crime, vigilantism and drugs. As a result of such activities some children find themselves in conflict with the law as juvenile offenders. (UNICEF 2001), Adeyemi lamented in Sunday New Nigerian newspaper on 12 October 1995 in a page titled “Child abuse a Way Out”, he said “Child Abuse is affecting most of our children between the ages of 0-15, who are helpless yet subjected to dangerous conditions beyond their capacity”.

For instance, asking a child to cross a high way or giving a child punishment that even an adult cannot withstand, are random incidents. That aside, if someone may ask,

what are Nigerian children doing on the streets or in the market places? What business has they in begging for alms or selling bread when they are supposed to be in the school or at homes?

It is quite pathetic, seeing children punished in these hard conditions. However, the reason for the abuse of the child could be attributed to economic conditions, as some people would say. Yet the economic reasons are not enough to justify wasting away of the manpower and leaders of tomorrow. The other reason behind this is that every section of young Nigerian has failed. The abuse of children could be truly attributed to acts of omission or commission by our parents. Thus the fact remains that we are ignorant of the diverse effect of child abuse especially on the girl and the society. The effects of child abuse does not manifest on the life of the child alone, the society as well as the parents share the burden of the problems.

However, the lives of the children could still be changed for the better. If only the society or Government will take it as a point of duty and the parents, to put it at the back of their minds. The principles set forth in the universal resolution, declaration and recommendations of Human Rights adopted by the United Nations and specialized agencies provided extensive international legal instruments for prevention and protection of family especially children and women.

The United Nations convention on the rights of child and the Organization of African Unity charter on the rights and responsibilities of the African child in which Nigeria is a signatory set out various declarations which every nation state must adhere to for the protection and welfare of children. Some of these rights include:

1. The right to life/survival
2. The right to education
3. The right to health
4. The right to live in a clean environment
5. The right to relaxation and recreation
6. The right to identity
7. The right to communicate, etc.
8. Every Child must be protected from indecent inhuman treatment, social exploitation, drug abuse.

When any of these rights are violated/denied the child has been abused. UNICEF WORK BOOK (2000).

The declaration of the rights of the child of 20th November 1989 proclaimed by the general assembly of the United Nation states in its third preamble paragraph that “the child, by reason of his physical and mental immaturity, needs special safeguard and care including appropriate legal protection before as well as after birth” UN, (1999). The child as the most fragile member of the family must enjoy special protection for his or her healthy and harmonious physical, intellectual, moral, spiritual and social development such protection involves among other things, recognition of the essential rights of the child. Countries in African Unity under the umbrella of the Organization of African Unity (OAU) in Monrovia Liberia, met and agreed on provisions for the rights and welfare of African child. In summary the chapter deals directly with issues of child survival and development, education, health and health services, child labour, discrimination, sexual exploitation, administration of juvenile, justice etc UNICEF, (2003). So nations have

taken upon themselves the challenge to promote the well being of the world's children. Through the years, the challenges have taken many forms and campaigns were launched against all sorts of child abuse.

The convention on the rights of children adopted ratification and accession by the General Assembly resolution 44/23 of 20 November, 1989, as it stated in its preamble paragraph also, that “the need to extend particular care to the child has been stated in Geneva Declaration of the Rights of the child of 1924 and in the declaration of the rights of the child adopted by the General Assembly on 20th November 1959 and recognized the universal declaration of human rights in the international covenant of civil and political rights. In the international covenant of economic, social and cultural rights and in the status and relevant instrument of specialized agencies and international organization concerned with welfare of children UN (2002).

The article 2 of the convention on the rights of the child of 20th November 1989, requires states parties to “present convention to each child within their jurisdiction without discrimination of any kind irrespective of the child's or his or her parents or legal guardian's race, colour, sex, language, religion, political or either opinion national ethnic or social origin, property, disability, birth or other status UN (1990) and (2002) and thereby recalls that principles contained in the universal declaration of human rights, founded on the ideals of equality and justice are applicable to the child as a subject of law. These provisions therefore reflect the concern to make the child a full citizen enjoying the inalienable rights of any human being.

The child's enjoyment of these rights depends largely on the action taken by his or her society and parents. Therefore, the world conference on human rights in Vienna

declaration and programme of actions adopted on 25th June 1993, urges all states, with the support of international cooperation to address the acute problem of children under difficult circumstances.

“Exploitation and abuse of children should be actively combined including by addressing their root causes. Effective measures are required against female infanticide, harmful child labour, sale of children and organs, child prostitution, child pornography as well as different forms of sexual abuse” (World Conference 1993).

It must be said that realization of the child’s rights appears to be some what difficult for some states to do away with prevailing customs or some times the absence of clear distinction between the rights of parents and those of children. Thus, maintaining a fair balance between respect for family rights and the state’s role assisting in the exercise of the rights of the child is the best means for guaranteeing the protection of the child UN, (1999).

Although, there has been much in depth research on the rights of child, particularly in Nigeria, there is considerable circumstantial evidence to suggest that changing social conditions have led to increase in child abuse and exploitation.

1.2 Statement of the Problem

Abuse of children is a common social problem in our society today. Both boys and girls are abused, though the abuse of girl children is most frequent. This may be attributed to hard economic conditions of our country, where we keep struggling for survival. Despite the signing of the documents on child rights and the convention for the elimination of all forms of discrimination against women by Nigeria; yet violation of the child right, child abuse and discrimination against women continued in Nigeria. For

instance, in OAU summit in Addis Ababa in 1990, Nigeria made a pledge to bring to the fore of our national goals, issues concerning the child survival, development and protection of the child.

Today, the case of the girl particularly in Nigeria is the most pathetic. A percentage incident shows that the girl child faces a bleak future that it is, if she allowed to survive after birth. While in most homes a baby girl is reluctantly welcomed into the world and becomes a helping mate to her mother as soon as she starts her first steps. She is saddled with a lot of responsibilities, according to Ali (2001).

Girls are discriminated against in access to education for social and economic reasons. The literacy rate of males is 58~percent but only 42 percent for females. Rural girls are even more at disadvantage than their urban counterparts. In the North, Muslim communities favour boys over girls in deciding which children to enrol in secondary and elementary schools. In the South, economic hardships also restrict the girls into commercial activities such as trading and streets vending.

Though the world conference on Human Rights in Vienna of 25th June 1993, supports all measures by the United Nations and its specialized agencies to ensure the effective protection and promotion of human rights of the girl child.

Abuse of girl child abounds in our society today. That there is hardly any part of our society both rural and urban in Nigeria where traces of girl child abuse cannot be found, it takes different forms and patterns. Our cultural practice discriminates against girl child almost in all aspect of life. In fact, given the child abuse and neglect in all forms that abounds in the country, especially in the North. One would rightly wonder if there are legal shields or provisions to check the incessant incidents of abuse affecting the girl

child. This incidence call for serious concern and this has compelled the researcher into the study.

Indigenous laws have created lots of complexities and have made adherence difficult. There is a need to devise or review the laws on the rights of the child in Nigeria. In doing this, there is need to make laws which will be very relevant to our situations. Because in reality these laws only exist in statute books and are never applied. The main thrust of the present study therefore is to examine the incidence and consequences of physical and psycho-social abuse of the girl-child among secondary schools students in Kaduna State.

1.3 Objectives of the Study

The main objective of this study:

1. To determine the spread of girl child abuse in Kaduna and Zaria.
2. To investigate the incidence of physical abuse of the girl child in Kaduna and Zaria.
3. To investigate the incidence of psycho-social abuse of girl child in Kaduna and Zaria.
4. To compare the magnitude of incidence of physical and psycho-social abuse of the child in Kaduna and Zaria.
5. To find out the consequences of abuse on the girl child.

1.4 Research Question

The following research questions guided the study

1. How wide spread is physical and psycho-social abuse of girl child in Kaduna and Zaria.

2. What is the nature of physical abuse of girl child in Kaduna and Zaria.
3. What is the nature of psycho-social abuse of girl child in Kaduna and Zaria areas?
4. Is there any difference in magnitude of physical and psycho-social abuse of girl child between Kaduna and Zaria?
5. Is there any relationship between the report on girl child abuse and;
 - Emotional Consequence
 - Social consequence
 - Sexual problems
 - Misbehaviour consequence

1.5 Hypotheses

The following Hypotheses were tested in the study

1. There is no significant difference between Kaduna and Zaria location in the spread of girl child abuse.
2. There is no significant difference between Kaduna and Zaria respondents in their experience of physical abuse of girl child.
3. There is no significant difference between Kaduna and Zaria respondents in their experience of the psycho-social abuse of girl child.
4. There is no significant difference between Kaduna and Zaria in the magnitude of physical and psycho-social abuse of girl child.
5. There is no significant relationship between the report of girl child abuse and
 - Emotional consequence
 - Social consequence

Sexual problems

Misbehaviour consequence

1.6 Significance of the Study

The topic “Incidence and Consequences of Physical and Psycho-social Abuse of the Girl Child among Secondary Schools Students” was specifically chosen because the researcher has observed that hardly a day gone without a reported case of girl child abuse of any kind on pages of newspapers and magazines as well as in radio and television programmes. This study will therefore help in providing additional information on the prevailing problem of girl child in our society. It is hoped that more people will respond to the crusade against girl child abuse in our society. It will be useful to Ministry of Education, thereby helps the education policy makers and administrators to introduce special education programmes on the girl child as part of curriculum to be taught at schools. This step will further enable students, parents, even teachers to know what constitutes child abuse.

The study creates awareness for students to know what constitutes child abuse and that every child has certain rights that need not be violated which enable them to report to the appropriate quarters when abused.

The study enables parents and teachers to know that abuse has devastating effect on a child. Children have certain rights they are entitled to and should be respected.

Also, it serves as a medium of assessment in relation with children in schools and at homes.

It forms a role of counselling in Nigeria and tries to sensitize public on the devastating effects abuse have on children. Therefore, extra efforts made by school

personnel, especially teachers can help the child overcome school and home related problems.

It creates awareness on how to solve the problem of abuse in Nigeria and helps government to know that the burden of abuse is shared by the child, parent and the society thereby making it mandatory for government to provide programmes for the prevention of abuse in Nigeria and persecute anybody who may violate these rights.

The study is relevant to the state and parties to take appropriate legislation, administrative, social and educational measures to protect the child from all form of abuse and neglect. It will also help the social welfare department, hospital and police in preserving the rights and welfare of the child as it was declared in article 3 and 4 of the Convention on the Rights of Children of 20th November 1989.

1.7 Basic Assumptions

- (a) This study assumed that there is no significant difference in the spread of abuse in Kaduna and Zaria.
- (b) It assumed that there is no significant difference in Incidence of physical and psycho-social abuse of girl child in Zaria and Kaduna.
- (c) It assumed that there is no difference in the magnitude of psycho-social consequence of girl child in Kaduna and Zaria.

1.8 Scope and Delimitation of the Study

The study was limited to secondary school students. The purpose is to determine the consequence abuse has on girl child. Students in J.S.S 3 and S.S. 2 were used in this study. Thus, the study is limited to investigation of incidence and consequence of

physical and psycho– social abuse of girl child in selected girls secondary schools in Kaduna and Zaria educational inspectorate divisions.

Kaduna and Zaria were selected in this study to represent Kaduna State because they are the major cities that link other parts of the state; since state wide investigation may not be possible because of time frame for the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the objectives for which this study is being conducted. The chapter review a number of literatures that are related to the topic. It is summarized as follows:

- 2.2 Theoretical Frame Work
- 2.3 Concept of Girl Child and Child Abuse
- 2.4 Girl Child Abuse in African Perspective
- 2.5 Factors Responsible for Girl Child Abuse in Nigeria
- 2.6 Forms of Girl Child Abuse
- 2.7 Effects of Girl Child Abuse
- 2.8 Legal Protection on Girl Child Abuse
- 2.9 Review of Related Studies
- 2.10 Summary

2.2 Theoretical Framework

A theory is an integrated set of principles that organizes a set of observations and makes predictions (straub 1993). Theory helps to clarify the basics of a concept in line with its objectives. It explains the main focus and direction of the concept. It tries to explain the sources of human problem as well as tries to proffer solutions.

2.2.1 Social Learning Theory

Bandura (1963) noted that human character influence one to determine his behaviour in any situation. To him the character of an individual makes him to respond

consistently in different situation and that situation has impact on individual. He emphasizes the importance of environment or situation as a determinant of individual's behaviour. Yusuf et al(2002), Maintained that there are different behavioural patterns of man as he learns to cope with the environment. It includes the different experiences an individual encounter in the course of growing up in the environment. According to Bandura and Walter(1983) in Chaunhan (1983) noted that the most fundamental and significant Principle of Social Learning is the principle of reinforcement, most of our behaviour in social situation is acquired through the principle of reinforcement. The scope of responses acquired through reinforcement is unlimited. They further stated that behaviour is learned through conditioning and Observation. Children responses that are reinforced are more likely to reoccur.

There is positive correlation between reward and punishment and their effect on behaviour of the child. Human behaviour is affected by satisfaction and pleasure. Individual learn by either watching or imitating what others do, while some behavioural pattern are learned through direct contact. Children acquire novel responses through vicarious reinforcement by observing the behaviour of the model learning through imitation is influenced by the nature of reinforcement given to the model. It is a common experience that what children view and listen on TV and in films, they try to imitate in their real life . They maintained that self-reinforcement operate in observational learning where the individual sets a standard for self- reinforcement, children and adolescents tend to adopt standards of self-reinforcement which matches the standards of the models to which they have exposed positive reinforcement and rewards to strengthen our responses

and develop a tendency to repeat the same responses in future. The subject must attend the model in order to integrate the behaviour of the model in order to retain the learning.

Bandura and Walter applied principle of observational learning in the development of personality the child learns a number of activities from the very beginning of his life, through observation of other behaviour. The male child imitates the behaviour of his father and the female child tries to imitate the behaviour of her mother. The models behaviour may serve to elicit some responses in observer that are already in his repertoire when is socially acceptable, children may identify with a person whom they dislike, if his behaviour is successful. Children can learn acquisition of a variety of new responses like aggression, sex and dependency etc from a model.

Individual attempts to imitate the behaviour of the model whose behaviour he has observed. Parental anxiety associated with punishment influence the moral and social development of the child. The child learns many things by imitating the behaviour of the model through observation.

2.2.2 Motivation Theory

Maslow Hierarchy of Needs Theory sees motivation as constant, never ending, fluctuating and complex, that it is an almost universal characteristics of particularly, every organism state of affairs. He propounded theory of hierarchical needs in his search for solution to human needs and satisfaction. Human beings have needs which they constantly strive to satisfy according to his hierarchical order of needs. To him lower needs must be satisfied first. These lower needs he referred to as psychological or physiological needs of foods, shelter, water, sleep, clothing etc. These needs refer to the basic requirements for the maintenance of the body. The safety needs, love and affection,

self esteem and self actualization needs. Maslow maintained that unsatisfied needs motivate behaviour and becomes less of motivator of behaviour, the need level becomes a greater motivator of behaviour. The lower motives are urgent determinants of behaviour, when their satisfaction is lacking, the higher needs comes into effect, when the lower have been cared for.

2.3 Conceptual Frame Work of Girl, Child and Child Abuse

A Girl child has been defined as a “Female child Webster’s Dictionary (1993) A child had been defined in many ways by various people, communities and organisations and these are based on age distribution of populations. Article I of the convention on the Rights of a child adopted by General Assembly resolution 44/25 of November 1989 defined a child as every human being below the age of eighteen (18) year. While to UN (2002), it is between the age of 0 and 18. International Labour Organisation (ILO) has 0 – 15 years, cited in Adidu (1994).

There is no consensus on which a child is in Nigeria at least from the Legal point of view. According to Professor Grace Alele Williams and Jadesola Akande in Jide (1990) the law of contract defines a child as any person under the age of 12 years, while as children and young persons law defines a child as any person under the age of 14 years, but below 17 years. There is definitely no consensus on the age of maturity. Whilst the Law of contract pegs maturity at 21, electoral Laws of Nigeria put 18 years as the age for exercise of franchise. In the conventional definition of the child, a child is regarded as a descriptive terminology for a natural person who is an offspring of another (either by birth or by adoption). For the purpose of this study, it is safe enough to follow United

Nations definition of a child and in this context, the term, Girl child will be used to mean a young female (married or unmarried) between the ages of 11 -18 years.

The legal term “child” abuse is a sociological term used to describe a variety of acts of treatment meted on a child which infringe on her physical, mental, emotional convenience and optimal development and survival. Thus child in this study is defined as an individual tendency to deny the child of his or her rights as stipulated by the United Nations declaration of the child 1989

According to Meadow (1993) there are subcultures of behaviour and variations of opinion about what constitutes abuse of children. Due to this, several individuals have attempted to define child abuse in different ways based on individual cultural values and level of technological advancement.

As one begins to explore, the considerable variation in child-raising beliefs and behaviours cross-culturally, however, it becomes clear that there is not a universal standard for child-rearing or for child abuse and neglect. Rather, we should allow for a cultural perspective in defining child abuse and neglect in order not to be locked up into an ethnocentric position on which our own set of cultural beliefs and practices are presumed to be preferable and indeed superior to others. So, we must begin to structure definitional issues into a coherent framework such that child abuse and neglect can be appropriately identified within and across cultural contexts.

Therefore, an additional factor that must be included in a definition of child abuse is community standards with respect to child-raising; child abuse is partially defined by community standard which vary as a function of social class, area of the country, religion and the like. The definition of child abuse keeps changing, it is not fixed. However,

because of the multiple nature of this phenomenon, some authors have limited their definitions to operational definition which restrict them to the particular aspect of the abuse being investigated.

Child abuse refers to a situation in which a child is suffering serious physical injury inflicted by other than accidental means, suffering harm by reasons of neglect, malnutrition or sexual abuse, growing up under condition which threatens his or her physical and emotional survival (Kempe, 1980).

According to Warberton (2001) child abuse means treatment which causes actual harm, or places the child at risk of such harm, such as ill-treatment and failure to act to protect acts of commission (abuse) or omission (neglect).

Gelles (2003) stated that the term child abuse caused a wide range of behaviour from actual physical assault by parent or other adult caretakers to neglect of child basic needs. Child abuse is also sometimes called maltreatment. The definition recognizes that such harm is no accident but something perpetrated on children by others, usually intentionally and that the actors inflicting this harm do not usually enjoy social approval.

In practice, the beating of children is almost universal in Nigerian homes and is applied frequently, as a method of discipline for almost any type of misdemeanour. However, corporal punishment is also widely used in various homes or household against children especially house maid UNICEF (2001: 193)

Child abuse though different from child neglect is closely related to it. This is evident from the fact that most cases of child abuse result from child neglect. A child who is denied of her basic needs can easily become victim of child abuse. Child neglect is deprivation suffered by children as a result of lack of love, clothing, shelter and food

(Mulford (1999). In Dioha (2004) it also includes neglects by parent and adults who are supposed to be responsible for the care of the children. This is in line with the definition stated by U.S.A. Federal Child Abuse Prevention and Treatment act (CAPTA) 2003, that child neglect is failure to provide a child basic needs like food, shelter medical or mental health treatment, education, emotional needs, psychological care or permitting the child to use alcohol or the drugs. The most common form of child abuse is neglect, which include inadequate supervision and a consistent failure to protect a child from hazards or dangers as in CAPTA (2003), further defined child abuse and neglect as act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual exploitation, or an act of failure to act which presents an imminent risk or serious harm.

Meadow (1993) noted that, a child is considered to be abused if she or he is treated in a way that is unacceptable in a given culture at a given time, he further said that a given culture and given time are important because not only are children treated differently in different countries but within a country and even within a city.

2.4 Girl Child Abuse in the African Perspectives

The need for cross-cultural perspective in the definition of child abuse and neglect cannot be over emphasized. An awareness of such differences in more remote or exotic cultures can alert us to principles that are applicable in identifying child abuse and neglect in diverse cultures within our country. In exploring cultural aspects of child abuse and neglect, it is sobering to look at Africa particularly Nigerian child rearing through the eyes of different cultures within our country.

In Africa, the importance of children cannot be over emphasized it is generally acceptable that the birth of a child is a thing of joy. There had been a lot of controversy over the issue of sex as well as mixed up ideas concerning the role of the female sex as against that of the male either in family, in the community or in the nation. It is these mixed up ideas that degenerate into the endless conflict between the two sexes in family, national and international issues (Olufunke, 1999).

In Nigeria and Africa in general, having a male child is a very important issue when succession and inheritance are considered. The truth about the culture is that daughters are rarely reckoned with. Thus, families endowed with female look forward almost impatiently for male children and in the process many female children suffer neglect and abuse of some sort (UNICEF, 2001, Ali, 2001). But in the times of the beginning said Olufunke (1999) great significance was attached to the birth of a girl child. Sometimes she is born into circumstances as the first child in the family, the first child after ascending to ruler ship, chieftaincy, promotion, demotion, deep grief of conflict, death, peace, war etc, a general reaction greets the birth of a child. For example, in Yoruba land it is said that the coming of this stranger into such circumstances as “Owoero” (the coming of a peaceful circumsppection, a balm or antidote to anxiety or unnecessary agitation). To buttress this saying it happened that in the past the treatment of the girl child has been tenderly or more protecting against coarseness (Hausa culture) than that of a boy. However, things have changed so much from the times of the beginning and the attitudes toward the girl child also changes.

In traditional African society the parents, the extended family and the whole community take the act of parenting a child seriously, one of the fundamental

characteristics of traditional society in all Nigerian ethnic groups was the extended kinship unit. Child upbringing is therefore the responsibility of the ethnic community; every hand is put on deck to ensure that the child grows up to be a good citizen. Children were perceived as belonging to the extended family, which had collective responsibility for their socialization, even though the immediate domestic units of the nuclear family into which children were born had specific child rearing tasks. This contributed significantly to child care and child development. New parents could draw from a wider pool of experience, the correction of children by several adult relatives facilitated the inculcation of norms and so contributed to their socialization, and child care resources could be pooled freeing up time for adults to devote to other activities (UNICEF (2001), Amali and Ekoja, (2004).

The vast majority of orphans in sub-Saharan Africa continue to live with by the extended family. The extended family has historically formed an intricate and resilient system of social security that usually responds quickly to the death of a mother or father. It is very common for families to raise children who are not members of the immediate family. For example, it is traditionally in many Southern African communities for the deceased father's nearest relative such as a brother or a nephew, to inherit the deceased man's wife and children. Similarly, if a mother dies, the husband would then marry a close female relative of the deceased who would then be obliged to regard any of his children as her own (UNICEF, 2003).

Another traditional way in which children have moved between households is through fostering of one or more of their children usually with more prosperous relatives or community leaders, such as teachers, pastors or Mallamai. It is common for parents in

many sub-Saharan African countries to send their children to be raised away from home either by relatives or by non-relatives. They may do this because they are unable to care for their children themselves. This is meant to provide, upward social mobility for fostered children, to improve opportunities for education, and eventual employment or marriage, in exchange for the child's labour. The foster family also gains from this arrangement since it can acquire child workers; particularly for domestic service in some countries a high proportion of children, 20 per cent or more, may not be living with their parents (UNICEF 2001 and 2003).

In the middle ages, when the family was a self economic unit, producing everything it needed manually, the early exposure of young people to production process and delegating them to perform some manual labour as soon as they were old enough to perform simple tasks, was a way of upbringing, preparatory to rewarding adult life, with its enormous responsibilities. Whoever becomes over preservative of his child engaging in early economic activities would be accused of pampering and spoiling the child as it was believed that early conditioning will definitely affect the child's adult behaviour.

From here, a child who is not introduced early to work would be said to be a loafer when he/she becomes an adult. So traditionally work was a way of life and not a means of earning wages. Children were often involved in the work of their parents and usually inherited them. The use of child labour was not regarded as social problem until the introduction of the factory system (Onyongo, 1993 and Microsoft cooperation 1993-2002). In Nigeria and Africa generally, physical discipline of both children and wives is culturally sanctioned, corporal punishment is applied frequently as a mode of discipline for almost any type of misdemeanor. It is widely used in the schools, with the covet that

it should not be “excessive” in the sense of inflicting grievous bodily harm. In beating children, parents believe that they are instilling discipline. The purpose of punishment is to reduce or eliminate the behaviour that is being punished. Even in religion we believed that “spare the rod and spoil the child” (UNICEF, 2001).

The tradition of retaining the girl child’s virginity until marriage was a thing of pride. Therefore, most African traditions and culture promote female circumcision and early marriage as soon as they reach puberty, regardless of age, in order to prevent the “indecent” associated with premarital sex. For example, some children get married early as five years in Africa. Although in such cases, sexual intercourse between the girl and her husband may not commence before 10 years.

However, the socialization was very strict on the female and her society, threatens her with rejection if she gets pregnant before marriage. The choice of the partner is made for a girl by the family, depending on the wealth and prestige of the suitor (Department of state, 2001). There is no doubt that many of our cultural practices and traditions are beneficial to our children for example, Kissekka (1992) reported, that African infants show accelerated development in psychomotor skills, like sitting, crawling, smiling etc. In comparison to Euro-American babies and that this precocity is undoubtedly related to an enriched psychosocial environment characterized by extended family living, multiple care taking intensive physical manipulation of and personal interaction with the child.

Clearly there are numerous examples of positive traditional practices, from breast-feeding to the supportive environment for children provided by the extended family. But pride in the positive values of traditional culture should not blind us to certain harmful realities (UNICEF, 2001).

Chase, in Adidu (1994) said that defining the problems of child abuse and neglect in terms of individual rather than social pathology will only allow us to concentrate on a sick individual rather than sick society. Adidu (2004) further added that if we are serious about the protecting of children, we will have to take a look at our culture and re-examine our attitudes toward the young and the physical violence used in discipline our children.

Several authors have pointed out that child abuse is likely to result from the parent themselves and thus are considerably more agreement that child-abusing parents were themselves abused and neglected as children. Gelles (2003) called this “Transmission of violence” he said many children learn violent behaviour from their parents and then grow up to abuse their own children. Therefore the abusive behaviour became transmitted across generations. In other words, parent learns to rear children in an abusive manner in part because they model their own parent’s child-rearing procedures. He further emphasized, that 30 percent of abused children become abusive parents, where as only 2-3 percent of all individuals become abusive parents.

The majority of abused children do not become abusive adults some experts believe that an important predictor of later abuse is whether the child realizes that the behaviour was wrong. Children who believe they behaved badly and deserved abuse become abusive parents more often than children who believe their parents were wrong to abuse them. Akinmade (1997) noted that human violence occurs more frequently within the family circle than anywhere else in our society, therefore we called child abuse “global tragedy” and that violence against children is reaching a dramatic level. Other causes of child abuse identified by Obekpa (2001) include lack of failure of mother child bond, low self esteem depression, aggression.

Mannett (2000) pointed out that child abuse may happen in any kind of home and any type of family, but the abusers are often young and inexperienced parents or step parents or adults who were themselves abused as children or those under the influence of alcohol or drugs.

Government only occasionally criticized girl child abuse and made little efforts to stop customary practices harmful to girls, such as sale of young girls into marriage. There were credible reports that poor families sell their daughters into marriages as means of supplementing their income. Young girls often are forced into marriages as soon as they reach puberty regardless of age, in order to prevent the tendency associated with premarital sex.

Most school in the North, traditionally have separated children by gender, the government publicly opposes female genital mutilation (FGM) which is widely condemned by international health experts as damaging to both physical and psychological health. However, it has taken no legal action to curb the practice. There are no Federal laws banning F.G.M. The anti-FGM groups refocusing they faced at Federal level, though Edo, Ogun, Cross River, Osun, Rivers and Bayelsa banned F.G.M during the year. However, the punishment imposed is minimal. The women's centre for peace and development systems and the World Health Organization (WHO) estimated the F.G.M rate at approximately 60 percent among the nation's female population. However, according to local experts the actual prevalence may be as high as 100 percent in some ethnic enclaves in the South. While practiced in all parts of the country F.G.M is more predominant in the Southern and Eastern zones Women from Northern states are less to be mutilated. Under Nigeria law it has continued to bother all and sundry. In fact, given

the child abuse and neglect in all form that abound in the country, especially in the North, one would rightly wonder if there are legal shields or provisions to check the incessant incidents of abuse affecting the girls child.

2.5 Factors Responsible For Girl Child Abuse In Nigeria

The major factors that are responsible for girl child abuse in Nigeria are deeply rooted in economic, socio-cultural, environmental and political factors etc.

2.5.1 Economic Factors:

These include poverty, unemployment, demand for cheap labour etc.

Khan (1998) noted that the root of child abuse can be found in poverty. The most common cause of all child abuse and neglect is poverty, agreed Dioha (2004). Poverty is a world of darkness where every day is a struggle to survive (Bellarmy (2001).

Nigeria's economy, a situation which at present is characterized by poverty of the vast majority affected the well being of Nigerian child development, protection and participation. The level of poverty in Nigeria has increased significantly over the past decade, while the level of access to basic social services such as health, education, and employment opportunities has also reduced with dwelling economic fortunes. Thus, the economy of Nigeria has been seriously undermined by the gross mismanagement and looting of state resources by successive governments. Since the collapse of the oil boom of the 1970s there has been a dramatic increase in incidence and depth of poverty in Nigeria, in both the urban and rural areas. Millions of Nigerians have descended into poverty. Average per capital household expenditure declined by more than half in real term between 1980 and 1996 by which date almost 66 percent of the population was living below the poverty line (FOS, 1999 in UNICEF, (2001).

The poor economic and social conditions of the parents to a large extent cause the neglect and abuse of children born in that family. According to Adidu (2004) when a society is in trouble particularly economic trouble the family is the first to feel the shock and the children suffer most. In an environment of widespread deepening poverty, material concerns tend to lead to an atmosphere of tension and general nervousness, which can spill over, into physical violence: Inflation rages in the economy to the extent that parents have to engage in more than one job or business in order to survive, thereby leaving teenage children unattended to at home.

Due to the economic hardship family system is broken down and the standard of living of majority of people in urban and rural areas has deteriorated. In addition, not having enough to eat, people are living in wretched houses and unhygienic condition (Adidu 2004). Downward trends in economic and social status of the family make parents send their children into labour market in order to help uplift the family's standard of living (Brow, 1999). The high rate of unemployment has reached advance level without possible solution unemployed parent are having a hard time caring for their families, unemployment has caused many families to fall apart. Adidu (2004) noted that many children have resorted to stealing, hawking, begging and prostitution to feed. Dioha (2004) stressed that child labour continued since majority of families find it difficult to make ends meet in Nigeria. Parents force their children to marry as a means of supplementing their income, some withdraw their wards from schools and send them to hawk in the streets, become house maids and some even go into prostitution and drug pushing in order to support their families Dept. of state, (2001). Widespread of poverty

sparkling the push and pull factors to urban centers that promote child trafficking (Fact sheet, (2002).

Onyongo (1993) in Kenya reviewed the conditions among children such as street children and child domestic labour; he said that most girls come from poor and large families in rural household. While children have always worked in Nigerian society, the increasing poverty since the end of the oil boom in the late 1970s has driven millions of children into types of labour that are exploitative, hazardous and prejudicial to their welfare and development

Due to poverty and stress, according to Bellarmy (2000) asserted people decided to do anything for a living. A space of murders, any of whose victims have been children and women, highlighted the fact that some Nigerians believe that they can attain wealth and power through human sacrifice, the use of certain human organs notably genital organs, eyes and blood for superstitious rituals. Various barbaric practices have come to light in different parts of the country indicating that this is a nationwide problem (UNICEF, 2001).

It can be concluded that social conditions such as poverty, unemployment, inadequate housing etc contribute powerfully to the incidence of girl child abuse and neglect, for a large majority of reported cases of girl child abuse came from families living in poverty.

2.5.2 Social Cultural Factors

This accounts for many causes of girl child maltreatment in Africa particularly in Nigeria. These include; harmful traditional and cultural practices, large family size, low literacy level/high school dropout rates, absence of parenting etc. In Africa, the

subjection of girls to harmful traditional practices is, legendary and Nigeria is no exception, (UNICEF, 2001). Humiliation and discrimination against female life cycle is a widespread practice in African cultures. All stages of her life are not spared from abuse, harassment and oppression. The starting point is the prevalent traditional practices of some preference. At conception she is more likely to be aborted than a male, while in many cultures, there is happiness when a boy is born. While growing up she is further assigned by male made decree and custom, to roles that leave her with a heritage of dependency (UNICEF, 2001). The problems of exclusion of girls have their roots in the cultural value placed on male over the latter. It is within this cultural context that gender role are defined (UNICEF 2001, Ali 2001). The most serious harmful traditional practices affecting girl child in Africa and Nigeria in particular are child marriage and female Genital Mutilation (FGM), they have long been part of traditional cultural practices of various ethnic groups. Both are justified by parents on the grounds that they forestall promiscuity, which assumed to be a risk immediately girls reach puberty (Dept of state, 2000; UNICEF, 2001)

The girl child is regarded as a bad investment because she will marry outside the family, consequently, less emphasis is placed on the girl's education, and little or less money is spent on their education compared to boy child. This factor sadly is responsible for the gender disparity in the educational sector as female children form the bedrock of those not enrolled in both primary and secondary schools, particularly in the Northern part of the country according to Ali (2001). Gbenga (2003) in ACADA said that reinforcing these is the cultural belief that "the girl's home is the kitchen" and that whatever investment made on her, that ultimately she would end up in the kitchen.

Several women spoke about the obstacles they encountered while schooling as teenagers. During the visit of the United Nation's Children's Fund (UNICEF, 2001), to Nigeria, year, Regional Director for West and Central Africa, Ms Torild Skard in Kaduna 1996, among them was Hajiya Sa'adtu Sani, former chairperson of Lere Local Government in Kaduna State, who revealed that she was unable to realize her ambition of becoming a medical doctor due to cultural reasons. Hajiya Bilkisu Yusuf, a seasoned Journalist and Editor Citizen magazine disclosed that although she experienced little or no obstacle while in secondary school, she however observed that parents were in the habits of withdrawing their daughters for marriage as soon as they were about to finish school.

Likewise, the Director General of the State Ministry of Health, Sa'adu Ahmed whose experience was most pathetic, recalled that she was forced to marry her daughter off at the age of fifteen, she lamented that her wish to educate her daughter up to university level was thwarted as she had to succumb to tradition reported Ali (1996). This is just few instances of what cultural and tradition can do to the girl child. Early marriage of girls are an important factors for girls dropout from schools; and attitudes about gender rates result in families giving priority to the enrolment and learning achievement of boys than of girls (UNICEF, 2001; Gbenga, 2003). Traditionally, marriage tends to be polygamous in Nigerian cultures, although its incidence appears to be declining gradually, possibly due to economic pressures. When it is practiced in non-traditional settings in the urban areas tends to exacerbate the competition for resources within the family. Children are often among the principal victims of domestic rivalry and violence due to inadequate care, the parents themselves expose their female children to sexual abuse and early marriage for the immediate benefits they received UNICEF (2001).

Kinds of family structure also contribute to girl child abuse and neglect. This view was supported by (Gelle, 2003) when he said that families with chronic mental discard or spousal abuse have higher rates of child abuse than families without these problems. In addition, he further said that families in which either the husband or wife dominates in making important decision have higher rates of child abuse than families in which parents share responsibility for these decisions. The continuing large size of family is one of the fundamental reasons why many parents and guardians, particularly among the poor, find it difficult to provide adequate care for their children (UNICEF, 2001). A Child in the hand of one sex parent or adopted parent who care little only look at the benefits from the child point of view, allowing the child to overwork. This leads to high increase of girl child abuse in our society today. In case where a spouse deserts the other, the spouse left to take care of the children is sometimes unable and too depressed to take proper care of the children, thereby exposing them to abuse and neglect. More serious are the effects of divorce and separation on the welfare of children. Invariably, the children who pass to the father's custody are treated in a discriminating manner within the household, notably by the step mother who tends to give preference to her own children, whether in terms of affection, provision of food and clothing or the distribution of household chores. In some other cases, where a spouse passes on, leaving the other with little or nothing to assist their children, the living partner find it difficult to adjust to the new life and these exposes the children to abuse and neglect. In most ethnic groups, the children of the deceased do have certain inheritance rights, but this does not extend normally to girl children (except in the notable cases of the Yoruba land) and in practice even these customary rights are infringed in the course of the scramble for assets by the deceased husband's relatives.

2.5.3 Environmental Factors

These have also contributed to the abuse of girl particularly in Nigeria. These include rapid urbanization growth and inadequate access to basic infrastructural services. More and more people are crammed together in poor overcrowded housing in unplanned slums in the rapidly urban life creating conditions prone to violence, crime and social conflict. The adversity affects the development of girl child many of these, particularly coming from rural areas enter into urban labour market through the activities of child prey on the desperation of poor parents and the aspirations of children for a better life in the urban areas. Girls in particular become victims of sexual exploitation, in the worst cases ending up as debt-banded sex workers at the hand of international prostitution rackets (UNICEF, 2001). The country is going through a process of rapid urbanization the high population growth rate, especially in the cities and the large proportion of children and other social services. This rapid urbanization is putting enormous strains on the physical and social infrastructure and public services available in the cities. The urban economy is unable to absorb the rapidly increasing number of job-seekers, resulting in every high level of unemployment and under employment (UNICEF, 2001).

Many institutions that once provide stability for families are crumbling; the mutual extended families according to which usually gave the young the advantage and proper care has almost disappeared. Adidu (2004). The sense of mutual obligation among extended family members has diminished in Nigeria, likewise the traditional fostering arrangement has become subject to abuse, increasingly, the placement of children from poor rural families has become mediated by child traffickers who exploit the trust of parents with expectations founded on the traditional notion of fostering once place in

urban homes, often a domestic servants, such children are vulnerable to gross exploitation (UNICEF, 2001).

2.5.4 Political Factors

This includes legal frame workers and weak policy implementation, poor reporting and monitoring of cases by law enforcement agencies etc, Fact sheet (2002). The legal frame work for the protection of children's and women's right in Nigeria is weak uncoordinated and not in line with Nigerian's obligations under the CRC, the African chapter on the rights and welfare of the child and CEDAW UNICEF, 2001). These conventions ratified by Nigerian Government has not yet been domesticated as part of Nigerian law, short of such full domestication, the primacy of the convention over domestic law is not clarified nor is the convention justifiable and enforceable in Nigerian courts (University of Minnesota, 1998), UNICEF (2001). The coexistence of three legal systems, civil, religious and customary, the contradictions among these legal systems and conflict of law with regard to women's rights to equality and non-discrimination in the provisions of the convention and general recommendation make it difficult to adopt and enforce laws which genuinely protect women and children rights. Letter written by the Centre of Reproductive Rights and Convention of the Elimination of all forms of Discrimination Against Women CEDAW (2001).

The Federal constitutional arrangement does not situate issues concerning children and women within the legislative purview of the national assembly, but with the state legislative thereby making it difficult also to establish an adequate legal framework applicable throughout the country. The constitution continues to contain provisions that discriminate against women/girls in particular in the area of nationality and employment,

this result in the slow pace of legislative reform to bring discriminating legislation into conformity with the provisions of the convention and to eliminate practices that discriminate against women (FGN 1999, UNICEF 2001).

Other factor is the overbearing influence of cultural, traditions; poverty, illiteracy and ignorance tend to perpetuate discriminatory practices in Nigerian's traditionally patriarchal society. In these conditions it has proven difficult for government to introduce laws, policies and programmes to uphold the rights of children and women. Actual practice is driven more by cultural sentiments than by constitutional, legal or international obligations UNICEF (2001). Very few resources have been allocated for the implementation of the child welfare component of the National Social Development, policy, adopted in 1989. The social welfare departments at state level carry out quite limited tasks relating to the supervision of adoption procedures and the monitoring of adopted children as well as the monitoring of application of court ruling normally in event of divorce, relating to payment of stipends for child upkeep and custody issues.

They have no programmes, resources or capacity to carry out the tasks of identification, reporting, referral investigation, treatment and follow-up of instances of child maltreatment, as spelt out in Article 19 of CRC. Child Rights implementation committees, which have been set up at federal level and in some states, Local Government Areas, engage in sensitization activities, but again have no capacity or resources for active programmes for protection. In effect, the protection of children and women against abuse and violence has been abandoned by the state to NGO's (Non governmental Organizations (UNICEF, 2001). Several countries have now prioritized the girl-child as the critical area of concern. The Convention on the Rights of Child (1993),

which has been ratified by many countries, states that for the girl child to develop her full potential; she needs to be nurtured in an enabling environment where her spiritual, intellectual and material needs for survival, protection and development are met and her rights are assured (Synthesis, 2005).

2.6 Forms of Girl Child Abuse

There are several different types/forms of child abuse and some children experience more than one form (Teacher, (2002), (Perry, (2001), National Institute on Drug (2003). The neurodevelopment impact of violence in childhood (2004) and Help guide org., (1996-2004) grouped child abuse into four major types as, physical abuse, sexual abuse, emotional abuse and neglect. However, African Network for the Prevention and Protection against Child Abuse and Neglect ANPPCAN, pointed out some acts which are considered as abuse and are most peculiar to Africa, such as sexual abuse (including child marriage), exploitative, child labour, severe child battering consistent verbal suppression of the child, child trafficking, child abandonment, street children, malnutrition and physical abuse and neglect, therapeutic abuse and finally, abuse and neglect of handicapped children.

Ekpo (1992) defines acts regarded as child abuse to include child labour, sexual abuse, social and institutional abuse, while Benjamin, (1997) listed some types of child abuse as child battering, malnutrition, ritual killing, abortion early marriage, child labour such as street trading, prostitution, begging for alms etc.

In the case of female children there is likewise a wide range of abuse, which have become subsumed in the concept of violence against women. The girl child often faces discrimination from the earlier stages of life, through childhood and into adulthood. Her

low status is reflected in the denial of fundamental needs and rights and in such harmful attitudes and practices as a preference for sons, early marriage, female genital mutilation, domestic abuse, incest, sexual exploitation, discrimination less food and less access to education.

In recognition of the fact that in many countries, both developed and developing the status of girls is significantly worse than that of boys. The fourth world conference on women held in Beijing in 1995 identified the persistent discrimination against the child and the violation of her rights as one of the 12 critical area of concern requiring urgent attention by government and the international community (Women, 2000).

Declaration on the elimination of violence against women resolution A/RES/48/104, adopted by General Assembly, 26 December 1993 in their Article 1 and 2 defined “violence against women” (girls) out of gender-based violence that results in or will likely result to physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. It was defined to encompass, but not limited to physical, sexual and psychological violence, occurring in the family, including: battering, sexual abuse of female children in the household, dowry related violence, marital rape, female genital mutilation and other traditional practices harmful to women (girls), sexual harassment, and intimidation at work and in educational institutions, trafficking of women, forced prostitution and violence perpetrated or condoned by the state, wherever it occurs. (UN Nov. 2000, publication, sales No. DPI/1523/REV-2).

For the benefits of this study, the following form and dimensions of girl child abuse and neglect in Africa and Nigeria in particular will be discussed – physical abuse,

child labour, sexual abuse and neglect, trafficking, psychological/emotional abuse, discriminations etc.

2.6.1 Exploitative/Child Labour:

According to Ekpo (1992) it includes: street hawking, begging, children, working as domestic helpers, making children to carry heavy loads and overworking children. Child labour, designation formerly applied to the practices of employing young children in factories, now used to denote the employment of minors generally, especially in work that may interfere with their education or endanger their health (Microsoft Corporation 1993-2003).

By child labour, it is meant, work that is essentially exploitative and injurious to the physical, social, cognitive and moral development of the child. It connotes activities that may be strenuous, harmful, dangerous, hazardous, abusive, exploitative and non-exploitative on the child (UNICEF 2001). ILO convention No. 122, 12 in agreement with these definitions, and further emphasized how work can interfere with schooling by depriving them of the opportunity to attend school; by obliging them to leave school prematurely; or by requiring them to attempt to combine school attendance with excessively long and heavy work (ILO Report, 1989). Thus ILO defines child labour as work done by children under fifteen (Donnellan 1999). But exception is work done by children with their parents at home so far as aid in the latter's work is concerned and the child is not deprived of the possibility of going to school said Donnellan (1999).

Child labour has long been with us, children in almost all society do a variety of work in different conditions that can be classified as child labour. Throughout the ages on all cultures children joined with their parents to work in the fields, in the market place

and around the home as seen as they were old enough to perform simple tasks. The use of child labour was not regarded as social problems until the introduction of the factory system (Microsoft Computer 1993-2003). The extent and nature of their work are influenced mainly by the structure of the economy and the level and place of development at all levels. Child work should be distinguished from child labour. Oloko (1996), places the two forms of labour on a continuum where one ends and the other begins is tenure. Some form of child work in the past have transformed into child labour today. By child's work is meant work in which the primary emphasis is on learning, training or socialization. As such, the work schedule is flexible, tends to be responsive to the developing capacity of the child and encourages his or her participation in appropriate aspects of the child and encourages his or her participation in appropriate aspects of the decision-making process (UNICEF, 2001).

Caroline (2002) subdivided child labour into five categories each of which has specific benefit or no benefit at all such as factory/industry child labour with pay; the child of the family labour without pay; maid/servant child labour with or without pay; apprentice child labour without pay, and alien child labour. The distinction between genuine child labour and apprenticeship is not always clear according to Donnellan (1999). Scholars further stated that exploitative child labour occurs when children are made to engage on a regular basis, in strenuous, harmful, abusive, unduly prolonged work and in some productive or income yielding activities for which primary beneficiaries are persons, other than the children. The exploitation of children by adults ranges from denial of pay, low wage, long hour work abuse and corruption of the child

especially the females serve in beer parlours, hotels and restaurant which expose them to prostitution and its hazards.

It is hard to establish how many children in the world are working in these circumstances. UNICEF (2004) estimated about 246 million children. Statistic released by the International Labour Organization, according to Donnellan (1997). The number of working children between ages of 15 and 14 is at least 120 million, the overwhelming majority has been found in the developing countries of Africa.

Millions of Nigerian children between the ages of 5 and 12 are active in one forms of economic labour or the other and almost one quarter, between the age of 5 and 11 works in hazardous circumstances. Several million children are engaged in the worst forms of labour or farms plantations, private homes, on the streets and in commercial sexual exploitation. The work is so exerting that those lucky to attend school after a day's toil are too tired to learn (UNICEF 2000, Annual Report Year 2000). The actual numbers of children involved in such exploitative or hazardous work in Nigeria are not known, owing to the wide dispersion of child workers. A recent assessment, however, puts the lower limit at about 8 million according to Oloko (1999).

There are no estimates on how many children are employed in domestic service that the greatest numbers of girl children are to be found. BMC (2003) girls as young as 5 years old are recruited by employers in urban areas either because of their extremely poverty or because they are orphans. Young domestic workers in households of more prosperous urban families are the least visible category of working children. There are hundreds of thousands of girls employed as house helps. It is not unusual for these children to work almost sixteen hours per day. Another factors is the change in the way in

which children get engaged as servants as a form of traditional fostering arrangement (Donnellan, 1990) UNICEF, (2001).

Another kind of slave labour, according to Donnellan, (1999) is the one done by children who have been sold to employers by their parents. In some cases parents are forced to just give their children to creditors, this Oloko (1992) identified as “bonded labour,” To him, it is the harsher form of child labours whereby children working in conditions of servitude, in order to pay off a debt in or of the family. And this is common also in Nigeria.

A major aspect of child labour which is eating deep into the fabric of the Nigeria society is hawking, according to Okoro in Acada (2003). Trading and hawking is very common form of child labour, where the parent or guardians purchase some food items, which they make the children hawk. Street hawking is by far the largest single form of child labour. Both boys and girls work as street hawkers throughout the south of the country, while this type of activity is predominantly carried out by girls in the north. (UNICEF, 2001).

Garba (1998) discovered that 87.74% of these children are made to sell items such as kolanuts, oranges and some other food ingredients. This is in agreement with the study carried out by Dioha, (2004) on child neglect and abuse in Birnin Kebbi town where street hawking was found to be second type of child abuse and neglect. Also study by Zuru in Acada, (2003) on problem of girl child hawking in Alieri LGA of Kebbi state discovered that girl child is used to hawk wares, ranging from cooked food to snacks, mainly to supplement the earning of the family. According to Kerpelman (1997) in BMC (2003) he stated that the number of working children increased dramatically and working

girls outnumbered working boys. Girls take responsibilities for more house chores (UNICEF, 2001).

According to Ojile, (1998) child labour is often a complex issue; powerful forces are behind it, including many employers' vested interested groups, economist proposing that the market must be free at all cost and traditionalist who believed that the low caste, class of certain children denied them of such rights. Employers of children indicated that they employed children because they considered that youngsters learned and adopted more easily than adults, were thought to be better workers than adults in certain occupation; accepted lower wages, did not engage in labour disputes and accept long working hours. Child labour is violation of Article 32 of the CRC and ILO conventions especially (IPEC) International Programmed of Elimination of Child Labour signed by Nigerian government in August 2000 (UNICEF, 2001; Universal Instruments, 2002).

2.6.2 Child Trafficking

Trafficking was defined as the relocation of children from their communities of origin for economic gain. It involved agents for the illegal movement of human beings for illicit commercial and business dealings. Thus trafficking is a contributing factors to exploitative child labour (UNICEF, 2001, Fact Sheet 2002). It is also a violation of Article 35 of CRC and also Article 29 of Africa Charter (Donnlan, (1999) Universal Instruments, 2000, OAU, 2000). The trafficking of children mainly for the purpose of domestic service and prostitution, where these children are used as domestic helps in towns and commercial centres some of these children have been reported to be socially abused by their customers, masters or mistresses (UNICEF,2001) in Amaka Ekoja 2004). Children are increasingly being bought and sold across national borders by organized

network. The ILO report states that at least five such international networks trafficking in children exist from Latin America to Europe and Middle East: In European regional market, an associated Arab regional market and a West Africa export market in girls. With reports showing the trafficking in young girls on the rise in the Thailand.

An estimated 1.2 million children are trafficked each year according to UNICEF (2003). This is a phenomenon that is widely gaining ground in Nigeria, Report indicates that children mainly between ages 10-16 are mostly affected (Ebigbo, 2000) Amali and Ekoja, (2004). It is estimated that 80 percent of children trafficked to Italy are from Africa and 60 percent of these are Nigerians. Though, it is a relatively new phenomenon that has relieved more media coverage in Nigeria, but has been the subject of few research studies. The only recent study on child trafficking was conducted on behalf of ILO in locations that were already suspected to have a high population of trafficked children (Egbigbo, 2000; UNICEF, (20001), Fact Sheet (20002).

Movement is usually from rural to urban area especially during festive period, most collection points were based on urban areas. These were sites in Owerri, Port – Harcourt, Calabar, Lagos, Kano, Sokoto and Maiduguri. Private transit camps exist in Akwa Ibom, Calabar and Ondo States where children are transported from south eastern states and forced into hard labour and prostitution according to (UNICEF, 2001) and Fact Sheet (2002). Two types of trafficking has been identified with are internal and external or international trafficking in children and women (UNICEF, 2001), Fact Sheet 2002). Internal trafficking occurs with movement from state to state. Original from fostering and extended family systems, coupled with inability of the child to trace family members. Internal movement of children for trafficking usually occurs during festive periods as

mentioned earlier, and other cultural activities. It is usually from rural to urban areas. These children were lured into town by traffickers who promise them or their parent's lucrative work. Middlemen cheat employers by receiving money in advance but do not allow the children to settle in one family or employment, payment for the children's services often never reaches the poor parents. (Fact Sheet, 2002) Amali and Ekoja, 2004)

International or external trafficking not confined to Nigeria that means is not a purely local phenomenon within Nigerian borders. It has a significant regional and international dimension too. Criminal gangs are involved, in the smuggling of children and women across international frontiers, mainly for menial work in the heavily immigration-dependent economy of Gabon, Plantation work in Cameroon and commercial sex work in Europe. (The Guardian August (1998), UNICEF (2001). Report shows that an average, 10 children daily pass through Nigerian's borders especially at Seme, Maiduguri, Sokoto and Calabar. Children from the South –South (Edo and Imo States) are the majority of those trafficked to Mali, Gabon, Saudi Arabia and Italy according to UN, Fact Sheet (2002) socio-cultural and religion practices facilitate easy movement of children to Sudan, Mali and Saudi Arabia. In the last decade, there has been large scale trafficking of adolescent girls and young women to Europe, particularly Italy for work in the sex industry, according to Libreville Platform for Action (2000), external trafficking provide girls and women for prostitution rackets in Europe and the Middle East. These women (girls) are lured abroad by traffickers promising them legitimate and lucrative work but on arrival they are handed over to prostitution racket. They are forced to engage in sex work to pay off large debts, supposedly accumulated to pay for their

travel documents, ticket accommodation and feeding (UNICEF, 2001), (2003) cited in Amali and Ekonga (2004)

The trafficking of Nigeria girls to Italy and other part of Europe has slave-like characteristics. Due to the tightening of controls on illegal immigration into Europe traffickers are resorting to more and more daring and dangerous forms of smuggling people. Many Nigerian girls are obliged to take a long overland route across the Sahara to North Africa and then make a hazardous journey across Mediterranean in small boats. Some never reach their destination, either because they are abandoned on route or are drowned storms crossing the Mediterranean (UNICEF, 2001). The suppliers and recovers are identified in UN, Fact Sheet, (2002).

2.6.3 Gender Discrimination

According to a workbook for Nigerian Junior Secondary School Students (UNICEF, (2000) and Donnellan, (1999), sexual or gender discrimination occurs everywhere in the home, school and on the job. It is found throughout the world from birth onwards (Osuman, (1997) Bot and Jat (2002).

The female gender, for a long time, has labour under the long held erroneous belief that women are inferior to men. The society based its values, norms and roles on this belief. The attitude that women are not important has led into their being described as the “forgotten 50 percent of the world’s population or as the forgotten factor in economic development” (Osuman, 1997). For cultural reasons female children have continued to suffer disadvantages despite the fact that our constitution confers on the child equality under the law (Ali, 2001).

Discrimination in every sphere of life is prohibited by the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), the International Conference on Women, Beijing and a host of other international treaties including the African charter on Human and People's Rights, the Covenant of Economic, Social and Cultural Rights, as several International Labour Organization (ILO) conventions (Bot and Jat (2002).

The preference for male sons is another discrimination directed against women (girls), it is based on the belief that one sex is superior to the other. Almost 60 million women are missing either through abortion, outright infanticide, and lack of health care or malnutrition. In recent times, the use of technology has made it possible to use genetic planning to prevent the female from ever being conceived, much less being born (Donnella, (1999 and UNICEF, 2001).

Girls are discriminated against in access to education for social and economic reasons. Muslim communities favour boys over girls in deciding which children to enroll in secondary and elementary schools. Most school in the north traditionally have separated children by gender. It is now required by law in Zamfara, Sokoto and Kebbi state schools (Dept. of State, (2000), Women, (2000).

In conclusion, it cannot be overemphasized that the girl child suffers the double blend of age and gender discrimination, regarded as inferior in all societies, a burden to be sold of as a commodity or aborted before she is even born. The girl child is "tragically invisible" a victim of human greed, parental abuse and patriarchal tradition (Silvana, 1997).

2.6.4 Female Circumcision

The practice of female circumcision which is widely known as female genital mutilation (FGM) is one of the most serious form of violence against women. As it is listed among the violence against women in Article 2 of the Declaration on the elimination of violence against women in Article 4B (1993). It is a fundamental violence of human rights. In 1996, the convention of the rights of the child condemned it as torture and sexual abuse. The platform of action adopted by the Beijing Conference in 1995, called for the eradication of FGM (Tinker et al 1997, 2000) Declaration on the Elimination of violence against women UN (2000), Universal Instrument, 2002) FGM has been defined by the World Health Organisation (WHO), 1999) and Emovon (1994) “as all procedures which involve partial or total removal of the external female genitalia and or injury to the female genital organs, whether for cultural or any other non-therapeutic reasons”. This operation according to Phil (1999) is usually performed on female either in childhood, puberty or during their first pregnancies. UNICEF (2001) pointed out that it is commonly carried out at a very young age when there is no possibility of the individual’s consent.

It is culturally believed that the mutilating procedure is performed for the following reasons/ belief to reduce the female libido in order to prevent promiscuity. It is sometimes considered a cultural ritual that every female should undergo before marriage. It could cause death of a child at birth if the clitoris is allowed to touch the baby’s head during child birth: It could harm the pennies and it could interfere with sexual intercourse. In fact the uncircumcised girls are culturally believed to be promiscuous,

unclean, unsuitable for marriage and physically undesirable Phil (1999), Dept. of State, 2000).

Indigenous forms of FGM vary from the simple removal of the clitoral head or labia minora to excision of the clitoris and the most dangerous form is infibulations or paranoiac (King 1989; Dept of state 2000). It is classified into three types which are: Clitoridectomy called type I is the least severe form, it involves the removal of the preface or the head of the clitoris and all or part of the clitoris itself. Type 2, is a more severe practice, involuntary removal of the clitoris along with partial or total removal of the labia minora. Type 3, known as infibulations, is the most severe form of FGM, involving the removal of the clitoris, the labia minora and adjacent medial part of the labia major and the stitching of the vaginal opening, leaving an opening, the size of pin head allowed or the flow of urine and menstrual blood. The Type 4 is the unclassified types of FGM recognized by WHO. It include intromission, pricking, piercing or incision of the clitoris and or labia, scrapping and or letting of the vagina, stretching the clitoris and labia, cauterization, the introduction of corrosive substances and herbs in the Virgina and other forms, with the aim of tightening or narrowing, the Virgina (Njelesani, 1997) UNICEF (2001).

FGM is known to be practiced by many ethnic groups in about 28 African countries and some immigrant populations in Europe, Grenada, Australia, and the United States of America. The progress of Nations (1996) according to Anita (1997) has it that, of the 2 million girls that are mutilated every year, Egypt, Ethiopia, Kenya, Nigeria, Somalia and Sudan account for 75 percent of the cases. UNICEF (2004) states that at least 100 million women and girls alive today have undergone some form of FGM or

cutting. FGM is widely practiced in Nigeria, the Women's centre of peace and Development (WOPEN) estimated at least 50 percent of women mutilated. Studies conducted by the UN Development systems and WHO estimated the FGM rate at approximately 60 percent among the nation's female population. However, according to local experts, the actual prevalence may be as high as 100 percent in some ethnic enclaves in the south, while practical in all parts of the country, FGM is more predominant in the Southern part of Eastern zones. Northern states are less likely, to be mutilated. However, those affected are more like to undergo the severe type of FGM (Phil (1999) Dept. of States (2000), UNICEF(2001).) states that the practice of FGM prevails in almost every community especially among the Yorubas, Isokos, and Urhobos in Delta States, Ibos and Hausa, but is not prevalent among the Ibibio.

It is also pointed out according to UNICEF (2001) that the practice of FGM has nothing to do with religion, for it is not prescribed in any religion doctrine. Though, some women gave religion as a reason for continuing the practice. Nevertheless, most observers agree that the number of females who are currently subjected to FGM is declining (Dept. of state 2000; UNICEF, (2001).

2.6.5 Physical Abuse

Physical abuse involves someone deliberately harming or hurting a child, according to Beaver et al (1999). It is also called non-accidental injury (NAI), even if the parents or caretaker who inflicts the injury might not have intended to hurt the child, the injury is not considered an accident, if the caretaker's actions were intentional. This injury may be the result of any assault on a child's body. It involves aggressive behaviour towards the victims' body. It includes behaviours like pushing, pinching, spotting,

thickening, battering, pulling hairs, slapping, looting, punching, choking, burning, clubbing, stabbing, limb twisting and confining. It includes: acid bathe, hot water or objects, throwing the victim down against a wall, or down stairs, mutilating with knives, scissors, or other dangerous objects, and the use of guns.

The practices of selective amniocentesis and the killing of female newborns, bride burning and female genital mutilation constitute violent, physical abuse (Minett, 2000) Department of family ministries (2000) Help guide.org 1996-2004). Corporal (physical) punishment is distinguished from physical abuse in that physical punishment is the use of physical force with the intent of inflicting body pain, but not injury, for the purpose of correction or control. However, physical punishment easily gets out of control and can become physical abuse. One of the most perplexing issues in the definitional dilemma is determining the point in the punishment continuum at which discipline became abusive. Corporal punishment is against the law in schools in some states, but not in others.

In many families, physical punishment is the norm. Hundreds of thousands of children are physically abused each year by someone close to them. Thousands of children die from the injuries, for those who survive, the emotional scars are deeper than the physical scars (Helpguide.org 1996 – 2004). It is easy for parents to go beyond reasonable limits when angry and be guilty of abuse, according to Amali and Ekoja (2004). Corporal punishment follow by verbal abuse which is commonly used both at home and in school in Nigeria as a way of instilling discipline, sometimes results in abuse (UNICEF, (2001).

Some of these punishment are extremely harsh, for example making a child to urinate standing over a fire at the risk of burning because of petty stealing or as a means

of stopping the use of the left hand especially for eating and writing; applying pepper into incisions made on the child's body or sensitive parts of the body such as the eyes, the genitals, leaving excruciating pain (Amali and Ekoja (2004). Physical abuse accounts for about one in four substantiated cases of child abuse; it is the most visible form of abuse. It is a violation of the universal declaration of Human Rights. The convention of the Right of the (Article 37) specifically states that 'no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment; this is also in line with Article 17 of the African chapter on the Right and Child. The right to be free from torture and from, inhuman or degrading treatment or punishments is provided for in the International Convention of Civil and Political Rights (ICCRR) (Article 7), Convention Against Torture (CAT) and the African charter (Article 5).

With regard to corporal punishments, the UN special reporter on torture has taken the view 'corporal punishment is inconsistent with the prohibition of torture and cruel, inhuman and degrading treatment or punishment enshrined, inter alia, in the universal declaration of Human Rights and the other international convention (University of Universal instruments, UN 2003; letter written by the centre for reproductive right and CEDAW, 2001).

2.6.6 Sexual Abuse

This includes sexual harassment/rape incest, child prostitution, child marriage, female circumcisions according to Ekpo (1992). Evidence of abuse is seen in ruptured hymen, bleeding or bruises in girls) and venereal diseases. It could manifest in sudden weight loss or gain, school anxiety, depression, prostitution, delinquency. It can manifest from children who have been the subject of unlawful sexual activity or whose parents or

carers have failed to protect them from unlawful sexual activity and children abused by other children Beaver et al (1999).

Kempe (1990) defined it as the involvement of dependent development, immature children and adolescents in sexual activities that they do not fully comprehend and are unable to give informed consent to, or which violate the social taboos. While Helppguide.org.corporation, (1996-2004) defined it as any sexual act between an adult and a child. Sexual abuse covers a range of activities or abusive behaviour, certainly not just penetrative sex or direct physical contact according to Beaver et al, (1999) and Warbuston (2001). This includes Paedophilia (sexual attraction for pubertal children) inappropriate fondling, touching and verbal remarks. Included in this category are the actions such as: incest, molestation, rape and forced prostitution, oral/genital contact, or fondling of genital or breasts, sexual intercourse, or involvement in pornography. It often starts from exposure and self masturbation by the abuser and continues through actual body contact to some form of penetration. (Minnett 2000), (Beaver e al 1999), Dept. of Family (Ministries, 2000).

Child sexual abuse is a universal phenomenon, it is found in all culture and socio-economic groups. It happens to children in all kinds of families and communities (Beaver et al 1999, Kakka (1996). Victims of sexual abuse according to Beaver, et al (1999) include children who have been the subject of sexual activities or whose parents have failed to protect them from unlawful sexual activity, and children abused by other children. Though both boys and girls experience sexual abuse as far as we know, many more girls are abused than boys (Anania, (1999) (Minnett, 2000). According to (Kakka, 1996) widespread of child sexual abuse incidence remains a question difficult to gauge

with any degree of certainty, although an informed guess can be made, society's attitude about child sexual abuse and exploitation can be summed up in one word, "denial" most people do not want to hear about it and would prefer to pretend that it does not happen. Stories and report about sexual victimization are daily occurrences (Dakkar, 1996). The prevalence is largely under reported, Beaver et al (1999).

Both men and women sexually abuse their children; these means the abuse are relative or a caretaker, such as: parent, baby sitter, or day care provider. It is usually carried out by the males in the family, often the father or step father, uncle, grand father, or older brother; it may be by a family friend or a stranger. There have been reported incident of children as young as four months old being sexually abused according to Beaver, et al, while Kakkar (1996) argued that sexual abuse are quite rare before the age of two years but thereafter it increases in frequency, being maximum in the girls puberty adolescence.

UNICEF (2004) estimated about 2 million children, mainly girls, but also a significant number of boys that are exploited every year in the multibillion dollar set industry, specifically prostitution and pornography. The commercial sexual exploitation of girls in such an industry puts money into the hands of private citizens, governments and the police.

The very adult who are entrusted with the protection of children be they teachers, clergy, police officers, politicians, parents makes any adult to take advantage of the vulnerability of the victim or of the trust relationship to meet his own needs or desires, they use their moral authority and status to sexually exploit children (Lamena and

Reidmann, 1988; Anania 1999; Beaver et al, 1999; Dept. of Family Ministries, 2000; Obekpa, 2001; UNICEF, 2001).

Prostitution has become a social problem of concern to all stakeholders in Nigeria, as it is linked with commercial trafficking in girls and its role in the development and spread of the HIV/AIDS epidemic now sweeping across the country. The fear of HIV/AIDS is often quoted as a factor for sexually abused of girls. They are abused forcefully or persuasively without the use of condom and so have a high tendency of being infected with the virus. However, it has been suggested that there is a direct link between the abusive exploitation of girls and the prevalent low economic and social status of women.

For many poor families, the girl child is property; whose only redeeming quality is her selling price, for many men, the only question is the buying price (Anania, (1999). (UNICEF, 2001) Female children who are hired as domestic servant girl are often predisposed to this problem. Majority of them are being sexually molested even by their employers. Often because of the abusive conditions, many of these girls escape to the streets, where they became victim of the sex trade (Anania, 1999) (Amah and Ekoja, 2004). The study of commercial sexual exploitation is scarce, owing to the clandestine nature of the phenomenon and the traditional inhibitions on discussion of sexual behaviour. The studies carried out by (Adedoyin and Adegoke ,1995), Oloko, 1999), and (UNICEF,1999) as quoted in (UNICEF,2001) indicated that child prostitution is now common in towns; sexual exploitations of girls is not limited to prostitution as many girls experience other forms of sexual abuse.

Adolescent girls became involved in sexual liaisons to obtain all kinds of favours. Such favours include career promotion. Students in secondary school and tertiary education are also subjected to sexual pressure by teachers and other students, as indicated by findings of several studies, (Oloko, and Omoboye, 1993) (Redipe, 1992) and (Ofoha, 1991), cited in (UNICEF, 2001). (Maiguri,1997) asserted that girls are used for debt redemption, collateral for loans, gestures for financial or political favours, pleasure objects for old rich man or young spoilt rich males, incentive for senior officers in government and other financial personalities in the society. During war, girls are also used as sex slaves by frustrated soldiers. Rape can be systematically inflicted on young girls as an act of war. According to (Donnellan, 1999), many girls are sexually abused and forced to be the “wives” or unpaid servant of adult soldiers (Donnellan 1999) (UNICEF, 2000).

Sexual abuse or exploitation of children and women constitutes a grave abuse of rights and is consequently deplored by both the CRC and CEDAW, Article 34 of the CRC which requires, states, parties to protect the child from all forms of sexual exploitation and sexual abuse, and in particular to prevent the inducement or coercion of a child to engage in unlawful sexual activity and the exploitative use of children in prostitution and pornographic performance Article 6 of CEDAW enjoins states parties to take all appropriate measures to suppress all forms of traffic in women and exploitation of prostitution of women (UNICEF, 2001; Universal instrument, 2002). Certain characteristics have been associated with child abuses. They include a history of abuse of, low threshold for anger, depression, isolation and mental retardation, being young or single parent.

2.6.7 Psychological/Emotional Abuse

This refers to both the parents and teachers tendency to deprive the child of his emotional rights as stated in the United Nation declaration of the rights of the child. Beaver et al (1999). This occurs when children are harmed by constant threats, verbal attacks, taunting and /or shouting, lack of affection, lack of understanding, intolerance, discrimination, isolation minimal interaction with the child in which case the child may be psychological imbalanced or denial of basic social necessity of life such as: adequate clothing which translate to provision of minimal or scarcity of dressing, leaving her almost naked or inability to cover her nakedness.

This refers to a situation where the child is psychologically abused according to (Amali and Ekoja, (2004). While (Helpguide 1996-2—3) states that, it is any attitudes, behaviour or failure to act on the part of the caregivers that interferes with a child mental health or social development; failing to meet the needs of children in any area of their development i.e. neglecting children, will cause emotional damage (Beaver et al 1999). Psychological and emotional abuse includes behaviours like constant and harsh criticism, degrading, and disparaging name calling. It can also include verbal threats, episodes of rage, and depreciation of character and person unrealistic demands for protection.

The regular use of menacing, violent, and obscene language directed at another person is also included. In addition, excessive possessiveness, isolation and deprivation of physical and economic resources are psychologically abusive (Dept. of Family Ministries, 2000). Other names for emotional abuse according to help guide (1996-2003) are verbal abuse mental abuse, psychological maltreatment or abuse. It ranges from verbal abuse to an extreme form of punishment. Abuses are ignominy, withdrawal of

attention or rejection: lack of physical affection; lack of praise, positive reinforcement; yelling or screaming; threatening or frightening, negative comparisons to others etc.

Female child is deprived of the much parental love at a tender age (Ali, 2001). Ezekiel also spoke against emotional damages done to children by adults as a result of ill-spoken words and verbal abuses at the Nigerian institute of international affairs (NILA) Lagos, while delivering a lecture on “what is child abuse” he further said, that emotional abuse, inflict even greater damage on children, without immediate visible evidence (Bassey 1996). This is in line with Minett, (2000) that emotional abuse is difficult to detect, but it may be suspected when a child fails to grow and develop properly for no obvious reason.

Emotional abuse is almost always present when another form of abuse is found. Some overlap exists between the definitions of emotional abuse and emotional neglects, regardless, they are child abuse.

Children who are neglected are more likely to be victims of other forms of abuse, such as sexual and physical abuse, it can come from adults or from other children. Such as parents, care givers, teachers, or athletic coaches, siblings, bullies at school, middle and high school girls in social cliques. (Help guide, 1996-2003) (Beaver et al 1999).

2.7 Effect of Girl Child Abuse

Much research has been done about the possible consequences of child abuse and neglect. The effects vary depending on the circumstances of the abuse or neglect, personal characteristics of the child and the child’s environment. Consequences may be mild or severe and may disappear after a short period or last a lifetime; and affect the child physically, psychologically, behaviourally or in some combination of all the ways.

Abuse can affect all aspect of children's development, physical, intellectual and linguistic and emotional and social but the most significant effect of abuse is the long term damage to child's self esteem or self respect i.e. damage which may persist into adult life. While child abuse and neglect always occur within the family, the impact does not end there; the society as a whole pays a price, for child abuse and neglect, ultimately due to related costs to public entities.

That means the effect of child abuse according to Adeyemi (1995) is not manifested on the life of the child alone. The society as well as the parents share the burden of the problem, parent involved, do all these things without minding the hazards and negative effect on the individual and society that last for generations; if not lifetime.

The impact is often discussed in terms of physical psychological, behavioural and societal consequences. In reality, however, it is impossible to separate them completely, for physical consequences can have psychological implications, which also often manifest as high risk behaviours, which in turn, can lead to long term physical health problems. In other words, much crossover exists among these categories. There are immediate obvious medical consequences of assault or physical neglect, especially battering which may result in physical or bodily injuries for the child victim. The immediate physical effects of abuse or neglect can be relatively minor or severe, such bruises or cuts, burns, fractures, haemorrhage, head and eye injuries accompanied by irritability, drowsiness, headache, vomiting or head enlargement. This may lead to concussion, respiratory distress seizures and death. Long term consequences can include blindness, learning disabilities, mental retardation, cerebral palsy or paralysis. (Beaver et al, 1999) (Maria et al, 1999) (Minett, 2000). The specific incidences of physical assault

are psychic trauma, it is significant to the child development, and the consequences of trauma are death of a child, to scars, burns and loss of limbs or various organs. Child abuse and neglect have been shown, in some cases, according to (Perry, 2002) and (Shore, 1997) to cause important regions of the brain to fail to form properly, resulting in impaired physical mental and emotional development. In other cases, the stress of chronic abuse causes a “hyperons” response by certain areas of the brain which may result in hyperactivity, sleep disturbances, and anxiety as well as increased vulnerability to post-traumatic stress disorder, attention defect, conduct disorder, and learning and memory difficulties (Peny, (2001) (Dallam, (2001). USA National clearing house on child abuse and neglect information, (2004) states that physical consequences such as damage to child’s growing brain can have psychological implications, cognitive delays or emotional difficulties.

The mistreated child is at greatly increased risk of mental retardation, language delay, learning disorders, poor gross motor ability and perceptual motor dysfunction. This is in agreement with some studies carried out in Nigeria on child neglect and abuse, cited in (Dioha, 2004) which states that the emotional maltreatment of a child produces psychological systems which cause deficiency on physical disability. While deprived children are bound to have low cognitive stimulation and have the propensity for dependency behaviours all through life.

The National survey of child and adolescent well being, recently found children placed in out-of-home care due to abuse of neglect tended to score lower than the general population on measures of cognitive capacity, language development and academic achievement.

Numerous traits and characteristics have been noted to be over presented in populations of mistreated children. The immediate effects of abuse and neglect can translate to lifelong consequences.

In one long-term study by (Silverman, et al. 1996) shows that abused young adults exhibited many problems including depression, anxiety, eating disorders, and suicide attempts.

Other psychological and emotional conditions associated with abuse and neglect includes panic disorder, disassociate disorders, attention-deficit, hyperactivity, disorder, post-trauma stress disorder and reactive attachment disorder (Teacher, 2000). Children who are abused by caretakers often do not form secure attachment to them. These early attachment difficulties can lead to later differences in relationships with either adult as well as with peers (Morrison et al 1999). Studies have found abused and neglected children to be at least 2 percent, more likely to experience problems such as delinquency, teen pregnancy, low academic achievement, drug use and mental health problems, highway accidents, stealing, drunkenness, septic, abortion, contacting sexually transmitted diseases, AIDS and eventually death (Kelly et al, 1997, Omoegun,1998). A National Institute of Justice study indicate that being abused or neglected as a child increased the likelihood of criminal behaviour by 28 percent and violent crime by 30 percent (Windorm and Maxfied, 2001). Research consistently reflects an increased likelihood that abused and neglected children will smoke cigarettes, abuse alcohol or take illicit drugs.

According to the National Institute of Drug (2000) as many as two-thirds of people in drug treatment programmes reported being abused as children. The position of

street children is precarious, this usually boils to criminal activities, for which they are abused by criminal organizations deploying them, for instance, as drug carriers exclaimed (Dannelan, 1999). Survey in many countries, uncovered alarming evidence of physical, mental and sexual abuse of adolescents and young girls. Violent and sexual abuse is among the most serious and frightening hazards be falling children at work, especially those in domestic damage (New Nigerian, April 8, 1997). Often, because of the abusive conditions, many of these girls escape to the streets, where they become victims of the sex trade (Silvana, 1999). Girl hawkers working after dark were more likely to be sexually harassed than those working during the day. Sexual harassment of working children is also more common in the large cities than in smaller towns or rural areas (UNICEF, 2001). Zuru (2003) in ACADA, said in his behaviour analysis, that girl child hawkers are exposed to all the dangers associated with the trade like: rape, introduction to prostitution etc. The cases of unwanted pregnancies and abortions among female hawkers are also common. Child abandonment or infanticide, for example, in an interview carried out by a Journalist, a girl explained why she had to come to town and how her poverty and abandonment by her family had led her to prostitution she further explained that she had a four year old daughter who died after having been raped by one of the men she said will now kill any girl child she bears (Silvana,, 1999).

Many girls go to quack doctors about abortion, while some resorting to taking herbs or other crude methods and in the process curvier injuries or death occurs (Jatau and Davou 1999). In the last three decades there has been an increased cases of abandonment of newly born as well as older children. It is frequently reported of dumping of newly born children within age 0-3 years in public places such as: markets,

toilets, or pits latrines, rubbish dumps, bush or pathways near the bush; some were abandoned near places like police stations and hospitals, by unwedded young mothers or unmarried mothers, who feared being disgraced and stigmatised (UNICEF, 2001). Teenage pregnancy and teenage parents have generally adverse consequence for the individual and the society (Ekundayo, 1999).

The long-term negative effect of girl child abuse or neglect also is that it leads to poor physical health. National survey of child abandonment well being, studied children who had been in foster care for 1 year and found that, more than one quarter of the children had some kind of recurring physical or mental health problems (Accessed 2003). A study has also showed relationship between various forms of childhood abuse and long term health problems, such as sexually transmitted disease (STD), heart disease, cancer, chronic lung diseases, skeletal fractions, and liver disease (Hills et al, 2000) (Felitti et al, 1998).

Take a typical example, a ten year old girl selling Newspapers in the morning rush hour traffic of a large city, she runs risks to her health from pollution or traffic accidents (Donnale,1990). Others include: fatigue arising from staying long hours, standing or running after vehicles to sell their wares under bad weather conditions; extortion arising from long hours of work in their master's homes without rest, lack of hygiene, especially those that work in hotels, workshops or open places and in dusting and inhuman conditions. In studies carried out in Bombay the health of children working in hotels restaurants, construction companies and elsewhere was found to be considerable inferior to that of a control group of non-working school children. Working children exhibited symptoms of constant muscular, chest and abdominal pain, headaches,

dizziness, respiratory infections, diarrhoea and worm infections (New Nigeria April 8, 1997). Incidence of the hawking juvenile contacting diseases is also not remote, close contact with adults or even other children having infectious or contagious diseases may result to the infection of this hawking juvenile. Working children have chances of contacting communicable diseases when compared with their non-working counterparts.

Good loamy solid made sand clay is perhaps the single most serious long term threat to survival and threatening to plunge the country into a multi-faceted development crisis. The fast spreading of HIV and AIDS. UNICEF (2004) pointed out that about 10 million young people and 2 million children under 15 are living with HIV/AIDS in sub Saharan Africa. The wife of Vice President of Nigeria, Mrs. Titi Abubakar in commissioning of a 17.5 million Naira WOTCLEF, voluntary counselling and testing centre, made it known that sexual slavery was undoubtedly one of the fastest ways of spreading HIV/AIDS. According to her, victims of trafficking and child labour face the risks of HIV/AIDS infection AIDS orphans who are often forced to fend for themselves are another segments of the population that are at particular risk, because they are easy prey she added. (New Nigerian, January 26, 2005).

This is line with (UNICEF, 2003) African's orphaned generations, which pointed out that orphans are other vulnerable children living with HIV/AIDS. Traditional and cultural practices, such as FGM, traditional face markings, greatly increase the risk of HIV infections due to use of non-sterilized instruments in mass ceremonies (Phil, 1999) (UNICEF, 2001). The consequence of sexual transmitted diseases (STD) such as AIDS, gonorrhoea, includes pelvic inflammatory disease (PID), infertility, ectopic pregnancy, abortion, foetal abnormalities and childhood mortality (Ekundayo, 1999). It is apparent

that female circumcision is very dangerous to the health of the women and cannot be justified on any ground. The consequences includes, the immediate complications, such as: haemorrhages (bleeding), damage to the urethra, vagina and anal region, urine retention, urinary tract infection, shock which could lead to poor health and late complications; such as: painful intercourse, difficulty during child birth, vaginal laceration; painful genital area or fistulae (VVF) pelvic infection leading to infertility etc (Phil,1999) (Ekundayo,1999).

(Irobo, 1994) states that FGM associated with excessive bleeding which predisposes the child to neo-natal anaemia leading to poor growth and development. UNICEF (2004) stated that girls who have undergone FGM face lifelong health problems including the risk of dying or becoming disabled while giving birth.

Worst still is the case of child marriage which results in obstructed labour and development of verso-vaginal fistula (VVF) among teenage mothers due to early pregnancy which is the higher maternal mortality among women younger than 16-18 times higher; than for women aged 20-24. VVF rises from obstructed and prolong labour. When an under-aged girl goes into labour, her pelvic bones are not yet sufficiently developed to allow the passage of the baby's head. As a result, the foetal head presses on the surrounding tissue and organs. If this continues for long, the pressure can lead to fistula, in the form of holes between the bladder and the vagina, and in extreme cases between the vagina and the rectum (RVF) once the woman loses control of her bladder, urine leaks continuously. This results usually in their being rejected by their husbands and socially ostracised. Many end up resorting to begging for survival.

The harmful traditional practices study (HTP) has reported that their husband divorces 80-90 percent of wives with VVF. (Anita 1997) (Dowyaro and Alama, 1999) (Ekundayo, 1999) (UNICEF, 2001), the immediate and long-term consequence of girl child abuse and neglect is that her education has been tampered with. According to (Dioha,2004), the child will no longer reach the height of her level of education, thereby depriving the nation her desired level of manpower.

Many factors have been identified as responsible for low participation of girl in education. According to Jatau and Davou, (1999); some factors includes (both the causes and forms of girl child abuse) poverty, socio-economic, socio-cultural, religious, pregnancy, gender discrimination, child labours, early marriage etc. Illiteracy and school dropouts are the products of girl child abuse and neglect. In developing world, illiteracy is wide spread, for century's gender has been one factor that has affected literacy rate world wide. (Osuman, 1997). There abound billion of illiterates currently existing in the world, of this number, the majority are women. 121 million primary school age children are not in school. 65 million of them are girls. Two-thirds of the worlds 862 million illiterate adults are women. Illiteracy rates in Sub-Saharan African in 1990 amongst the female were 68.9 percent while the male illiteracy rate was 41.0 percent (Osuman, 1997) (UNICEF, 2004).

Education is necessary if females are to play their roles effectively. Low enrolment and high dropout rates are thus a threat said Goje, 1999). Generally, male enrolment rates are higher than female enrolments at all levels of education.

Between 1980 and 1995, sub-Saharan Africa had primary school enrolment ratio of 58 percent for boys and 50 percent for girls, a secondary school enrolment ratio

continued to drop throughout the continent. In 1990-1994, the gross enrolment for both male and female was 80 and 66 respectively, most of these are due to economic situation or as in the case of girls they are given out of marriage. The most pathetic consequences is that most of the children are into child labour, according to (Anita, 1997), in a survey of university students in Nigeria, (Bckett and O'Connell, 1997) found out that males were greatly represented in all university. In ABU Zaria and University of Nsukka, female enrolments were only 12 percent and 17 percent respectively.

On educational wastages, it has been found that more girls drop study and homework due to domestic chores. According to (Osuman, 1997 and (Goje, 1999), for this reason they tended not to perform as well as the boys. This resulted to the repetition of grades, which was higher among girls than boys.

In a study in Bombay reported that working children are frustrated, suffer from role conflicts, have low occupational income and education aspirations. Study also showed that most of children in domestic labour lack any schooling opportunities and those that were enrolled could not study or do their homework at home and were often late or absent from school (Africans Orphaned Generations, UNICEF, 2003).

Kofi Annan, Secretary-General of the United Nations, summarizes the educational consequences of girl child abuse and neglect in his statement made in "foreword" (2004, UNICEF) he said "... in most countries, girls are the most disadvantaged when it come to school...millions more never complete their education, and countless numbers never receive the quality education that is their right. These millions of girls slip easily to the margins of our societies-loss healthy than they could be, loss skilled with fewer choices in their lives and loss of hope for the future. As they grow

into women, they are ill-prepared to participate fully in the political, social and economic development of the communities. They and their children in turn are higher risk of poverty, HIV/AIDS, sexual exploitation, violence and abuse”.

If the school gates remain shut and bared to young girls, the gulf between her and the woman she could have become will widen with every passing month, once she misses the chance to attend primary school, she also loses out on secondary education and beyond. The price of losing two school years would be catastrophic to any child but is even higher for a girl and it will be paid not only by the girl herself but also by her family, her society and her country.

The negative effects of not attending school are greater for girls than for boys, and their impact transfers to the next generation. Whether educated or not, girls are more at risk than boys from HIV/AIDS, sexual exploitation and child trafficking. Without the knowledge and life skills that school can provide, these risks are multiplied. This means that school allows girls and their families’ protections and its absence means multiple exposures (The state of the world’s children 2004).

In a sense, then mistreated child is at increased risk of a lifetime of wasted potential, a pervasive experience of failure and incompetence. It can be concluded, that girls are abused today, will be abusive mother tomorrow. As many theories have showed that abusive parents often have experienced abuse during their own childhood (prevent child abuse New York, 2001; Accessed, 2003).

2.8 Legal Protection of Girl Child Abuse

There have been provision and legal principles relating to protection and welfare of children in national and international level. Since 1924, the need to extend particular

care to the child has been stated in Geneva Declaration of the Rights of the child and in the Declaration of the Rights of a child adopted by the General Assembly on 20 November 1959. It is also recognized in the universal Declaration of Human Rights which has it stated in its eight preamble paragraph, of General Assembly resolution 44/25 of 20 November 1989 on convention of the Rights of the child (Universal instrument, 2002), since then the adoption of the Universal Declaration of Human Rights by General Assembly 1948.

Governments have discussed, negotiated and agreed upon many hundreds of fundamental principles and legal provisions, designed to protect and promote an array of civil, cultural, economic, political and social rights. Human rights are the foundation of human existence and co-existence. They are universal, indivisible and interdependent and they lie at the heart of everything the United Nations aspires to achieve in its global mission of peace and development, according to Kofi A. Annan (Universal Instrument, 2002).

The world conference on the Human Rights reiterates the principles of “first call for children” urge all nations to undertake measures to the maximum extent of their available resources, with the support of international cooperation to achieve the goals in the world summit plan of action. They call on states to integrate the convention on the Rights of child into their national action plans urging all states with the support of interaction, cooperation, to address the acute and problem of children under, especially difficult circumstances, exploitation and abuse of children should be actively combated, including by addressing their root causes.

Effective measures are required against mutilation of female organs, child prostitution, child pornography, as well as other forms of sexual abuse. The world conferences on Human Right support all measures by the United Nations and its specialized agencies to ensure the effective protection and promotion of human rights of the girl child. They urge states to repeal existing laws and regulations and remove customs and practices, which discriminate against and cause harm to the girl child (World conference and millennium Assembly, 1993).

In this respect, underlines the importance of major national and international efforts for promoting respect for the rights of the child to survival, protection, development and participation. Among national and international organizations or agencies includes United Nations Children Fund (UNICEF) which was recreated in 1953 as a permanent agency within the UN System (2000 UNICEF country office); International Society for the Prevention of Child Abuse and Neglect (ISPCAN): The African Network for the Prevention and Protection Against Child Abuse and Neglects (ANPPCAN) established in 1986; International Labour Organization (ILO) which adopted its first convention in 1919 and launched the International Programme on the Elimination of Child Labour (IPEC) to protect working children (Donnellan 1999: New Nigeria. April 1997) etc. By these organizations several international conventions have been adopted and ratified.

Specifically the reference framework for assessment of the set of rights enshrined in the Convention of the Rights of the Child (CRC) and the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) were adopted by the General Assembly of the United Nations in 1989 and 1979 respectively. These are

complimented and reinforced by the rights in the African charter on the Rights and welfare of the child, adopted by the organization of African Unity (OAU) in (New Nigerian, October 30, 2003; UNICEF, 2001) and certain specialized international human rights conventions, such as the ILO conventions relating to child labour. These rights form part of the body of international law, as the result of the ratification of conventions by the requisite numbers of states. These rights have a powerful moral resonance (UNICEF, 2001).

The Beijing platform for action promotes the full enjoyment of the human rights and fundamental freedoms of all women throughout their life cycle... In recognition of the fact that in many countries, both developed and developing, the status of girl is significantly worse than that of boys, the fourth world conference on women, held in Beijing in 1995, identified the persistent discrimination against girl child and the violation of her rights as one of the 12 critical areas of concern requiring urgent attention by government and the international community.

During its forty second session in 1998, the United Nations Commission on the status of the woman recommended further action to protect and empower the girl child. The agreed conclusions of the session called for elaboration of an optional protocol to the convention on the Rights of the child on measures for the prevention and eradication of the sale of children, child prostitution and pornography. The commission has also specifically addressed the issue of girls in armed conflict. The commission further emphasizes the need to eliminate the traditional and customary practices and called the government, civil society, and international organizations to establish recovery programme for children who had been abused or sexually exploited.

Recommendations on the education and empowerment of the girl child drew upon the findings of an expert group meeting on adolescent girls including pregnant girls and teenage mothers, to continue their education (UN, 1996-1999; women 2000; United Nations Resolutions and Decisions, UN 2001).

In domestic level, legally binding international instruments have been signed and ratified. These rights have not yet been documented into Nigerian law, meaning that, it is not possible to uphold rights in a court of law on the bases that those rights are recognized in the convention. This is due to the complexity of the Nigerian legal system, which comprises of three parallel types of law with their own courts. Such customary courts apply the unwritten traditional laws of different ethnic, communities. Area courts apply the Sharia and customary laws, and other courts dispense statutory law. This tripolar legal system is inherently contradictory and discriminatory in as far as different legal provisions are applied to different categories of people. Therefore, make it difficult to establish an adequate legal framework applicable throughout the country, and these laws are in one way or the other discriminate against women (girls) and children (UNICEF 2001; CEDAW/C/NGA/4-5, January 2004, population Council 2004, University of Minnesota 1998).

Article 1961 of the constitution of Nigeria states that the foreign policy objective of Nigeria shall be “respect for international law and treaty obligations” (Letter written by the centre for Reproductive Rights, 2001). Therefore, whatever personal beliefs may prevail in different social and religious circles in Nigeria, the Nigerian government both of Federal and State level remain bound by international obligations and conventions. These are not convention imposed by western, Christian, or secular countries, but

international and regional instruments which have been willingly ratified by Nigeria as well as other countries with large Muslim populations. The international convention include the International Covenant of Civil and Political Rights (ICCPR), to which Nigeria has been a state party since 1993; the convention against torture and other cruel, inhuman or degrading treatment or punishment (CAT), which Nigeria ratified on June 28, 2001; the convention on the Elimination of All forms of Discrimination against women (CEDAW), which Nigeria ratified on July 13, 1985; and the convention on the rights of the child (CRC), which Nigeria ratified on April 19, 1991.

The regional conventions include the African charter on Human and people's Rights (African Charter), which Nigerian ratified in 1983 and has incorporated, into domestic law, its protocol on the rights of women in Africa, which Nigeria signed on December 16, 2003, but has not yet ratified; and the African Charter on the Rights and Welfare of the Child (ACRWC), which Nigeria ratified on July 23, 2001, (University of Minnesota, 1998: 2000 Annual Reports UNICEF; UNICEF 2001). As a state party to several relevant international instruments and by its own constitution, Nigerian government must assume responsibility for violating its commitment to these international conventions (letter written by the centre for reproductive rights, 2001). Constitution is the most important law providing protection for children and women, although the applicable provisions are indirect. Constitution of the country so far have always entrenched fundamental human rights in chapters of their own Chapter II of the constitution contains principles that are supposed to guide and direct the Nigerian state in the formulation and execution of policies, several of these principles are important for child survival, development and protection. For example, the chapter II of the

constitution prohibits discrimination in all form and clearly acceded the principle of equality of the sexes. Though, these provisions cannot be legally enforced in a court of law because of 6(6) of the constitution which prevents courts from looking into the implementation.

Nonetheless, item 6(a) of the exclusive legislation list of 1999 constitution does not offer an avenue for the promotion and enforcement of the fundamental objectives and directive principle of state policy. This empowers the national assembly to establish Federal authorities with the specific purpose of promoting and enforcing objectives and principles (Cat and Jat, 2002, UNICEF 2001). Though this has not yet been done in practice, but offers an opportunity that should not be missed to promote and protect children's and women's rights.

However, the issues go beyond stating these rights in documents and making pronouncement, deliberate attempts must be made for protection and promotion. Since the 1999 constitution under chapter II and IV, simply talks general Rights and Directive principles of state policy, stakeholders' came together to prepare a document that comprehensively addresses specifics as regards those rights the child must of necessity enjoy, regardless of sex, tribe, religion and circumstances of birth. The 134 pages document was pieced together with collaboration of National Humans Rights Commission, Federal Ministry of Women Affairs and Youth development; United Nation's children Funds (UNICEF) and other stakeholders like all civil society organization with focus on children survival and well-being (New Nigerian October 30, 2003). UNICEF in 2000 gave considerable attention to the senate committee reviewing human rights abuses, as a platform to raise awareness about the rights of women and

children, and providing vital information to Nigerians on rights violation (CEDAW/C/NGA14-5, 2004). Advocacy support for the reduction of child labour, ending of child trafficking and harmful traditional practices in Nigeria yielded results in the year.

Two states in southern Nigeria passed bills banning female genital mutilation (FGM) coming at a time of intensive lobbying of legislators to pass the revised children's bill. UNICEF was encouraged that appropriate advocacy would see the bill, through, inter-sectoral mark has continued in lobbying the senate committee and different tiers of government to support the integration or programming for the implementation of the two conventions of CRC and CEDAW (2000 Annual Report).

2.9 Review of Related Studies

Socio-economic correlates of child abuse among primary school children in Zaria by Patience E. Ukiri – Medicare July 1994, T. HQ 769. S UKI416957, Ukiri (1994) carried out a study on the socio-economic correlates of child abuse among primary school children in Zaria. The study consist of 152 children from three (3) public and three (3) private primary school in Zaria with 75 percent of pupils from privates and 77 percent from public. It was conducted to find out the extent to which socio-economic status family type and size, marital harmony and ethnicity are associated with child abuse. Questionnaires were the instrument used for data collection. The sample percentage was used to compare difference between the public and private schools on the various variables. The levels of association were also tested and significance determined using the Gamma and chi-square analysis respectively.

Results of the findings show that abuse occurs across all socio-economic and ethnic groups. Physical abuse was however more severe in high class as indicated by report of more injuries sustained. The incidence of verbal abuse and neglect were also higher for high-class children. Certain forms of punishment such as the use of horsewhip was however, more prominent among lower social group children.

With regards to family type, relatively fewer abuses were reported from monogamous families than from polygamous families. However, there was no significance difference in the occurrence of abuse between large and small families. Thus it was established empirically that child abuse was not caused by poverty.

The police, hospital and social welfare departments records indicated under-reporting and a gross absence of any services follow-up of child abuse which indicates acceptance of corporal punishment as corrective measures taken by parents and child labour as a normal process of socialisation by the state agencies. All these show the extent to which Nigerian culture neglect the abuse of children. (Samuel, 1994) investigated the causes and effects of broken homes on child development within Zaria Local Government Area of Kaduna State. Parents, administrators, policemen, welfare officers and students were used as subject of the study, which consists of 80 respondents. Questionnaire was used as instrument of data collection while simple percentage was used for data analysis. The findings of the study indicated that broken homes affect the lives of children and those parents seem not to know the implication of broken homes on child development. The study identified drug abuse, undesirable habits such as: shyness, crime, truancy and rioting attributes to the effects of broken homes. It was recommended that parents should make all efforts to stay and live together as they promised.

Jatau (1997) the causes of child abuse and neglect and their effects on the mental and physical development of children in Ojo LGA of Lagos state. Questionnaires were the method of data collection used, and administered to 200 respondents. The data were analysed using percentage and frequency. The result of the findings showed that some parents have caused child abuse and neglect by their inability to cater for their children's needs, spend quality time with them, limit the size of their family or disintegration of family unit. The result also proved poverty as one of the leading causes of child abuse and neglect. Some other causes identified also were: low educational attainment of parents, high population, divorce, unemployment etc. The result also showed that government has not done much to prevent parents' offenders by enacting a law. It was recommended that parent should make time out to stay with their children. (Nedamatiya, 1999) attempted to find out the causes and effect of child abuse on physical and social development of children. The population of the study comprises children from the age of 5-16 years and parents. The total population consist of low parents and children. Random sampling technique was used and the sample size was 200 parents and children.

The main instrument used for data collection was questionnaire and percentage was used for data analysis. The findings of the study confirmed that some of the causes of child abuse are poverty, broken home; early marriage of girls, large household and its effects on physical and social development of children was reported to be inability to interact with peers, poor health and poor performance in school. Finally, the researcher recommended that cultural beliefs practices need to be reviewed.

2.10 Summary

Relevant literatures on child abuse and neglect have been critically reviewed in this study. It has been established empirically from both national and international literatures that child abuse in legal and sociological terms is a variety of acts, myriad of treatments meted on the child which infringe on her physical, mental and emotional convenience and survival. Although, there is a need for cross-cultural perspective in defining child abuse in order to know the principles that are applicable in identifying child abuse and neglect in diverse cultures within the country.

Looking at child abuse in the African perspective, a conclusion was made that, if we are to gain the support of varying cultural groups, for the prevention and treatment of child abuse, it would be mere fruitful to capitalize on the value in virtually all cultures that children may not be damaged rather than attempting to eradicate deep seated cultural practices that further have not been demonstrated conclusively to be harmful. It has been discovered that, child abuse does not depend on the types of family or educational background of the parent alone, it can happen in any kind of home and type of family. It is an act of omission and commission by individual institution or society as a whole.

In Africa, especially in Nigeria, child abuse results from a complex combination of personal, social-cultural, environmental, political and economical factors. Humiliation and discrimination against girl child is a spread practice in Africa cultures, all stages of her life are not spared from abuse, harassment and oppressions, which are in different forms such as: sexual abuse, child marriage, exploitative, child labour, severe child battering, consistent verbal suppression, child trafficking, child abandonment, street hawking, alms begging etc.

The effects of these forms of girl child abuse vary depending on the circumstances of the abuse, the child's environment and the personal characteristics of the child. These are innumerable consequences of child being mistreated both physically and emotionally, the implication of which often manifest as high-risk behaviours and health problems, which in turn can affect society as a whole.

To this effect, provisions and legal principles for protection and welfare of children in both national and international level has been made. Several organizations and agencies such as: UNICEF, ISPCAN, ANPPCAN, ILO etc by whose several international conventions have been adopted and ratified. But in domestic level, such legally binding international instruments have not been documented in law.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This Chapter describes the method involved in the study, the research design, population of the study, sample and sampling procedures, instrumentation, validation and reliability of the instruments, pilot study, procedure for collecting data and procedure for data analysis.

3.2 Research Design

Research design captures the survey techniques, plan and strategy of investigation which guide the collection and analysis of data in any research work. A simple stratified random sampling technique was adopted for the study. This is because of its ability to study both small and large population group which can be grouped into strata with different characteristics, relative incidence, distribution and interrelations of psychological and social variables.

It focuses on vital facts of people, their beliefs, opinion, attitude, motivation and behaviour. It is practical in nature. Simple stratified random sampling technique is generally considered as the study of a peculiar character of a population through samples from different strata; which is deemed to be representative of the population. Therefore, the application of simple stratified sampling method seems appropriate for this study which is aimed at investigating the incidence and consequence of physical and psycho-social abuse of girl child. The problems associated with girl child abuse shall be identified and possible solution proffered.

3.3 Population of the Study

The target population for this study comprised of eight girls secondary school in Kaduna and Zaria educational inspectorate division. The population consists of JSS III and SS II students. The use of this group of students is due to the fact that they are the category of students that are assumed to represent adolescent girls. The subjects were comprised of those students from Kaduna cosmopolitan dwellers and Zaria traditional setting. The students are made up of girl students only.

Girls Secondary Schools in Kaduna and Zaria Educational Inspectorate Zone and School

1	Govt Girls Sec. School	Kawo Boarding
2	Govt Girls Sec. Sch	Independence Way
3	Govt Girls Sec. Sch	U/Mazu
4	Govt Girls Sec. Sch	M/Gwarizo
5	Govt Girls Sec. Sch	U/Sariki
6	Govt Girls Sec. Sch	Doka
7	Govt Girls Sec. Sch	Kabala Costain
8	Govt Girls Sec. Sch	Dogon Bachi
9	Govt Girls Sec. Sch	Chindit
10	Govt Girls Sec. Sch	Pada
11	Govt Girls Sec. Sch	Zaria
12	Govt Girls Sec. Sch	Kofagayan
13	Govt Girls Sec. Sch	Samaru
14	Govt Girls Sec. Sch	Bomo
15	Govt Girls Sec. Sch	Giwa
16	Queen Amina College	Kakuri

Table 3.3 Sample Drawn by Educational Inspectorate Zones and schools Kaduna and Zaria Area

Selected schools	Class population		Sum total population	Sample Size
	JS III	SSII		
Govt Girls Sec. sch. Kawo	200	187	387	39
Queen Amina Coll	377	375	752	76
Govt Girls Sec. Sch Doka	518	516	1034	102
Govt Girls Sec. Sch Banawa	392	380	772	76
Govt Girls Sec. Sch Samaru	239	240	479	48
Dr. Shehu Lawal Govt Girls Sec. Sch Giwa	209	186	395	40
Govt Girls Sec. Sch Chindit	135	130	306	31
Govt Girls Sec. Sch Zaria	130	176	1306	31
			4390	439

Source: School Educational Inspectorate Record

3.4 Sample and Sampling Procedures

The study involved Kaduna and Zaria. Four girl secondary schools were selected from each Educational Inspectorate Division using purposive and proportional sampling technique. This method was employed in order to purposively hand pick the girls' secondary school that were located in these areas.

Proportionate sampling technique were used to select the number of JS III and SSII girls in the school selected using 10% of the population based on the guidelines suggested by (Ferguson,1971). Thus the researcher drew a total sample of 439 out 4390.

For the purpose of this study which aim at incidence and consequence of physical and psycho-social abuse of girl child in Kaduna state.

3.5 Instrumentation

The instrument used in this study was questionnaire. The questionnaire intends to seek information on the basic characteristics that reflected on the variables being tested. The questionnaire titled Girl Child Abuse was designed by the researcher. Each section contains proportional items that answer the question raised. The questions are rated on a five scale. These questions fall within those issues which are generally regarded as abuse.

3.6 Validation

After the construction of the instrument, the initial draft was shown to experts who checked and ascertained the questionnaire for content validity and internal consistency, a preliminary investigation was conducted, in order to decide on the validity and reliability of the instrument used for data collection and to bring into focus all the possible practical problems that may hinder the success of the study.

Content validity as used in the body tends to make sure that the scope of the measure captures the concepts in the research work. Content validity therefore, ensures that these concepts such as physical abuse and psycho-social abuse are adequately captured and measured in the questionnaire.

Internal consistency makes sure that the questions in the questionnaire focus on the concepts being researched on; and that there is adequacy, coherence and connectivity among the questions in the questionnaire as the students read through from top to bottom.

Administration and Scoring of Questionnaire

Point Lickert Scale of:

- Never
- Rarely
- Sometimes
- Frequently
- Always

In scoring the items related to each of the five point Lickert scale, respondents have a possible total score ranging from 1-5 which represent a respondent's opinion.

Each incidence of physical and psycho-social girl child abuse overall mean response is calculated in percentage of the total possible responses of 5 then if the derived percentage is 30% and below such incidence is termed non-abused but if it is greater than 30% then it is assumed abused incidence in either Kaduna or Zaria location.

The instrument comprised of sections A-D which is made up of 30 items. This covers all variables being measured in this study. SECTION "A" of the questionnaire deals with general information or bio-data of the respondents; while Section B deals on incidence of physical abuse of girl child and Section C deals on the incidence of psycho social of girl-child abuse. Section D: deals on consequences of psycho-social of girl child abuse.

3.7 Reliability of the Instrument

In order to ascertain the reliability of the instrument used a pilot study was conducted at Government secondary school Kwargila, Zaria.

A total of 60 questionnaires were distributed. The pilot study was intended to establish the reliability coefficient of the instrument. Experts are of the view that in any educational research, test must be reliable and valid.

The instrument was subjected to statistical analysis to determine the reliability. This was achieved by using the Cronbach's Alpha formula to determine the homogeneity of the items of the instrument. The reliability coefficient was 0.880. Judging from the result shown that items are significant thus, it can be said that the items of the instrument are reliable.

Cronbach's Alpha formula is used to test for the homogeneity of the items of the instrument or error term of the model specified. This is to make sure that the variance of the error term is constant from sample to sample.

The Cronbach's alpha formula also makes sure that the measures and instruments used in the pilot study are reliable.

3.8 Procedure for Data Collecting

Data were collected from eight girls secondary school involved. The questionnaire was administered to the subjects using student class mistress as research assistant. The research assistants read each item in the questionnaire in English language and interpreted in Hausa for easy understanding. This eased the difficulties that researchers normally go through during collection of data.

3.9 Procedure for Data Analysis

The data generated via the questionnaire were subjected to the statistical analysis. Using an appropriate statistical computer programme the statistical package for the social science SPSS version. The analysis was basically categorized into two. The

descriptive statistics involving frequency, percentages, mean and standard deviation of all the frequency involved including the sections for Bio-data, incidence of the physical and psycho-social abuse of girl child, and consequences of girl child abuse. The second analysis was to answer all the questions and testing all the hypotheses that were postulated for this study. The section A of the students questionnaire were analysed using frequency and percentages while section B & C were analysed using independent samples t -test and Section D Pearson Product Moment Correlation Co-efficient(PPMCC) was used. The frequency distribution table were converted into averages, percentages and standard deviations, in order to examine the differences in the responses. For statistical evidence and hypotheses testing t-test analyses and Pearson Product Moment Correlation Coefficient were discussed in the next chapter.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

This chapter focuses on the presentation and analysis of data collected through the instrument used for the study. The study aimed at investigation of the incidence of physical and psycho-social and abuse among girls in secondary schools in Kaduna and Zaria. Students of JSS 111 and SS II were used for the study. The age of the students ranges from 11 years to 18 years. The first part of the chapter presents an analysis of demographic characteristic of the respondents. The data were analysed based on the hypothesis raised for the study focusing on the objectives of the study.

In order to ascertain the statistical evidence of the data analysis, t-Test independent sample and Pearson Moments Correlation Coefficient method were used to test the hypotheses that guide the study. T-test were used to test hypotheses 1-4 while Pearson correlation co-efficient were used to test hypotheses 5a-5d.

The computer package for analyzing data in the social sciences and education (SPSS) was used in analyzing the data. Significance level of 0.05 was adopted as the basis for rejecting or accepting the hypotheses. 4339 questionnaires were distributed, but 400 were returned, while 39 got missing. The research hypotheses and discussion of the findings were presented in relation to the research questions in the last two sections of the chapter.

4.2 Demographic Characteristics of the Respondents

A total of 400 students from Kaduna and Zaria girl secondary schools were involved in the study. Among the demographic characteristics of the students selected for this study were Age, Class and Location.

Table 4.3: Age of the respondents

Age range	Frequency	Percentage
11-12	11	2.8
13-14	92	23.0
15-15	128	32.0
17-18	127	31.8
19 and above	42	10.5
Total	400	100

Table 4.3 shows that all (11-12) years had 28% representation. Ages (13-14) being 92 girls had 23% representation. However, ages (15-18) had equal representation of 32%. Ages 19 and above were 42 in number and so had 10.5% representation of the total students sampled for the research.

Table 4.4 class of the respondents

Class	Frequency	Percentage
Jss111	95	23.8
SS 11	305	76.3
Total	400	100

The above table 4.4 revealed that majority of the respondents were drawn from SS II which covers about 76.3% of the total sample size. On the other hand, 95 students representing 23.8% of the total sample surveyed were from JSS III. They are randomly distributed within the two locations. In other words, both schools in Kaduna and Zaria were equally selected. This is to enable the study to be balanced, valid and unbiased both in its findings and conclusion.

Table 4.5: Location of the respondent by the school

Location of school	Frequency	Percentage
Kaduna	200	50
Zaria	200	50
Total	400	100

Table 4.5 shows that all the respondents are drawn from two locations Kaduna location comprised of 200 respondents, that is (50%) of the respondents; just like their counterparts in Zaria location.

4.3 Test of Hypotheses

The null hypotheses formulated to give statistical validation to the solution of the questions raised in the study are statistically tested in this section. The hypotheses are as follows.

Table 4.6a: The Level of Spread of Girls Child Abuse in Kaduna and Zaria location

S/NO	Categories of girl-child abuses	Location	Level of abuses		
			High abuse	Mild abuse	No abuse
1	The general spread of girl child	Kaduna Zaria	120 (60%) 80 (40%)	20 (10%) 20 (10%)	60 (30%) 100 (50%)
2	Incidence of psycho social abuse of girl child	Kaduna Zaria	90 (45%) 70 (35%)	50 (25%) 35 (17.5%)	60 (30%) 95 (47.5%)
3	Incidence of physical abuse of girl child	Kaduna Zaria	110 (55%) 100 (50%)	50 (25%) 30 (15%)	40 (20%) 70 (35%)
4	Magnitude of physical and psycho-social abuse of girl child	Kaduna Zaria	115 (57.0%) 80 (40%)	45 (22.5%) 55 (27.5%)	65 (25%) 65 (32.5%)

The details of the above table revealed the level of the various child abuses within Kaduna and Zaria locations. The table showed that 120 (60%) of the Kaduna respondent are highly abused, 20 (10%) mildly abused and 60 (30%) not abused; while in Zaria 80 (40%) are highly abused, 20 (10%) are mildly abused and 100 (50%) are not abused. This shows clearly that 70% of Kaduna respondent were abused and 30% were not abused. This can be shown on the table below.

Table 4.6b: The Level of Spread of Girls Child Abuse in Kaduna location

S/N	Categories of girl-child abuses	Abused	Not abused
1	The general spread of girl child	140 (70%)	60 (30%)
2	Incidence of psycho-social abuse of girl-child	140 (70%)	60 (30%)
3	Incidence of physical abuse of girl child	160 (80%)	40 (20%)
4	Magnitude of physical and psycho-social abuse	160 (80%)	40 (20%)

Table 4.6c: The Level of Spread of Girls Child Abuse in Zaria location

S/N	Categories of girl-child abuses	Abused	Not abused
1	The general spread of girl child	100 (50%)	100 (50%)
2	Incidence of psycho-social abuse of girl-child	105 (52.5%)	95 (47.5%)
3	Incidence of physical abuse of girl child	130 (65%)	70 (35%)
4	Magnitude of physical and psycho-social abuse of girl child	135 (67.5%)	65 (32.5%)

In Kaduna the incidence of psycho-social abuse of girl child showed that 90 (45%) are highly abused, 50 (25%) are mildly abused and 60 (30%) are not abused. The

result above shows that 70% of the respondents in Kaduna are abused and 30% are not. While in Zaria the incidences of psycho social abuse of girl child showed that 70 (30%), 35 (17.5%) and 95 (45.5%) are highly abused, mildly abused and not abused respectively. Also, in Zaria 52.5% of the respondents are abused and 47.5% are not abused.

In Kaduna the rate of physical abuse of girl child showed that 110 (55%) are highly abused, 50 (25%) are mildly abused and 40 (20%) are not abused. This analysis clearly shows that 80% of the respondents which amounts to 160 students are physically abused in Kaduna and 20% (40 students) are not abused.

In Zaria, the rate of physical abuse of girl child showed that 100 (50%) are highly abused, 30 (15%) are mildly abused and 70 (35%) are not abused. The result above shows that 65% of the respondent in Zaria, which amount to 130 students is physically abused and 35% (70 students) are not physically abused.

In Kaduna, the overall magnitude of physical and psycho-social abuse of girl child showed that 115 (57.5%) are highly abused, 45 (22.5%) are mildly abused and 50 (25%) are not abused. The overall total of students physically and psycho-socially abused are 155 (80%), while 45 (20%) are not abused.

In Zaria, the overall magnitude of physical and psycho-social abuse of girl child showed that 80 (40%) are highly abused, 55 (27.5%) are mildly abused and 65 (32.5%) are not abused. But in Zaria, the overall magnitude of physical and psycho-social abuse of girl child sampled are 135 (67.5%) and 65 (32.5%) are not abused.

Finally, the results show that 290 (72.5%) of the total respondents in both Kaduna and Zaria are abused, while 110 (27.5%) of the total respondents are not abused.

Hypotheses 1: The null hypothesis states that there is no significant difference between Kaduna and Zaria in the spread of abuse of girl child. The null hypothesis shall be rejected if the t-calculated is greater than t-critical and H_0 shall be accepted if the t-calculated is less than the t-critical.

Table 4.7: t-test between Kaduna and Zaria in the spread of abuse of girl child

Location	N	Mean	S.D	S.E	df	Calculated	Sig
Spread of	200	347.9400	58.4561	4.1334	398	1.96	.002
abuse of girl child	200	342.1900	62.0820	4.3898			

Significant difference exists between Kaduna and Zaria in the spread of abuse of girl child. This is because the calculated t 4.505 is higher than the 1.96 critical t value at 398 df, while the calculated significant of 0.002 is lower than the 0.05 level of tolerance. The mean spread of girl child abuse of 347.9400 for Kaduna location is relatively higher than the mean spread of girl child abuse of 342.1900 for Zaria location. Hence, the null hypothesis which states that there is no significant difference between Kaduna and Zaria location in the rate of spread of abuse of girl child is hereby rejected.

4.8 Hypotheses 2:

There is no significant difference between Kaduna and Zaria respondents in their experience on incidence of physical abuse of girl child.

The null hypothesis states that there is no significant difference between Kaduna and Zaria in the incidence of physical child abuse. The null hypothesis shall be rejected if the

t-calculated is greater than t-critical and H_0 shall be accepted if the t-calculated is less than the t-critical.

Table 4.8: t-test between Kaduna and Zaria respondents on their experience on incidence of physical girl child abuse

Location	N	Mean	S.D	S. ϵ	Calculated t	Critical t	Sig
Kaduna	200	57.800	10.5592	.7466			
Zaria				.7931	398	1.96	o.260
	200	56.2800	11.2174				

The t-test statistics above revealed significant difference between Kaduna and Zaria location in the level of incidence of physical child abuse because the calculated t value of 4.120 is higher than the critical t value of 1.96; while the calculated significance value of .026 is smaller than the 0.05 level of tolerance. Hence the null hypothesis which states that there is no significant difference between Zaria and Kaduna locations in the incidences of physical child abuse is hereby rejected.

Hypothesis 3: The null hypotheses state that there is no significant difference between Kaduna and Zaria in the incidence of psycho-social girl child abuse. The null hypothesis shall be rejected if the t-calculated is greater than t-critical and H_0 shall be accepted if the t-calculated is less than the t-critical.

Table 4.9: t- test between Kaduna and Zaria on their experiences on incidence of psycho-social girl child abuse

Locations	N	Mean	S.D	S.ε	d _f	Calculated t	Critical t	Sig
Kaduna	200	57.0700	8.91361	.63029				
Zaria					398	2.934	1.96	.035
	200	55.2100	9.49191	.67118				

The above independent t-test statistics showed significant difference between Kaduna and Zaria in the incidences psycho-social girl child abuse because the calculated t value of 2.934 is higher than the critical t value of 1.96 while the calculated significance value of 0.035 is lower than the 0.05 level of tolerance. The mean incidence of psycho-social girl child abuse of 57.0700 and 55.2100 for Kaduna and Zaria location respectively showed that Kaduna had higher incidence of psycho-social girl child abuse than Zaria. Hence, the null hypotheses which state that there is no significant difference between Kaduna and Zaria locations in the incidences of psycho-social girl child abuse is hereby rejected.

Hypothesis 4: The null hypothesis states that there is no significant difference between Kaduna and Zaria in the magnitude of physical and psychosocial abuse of girl child. The null hypothesis shall be rejected if the t-calculated is greater than t-critical and Ho shall be accepted if the t-calculated is less than the t-critical.

Table 4.10: t-test between Kaduna and Zaria locations in the magnitude of physical and psycho-social abuse of girl child

Locations	N	Mean	S.D	S.ε	df	Calculated t	Critical t	
Kaduna	200	347.9400	58.4561	4.13347				
Zaria					398	36.820	1.96	.000
	200	167.1300	8.43091	2.65126				

According to the independent t-test statistics table above, significant difference exist between Kaduna and Zaria in the magnitude of physical and psycho-social abuse of girl child because the calculated t value of 36.820 is greater than the 1.96 critical t-values; while the calculated level of significance (2-tailed) value of 0.000 is smaller than the 0.05 level of tolerance. The mean magnitude of physical and psychosocial abuse of girl child in Kaduna is 347.9400 which is relatively higher than the mean magnitude of physical and psycho-social abuse of girl child in Zaria which is 167.1300. Therefore the null hypothesis is hereby rejected.

Hypothesis 5: The null hypothesis states that there is no significant relationship between emotional consequences, social consequences, sexual problems and misbehavioural consequences of the girl child abuse. The null hypothesis shall be rejected if the t-calculation is greater than t-critical and H_0 shall be accepted if the t-calculated is less than the t-critical.

Table 11: Correlation relationship between girl child abuse and emotional consequence, social consequences, sexual problems and misbehaviour consequence.

	Emotional consequences	Social consequences	Sexual problems	Misbehaviour consequences
Emotional consequence	1	.829**	.877**	.287**
Pearson significance (2-tail) N	400	.000 400	.000 400	.000 400
Social Consequence	.829**	1	.610**	.239**
Pearson correlation sig (2-tailed) N	.000 400	.000 400	.000 400	.000 400
Sexual problems	.287**	.239**	1	.212**
Pearson Correlation Sig (2- tailed) N	.000 400	.000 400	.000 400	.000 400
Misbehaviour Consequences	.287**	.287**	.239**	1
Pearson Correlation sig (2-tailed) N	.000 400	.000 400	.000 400	.000 400

** Correlation is significant at the 0.01 level (2-tailed) correlation index > 0/95 calculated sig <005.

According to the above Pearson Product Moment Correlation (PPMC) statistics above significant relationship exist between the girl child emotional consequences, social consequences, sexual problems and misbehaviour consequences.

This is because the calculated sig (2 – tailed) value of 0.000 in each case is lower than the 0.05 level of tolerance. Hence the null hypothesis which states that there is no significant relationship between emotional consequences social consequences, sexual problems and misbehaviour consequences of the girl child is hereby rejected.

4.4 Summary of Findings

- There is a significant difference between Kaduna and Zaria respondents in their experience on the incidence of physical abuse of the girl child.

- There is a significant difference between Kaduna and Zaria respondents in their experience on the incidence of psycho-social abuse of girl child.
- There is significant difference between Kaduna and Zaria in the magnitude of physical abuse of girl child.
- There is significant difference between Kaduna and Zaria in the magnitude of physical and psycho-social abuse.
- There is significant relationship between girl child abuse and its components of psycho-social, emotional social sexual problems and misbehaviour consequences.

4.5 Discussion of the Results

The study involved three phase of analysis which included descriptive analysis, answering of research question and testing of five research hypotheses. The study involved 400 selected girl respondents sampled from girl secondary schools within Kaduna and Zaria locations. Each has 200 respondents in order to give fair representation. All ages from 11 years were considered even though the ages 15 -18 years were in the majority reflecting the supposedly age ranges of students in J.S.S 111 and SS II which the study concentrated on.

This is in agreement with the findings of UNICEF (2001) Adeyemi (1995) found that girl child abuse is affecting most of our children between the age of 0-5 who are helpless yet subjected to dangerous conditions beyond their capacity and many Nigeria children face special problems of discrimination, abuse, violence and exploitation within the society. The study also found out that majority of the respondents were from monogamous family as against those that from polygamous family type just as the study showed the various family size of the respondents because the size of family sometimes

affect the level of girl child abuse indicating that abuse can occur in any type of home or family. This is in support with the findings of Akinamalue (1994) and Mannett (2000). They found that human violence occur more frequently within the family circle than anywhere in the society which may also happen to any kinds or type of family.

It has also been argued that the parents occupational status sometimes contribute to girl child abuse which was why the respondents parent occupation status were required while some parents were employed as either civil servants trade business or other jobs, some parents are unemployed which sometimes put strain on the girl child to be engaged in different child abuse such as excessive domestic girl child labour. This is in line with the study of Adidu, (2004) Brow (1999) and the Dept of state (2001). They pointed out that poverty and hard economic condition of most parents in our country made parents to engage in more than one occupation which made parents to abandon their children in hands of house maids allowing children to be abused. They stated that stress leads to atmosphere of tension and general nervousness that result to physical violence in the family; they also reported that many parents send their girl children as house maid or domestic worker in house of urban prosperous dwellers. While unemployment of parent's leads girls children into stealing, hawking, begging to feed and some of the girl children are withdrawn from school to get married in order to assist in family upliftment. The above discussion reviews that the finding of this study agrees with studies of such nature that have been conducted in the past.

4.7 The First Hypothesis which states that there is no significance difference between Kaduna and Zaria location in the spread of abuse. t test analysis shows that Kaduna

location have more spread in the level of abuse than Zaria location. This could be explain on the urban nature of Kaduna.

4.8 The Second Hypothesis which states that there is no significant difference between Kaduna and Zaria respondents on the experience incidence nature of physical abuse of girl child t-test analysis shows a significant difference in the mean score in relation to specific location indicating predominant in Kaduna. It revealed that response to the nature of girl child abuse in Kaduna and Zaria showed that in Kaduna girl child abuse such as: constant kneeling down or cutting of grass during lesson are the predominant types of girl child abuse. This could be explained on the cosmopolitan busy nature of Kaduna. Due to traffic jam or traffic hold ups, long distance to schools students are likely to be late to schools which ultimately lead to these forms of girl child abuses in schools. This study runs in contrast with the findings of Adedoyin and Adegoke (1995) that found physical abuse such as girl prostitution to be common in urban.

On the other hand, in Zaria the nature of girl child abuse showed that excessive domestic girl child labour and drawing of ears are more common. Parents in Zaria whose traditional belief is that the place of girls in the family is in kitchen Gbenga (2003) supported this idea. This is in line with the studies of BMC (2005), which revealed that abuse can be found in both rural and urban setting. They noted that girls of 5 years are recruited by employers in more prosperous urban household as domestic labourer who work up to 16 hours per a day thereby overworking them.

The Third Hypothesis which states that there is no significant difference between Kaduna and Zaria respondents on the experience in the incidence nature of psycho-social abuse of girl child T-test analysis showed a significant difference in the mean score in

relation to specific location. It revealed that response on the question of the nature of psycho-social abuse of girl child in Kaduna and Zaria not allowed to visit friends and constant verbal abuse are more common in Kaduna which may be because of cosmopolitan busy nature of urban parents may be afraid that girls children will be Kidnapped which results in the parents refusal to visit friends and due to stress up life in urban cities and that most of these girl children are not leaving with their biological parent, Lack of love in home are bound to exist which result to constant verbal abuse of children.

This is in line with the speech delivered by Ezike Ejiofor at Nigeria Institute of International Affairs (NIA), Lagos, found that ill- spoken words by adults and damage which may cause more damages in her future. Bassey (1996) noted that psycho-social abuse such as lack of love or affection to girl child without immediate visible evidence. This is also supported by Manneth (2000)

In Zaria, traditional setting, showing preference for male children and lack of materials for school are most common and lack of materials for school are most common. This is in support with the findings of Bot and Jat (2000). Teacher (2000) and Silverman, A. B, Reinnars, Hz and Glaconia RM (1996). This revealed that preference of male child over female child due to tradition and cultural practice lead girl child to experience some problem such as humiliation, unhappy life style, low self esteem poor mental and suicide attempt out come may be that majority of these maid servant whose masters only look at the benefit they drive from girl servants abuse and maltreat them as they like which adversely affects girl children emotional development.

4.9 Hypothesis 4: The Four hypothesis which states that there is no significant difference between Kaduna and Zaria in the magnitude of physical abuse of girl child. Outcome showed that significant difference exist in magnitude incidence of physical abuse between Kaduna and Zaria. The t-test analysis showed that the calculated t (3849) is higher than the critical of 1.964. Kaduna location has more magnitude incidence of physical girl child abuse than Zaria. This is not surprising, Kaduna being cosmopolitan urban towns where people of different ethnic background are found whose parental up bring are different that resulted to so many abuses naturally more incidence exist in Kaduna than in Zaria which is relatively smaller and more religiously inclined which explain the magnitude. This is in line with the study of BMC (2005) which found that young girls of 5 years are employed as maid servant in more prosperous urban household as domestic labourers who over work themselves.

4.10 The 4b hypothesis which states that there is no significant difference between Kaduna and Zaria in the magnitude of psycho-social abuse of girl child. The outcome showed that significant difference also exist in the magnitude of psycho-social abuse because the calculated t (4.439) is higher than the t critical 1.96 Implying that kaduna has higher magnitude incidence of psycho-social since the increase in physical abuse definitely will lead to increase in psycho-social which explains this numeral difference. This is in agreement with the study of Bassey (1996) pointed out that psycho-social abuse cause much damage to girl child. This is in agreement with studies of Adedoyin and Adegoke (1995). They reported that many girls are involved in sexual liaison to obtain favour which lead to increase in HIV/AIDS and this rob them off development.

4.11a The 5th hypothesis which states that there is no significant relationship between the report on experience of girl child Abuse and Emotional consequence, Social Consequence, Sexual problems and Misbehavioural consequence

The correlation analyses showed significant relationship between girl child in all the above mentioned variables. The variables under emotional consequence were unhappiness and depression. The study revealed that the higher the girl abuses the higher emotional consequences which are integral part of psycho-social consequence of girl child abuse. It also revealed significant relationship between respondents experience on girl and their emotional consequence. This was confirmed from outcome of the correlation which showed that calculated r 0.749 is greater than the critical value of .195 and Pearson calculated p (.000) is smaller than 0.05 level of tolerance. This is in agreement with the findings of Silverman et al (1996) Morrison et al (1999) Kinnard 1997 cited in Dioha (2004) they reported that psycho-social maltreatment leads girl child to experience depression, anxiety no trust on adult or her peer group; others include eating disorder stress disorder reactive attachment disorder.

4.11b In another development, correlation analysis revealed significant relationship has been established to exist between girl abuse and social consequence. The variables include street roaming, truancy, drug abuse all these are component part of psycho-social that is an integral part of girl child abuse. It also revealed that the higher the girl child is abused, the higher the component parts of social consequences. It showed that the Pearson correlation r .584 is higher, that the critical value 195 and p . (007), Lower than level 0.05. The studies of Kelly et al (1997), Accessed (2003), UNICEF (2001) National Institute of Drug abuse (2000) and Onoyongo (1995) agreed with this. They noted that

psycho-social consequence of girl child lead her to experience some social problems such as delinquency, teen pregnancy, low academic achievement, drug abuse, mental problems, high way accident, drunkenness, abortion, smoking of cigarettes, difficulties in relating to adult or their peers. They also found movement of girl children from poor rural large families to urban towns, as maid servants lead to street children and child domestic labour that many children are roaming the streets and market places, begging for alms or selling bread when they supposed to be in school or at home, they reported that street children boil down to criminal activities.

4.11c In the same vain correlation analysis revealed significant relationship was found to exist between respondents experience on girl child sexual problems. The sexual problem contains variables of [prostitutions and abortion which are also components of psycho-social consequence since the increase in child abuse will also lead to a corresponding increase in all its components and vice versa. It also revealed that $r(828)$ is higher than the critical (.195) and calculated level of tolerance $p(000)$ is lower than 0.05. This is in agreement with the studies of UNICEF (2000) Libreville Platform for Action (2002) Oloko and Omoege (1993) Redipe (1992) and Otoha (1991) cited in UNICEF (2002) and Felitti et al (1998) Phil (1999). They noted that child prostitution is common in urban towns and many Nigerian girls are trafficked to Europe, Middle East, Italy for prostitution that leads to poor physical health problems and bad character formation. Many of these girls are abandoned on route or drowned in storms while crossing the Mediterranean Sea that lead to loss of human lives and loss of hope. They further pointed out that students in secondary school and tertiary institution are subjected to sexual pressure by their teachers or fellow student which lead to contacting of

HIV/AIDS, increase in teen pregnancy, high rate of abortion while many other girls go to quack doctors for abortion some resort to herb and crude method which bring injuries and death.

4.11d The correlation analysis revealed that significant relationship was established between girl child abuse and misbehaviour consequences. The variables are stealing, lying and dropping out of school, these are integral components of psycho-social abuse. It also revealed that Pearson coefficient r (.783) is greater than (.195) and P (.000) is lower than the 0.05. The findings are supported by the studies of Kelly et al (1999) and National Institute on drug Abuse (2000). They found that psycho-social maltreatment leads girl child to experience certain behavioural problems such as delinquency, Pregnancy, abortion, contracting sexual transmitted diseases of HIV and death. They reported that many of these girl children have increased likelihood of arrest as Juvenile by 59 percent; increase likelihood of adult criminal behaviour by 28 percent and violent crime by 20 percent, many of them will smoke cigarettes, abuse alcohol or take illicit drug.

Education Implication of Girl Child

Education is very vital to human development Ukoha noted that “The basic idea of education is to acquire knowledge that makes one better person who can contribute meaningfully to the development of self and society Girls education is the most profound challenges to human development UNICEF (2004) that can drive the international efforts to achieve the millennium development goals. The saying goes when one educate a girl he educates a nation. Article 28 of the convention on the Rights of the Child recognizes that every child has right to education from primary to secondary. When a girl child is

denied a right to attend school her right has been violated and she is abused. The denial of a girl to education will put her in a disadvantageous condition in life. Abuse of any kind affects all aspect of the girl child development, physical, intellectual, linguistic, emotional and social.

Every parent should ensure that every child attends school from primary to secondary up to higher institution if possible especially the girl child who will be future mothers. Her right to education will prepare her for a responsible life in the society and develop her personality, talent, mental and physical potential to the maximum level which will enable her contribute her quota in her country development but if she does not go to school, will be stack illiterate whose potential will be untapped who will be deprived of contributing to economic development of her community and country.

Physical assault like hitting on the head may damage the child's brain resulting to her poor growth development, poor physical health problems. Damage to the brain may lead to delay in language formation, learning problems, she will emotionally be depressed and unhappy, such a child even if given opportunity to attend school may not achieve much academically. The study by Sliverman, et al (1996) revealed that psychological abused girl children experience other problems such as mistrust, anxiety, shy, fear, anger isolation such a girl child will likely be isolated who will withdraw to herself may not be able to relate well with adult or her peer groups, learning in the school becomes problem. Her perception is likely to be poor, with Low IQ, such a person is likely to show less competence in academic pursuit because her intelligence and intellectual ability has been affected resulting to her under achievement in her whole life time.

When a girl child is sickly, hungry and oppressed; who will be future mother will not nurture her children adequately. Therefore, for a girl child to develop to her full potential, she needs to be nurtured in an enabling environment where her spiritual intellectual material needs for survival, protection and development are met and her rights are assured; where she is empowered with good training, healthy and well educated ;she who will nurture her children adequately. When a girl child is educated she will have a safe and improved good life to live on.

When a girl of 13 – 15 years is exposed to early marriage her education is interrupted or terminated. Professor Peter Fogaram a lecturer in University of Lagos Law department asserted that “early marriage is capable of terminating the education of the child.” That is the end of her education, because, she will be a mother and when she becomes a mother at tender age when her pelvic bones are not yet sufficiently developed to allow the passage of baby’s head, this creates a hole between the bladder and vagina due to continuous pressing on the surrounding tissue and organ leading to leakage of urine or faeces, which results to VVF or RVF. Early marriage is the main reasons for higher maternal mortality prevalence in Nigeria. Many young mothers are found in this situation. Majority of these young mothers are rejected by their husband and socially ostracized. Many end up resorting to begging for survival, leading to a life of hopelessness and waste.

However, if she is educated she will use the number of years spent in school to mature for good normal marriage life that will assist her family in the future and bring forth good trained children that will contribute to the nation economic development. But where girls are left out in education development, the countries retard behind. Therefore,

the only effective tool for a nation development is education of girls. Educating a girl is a unique positive force for development because it provides her with skills to contribute to her society, give her opportunity to make decision for herself and influence her family. Education is the power that produces all the other development and social benefits that leads to more equitable development, stronger families, better services, better child, enhanced economic development that will bring education to next generation. When a girl is educated her children are more likely to send the children to school, thereby passing on multiplying benefits both for themselves and society in a positive intergeneration effect UNICEF (2004) such as Healthier families, Fewer maternal death and growth models.

- Girl child education is important because it empowers the child and makes her productive in the society and helps her contribute positively to the society.

- An educated girl child grows up to become a wife that is able to take care of her home; she knows when her children and husband are troubled and can easily provide a lasting solution to the problem.

- An educated girl child when she becomes a mother is able to provide useful formal and informal form of education to her children. This could be in the form of personal hygiene, morals, sex education and other assignments. This singular attitude helps to reduce the job of the teacher and prepares our children as leaders of tomorrow.

- An educated girl child even if she becomes a house wife, contributes to the management of the home and so facilitates the prosperity of the family and the society at large.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study was structured in line with research procedures. The researcher in the chapter summarised the previous chapter, findings were highlighted, conclusion and implication of maltreatment on young girl were drawn in addition, recommendations were made to reflect the practical applications. It is obvious that the study have revealed nature and consequences of girl child abuse in this society.

5.2 Summary

This study focused on incidence and consequence of physical and psycho-social abuse of Girl child among secondary school in Kaduna state, using Kaduna and Zaria as case study. In chapter one, background to the study were laid with the theoretical frame work for the study. The aims and objectives of the study were stated, along with five research questions and five hypotheses, basic assumptions and scope / delimitation of the study were also stated. Chapter two of the study reviewed several literatures on child and Girl Child abuse in order to give insight on to the study. The research methodology includes: designs, populations and sampling. Instrument for data collection and procedures for data analysis were described in chapter three, while chapter four discussed the detail of the data analyses.

The study involved 400 subjects, 200 selected students from Kaduna and 200 from Zaria. Their responses were analysed by means of computer statistical package for the social science (SPSS), both descriptive and inferential method were employed to test the postulated questions and research hypotheses. The outcomes of the study show that

girl child abuse is a common social problem in the state today and that it is more predominant in urban than the rural settlements.

5.3 Summary of the Major Findings

The following are the summary of the major findings

In this study, it was established that:

1. Kaduna location has more spread in the level of abuse than Zaria location.
2. Significant difference exist between Kaduna and Zaria in the nature incidence of physical girl child abuse
3. Significant difference was also established between Kaduna and Zaria in nature of psycho-social incidence of girl child abuse
4. Kaduna Location had higher magnitude of physical and psycho –social abuse of girl child.
5. Significant relationship was also found to exist between girl child abuse and its components of psycho-social consequences, emotional consequences, social consequences, sexual problems and misbehaviour consequences

Conclusion

In conclusion the following points are to be noted. There are more incidence in magnitude of physical girl child abuse in Kaduna than Zaria. Kaduna also had higher magnitude of psycho-social incidence of girl child abuse than Zaria location. Significant relationship exists between the girl child abuse and its components of psycho-social consequences of sexual problems and misbehaviour consequences.

5.5 Recommendations

Having discussed the outcome, findings and conclusion reached in the study, the following recommendation were made

Hypothesis 1: The study revealed a significant difference between Kaduna and Zaria in incidence of physical girl child abuse; therefore families in Kaduna should avoid exposing their girl children to tedious domestic work at home. Parents should therefore, protect all children from economic exploitation and from performing any hazardous work that are harmful to the child's physical, mental, spiritual, moral and social development.

Hypothesis 2: Significant difference was also revealed between Kaduna and Zaria in incidence of psycho-social girl child abuse, therefore residents in Kaduna should maintain the use of positive words when interacting with their children. They should always have in mind that abuse has negative effect on the children. While parents in Zaria, should maintain continuous improvement in their positive approach to the girls.

Hypothesis 3: Due to urban nature of Kaduna, the study revealed high incidence in the magnitude of physical abuse in girl child than Zaria area. Hence; residence of Kaduna should discipline children with love in a manner consistent with the child's human dignity and minimize the rate at which girls are involved in physical assault, constant beating, and sexual abuse and so on. Zaria residence should also improve in the way they handle girls at home and in the school.

Hypothesis 4: Due to the metropolitan nature of Kaduna, the study also revealed high incidence in the magnitude of psycho-social abuse among girl child in Kaduna than in Zaria area. Parents should show equal love, treatment and attention to both male and female children in the home and minimise the rate at which girls are involved in verbal

assault, constant threats, shouting on children and so on in Kaduna than Zaria. Parents, teachers and guardian should improve in the way they relate to girls at home, in school and the society at large.

Hypothesis 5a: The level of emotional stress that girls experience at home, school and society at large should be reduced. Rather the girl child should be encouraged by giving her some applicable degree of emotional support.

Hypothesis 5b: The girls should also be supported or encouraged so as to enjoy good social adjustment in overall context of the society. This should be done by removing those negative social elements that contribute to social consequences that girls experience in the society.

Hypothesis 5c: The girl child should be adequately protected against sexual harassment from members of her immediate and extended environment. This should be the responsibility of adult members at home to provide adequate social protection for the girl child especially against sexual abuse.

Hypothesis 5d: Girl child abuse in general has the capacity of stimulating misbehaviour or maladjusted behaviour among them. Therefore, every stimulus that causes this consequence should be eliminated from the child social environment.

This research opens the door for further studies to be conducted in any type of girl child abuse that have negative consequence on the girl's child health and development.

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APPENDIX 1

STUDENT'S QUESTIONNAIRE

This questionnaire is designed to seek your experience, view on the incidence and consequence of physical and psycho-social abuse of girl child among girls' secondary school students. The questionnaire provides opportunity for you to express your experience views on the issues raised. It is not a test.

Please note that all information provided in this questionnaire will be treated with high sense of confidentiality. Your honesty in responding to answer is of great importance, since it will highly facilitate the quality and validity of this study.

You are as well free to seek for explanation or help where there is difficulty in understanding of the items provided.

SECTION A: BIODATA

Background information (tick as applicable)

A Name of the school _____

B Age range 11-12 13-14 15-16 17-18
19-above

C Class in school JSIII SSII

D Type of family
(a) Monogamous polygamous

E Size of the family
1- 3 3- 5 5- 8 8- above

F Parental occupation
(a) Civil Servant
(b) Trade/Business
(c) Unemployed
(d) Others specify

Please check response rated 1 – 5 in each item and tick correctly as it appeals to you

1. Never
2. Rarely
3. Sometimes
4. Frequently
5. Always

Section B: Incidence of Physical Abuse

	Question	Never	Rarely	Sometimes	Frequently	Always
	How often have you experience the following					
1	Continuous serious beating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Constant knocking on the head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Constant pulling of hair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Constant drawing of ears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Burn with fire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Applying pepper on any sensitive part of the body private part/eye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Mutilating with razorblade/knife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Excessive domestic child Labour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Constant kneeling down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Constant cutting of grass in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Incidence of Psychosocial Abuse

	Question	Never	Rarely	Sometimes	Frequently	Always
	How often have you experience the following					
1	Fondling of breast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Touching of private part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Sexual intercourse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Constant verbal abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Parents leaving you to do what you want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Parents showing preferences for male children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Lack of materials for school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Lack of medical attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Lack of sufficient feeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Not allowed to visit friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Consequence of Psycho-social Abuse

	Question	Never	Rarely	Sometimes	Frequently	Always
	How you ever experienced and of the following					
1.	Unhappiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Street roaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Drug abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Prostitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Abortion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Misbehaviour Consequence					
8	Stealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Lying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Dropping out of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX II

CHECKLIST

Constant serious beating

Constant assault and verbal abuse

Lack of interest in welfare of children

Lack of medical attention

Insufficient feeding

Lack of monitoring at home

Denial of sufficient rest

Denial of comfortable shelter

Showing preference to male children

Lack of frequent contact with parents

Denial of right to attend school

Lack of freedom to interact with other children

Excess domestic child labour

Lack of materials to school

APPENDIX 11I

Ministry of Education
Divisional Inspectorate,
Zaria / Kaduna
Date: 15th December, 2009.

To: All Principals,
Zaria / Kaduna Secondary Schools

INTRODUCTORY LETTER

I am directed to inform you that the under-listed student – Mrs. Mary Okpoko has been granted permission to collect information from your schools on 17th December, 2009.

Please, give her your cooperation.

Thank you.

(Mrs.) F.H. Jatau
HOD (VOC TECH)
FOR: THE DIRECTOR,
DIVISIONAL INSPECTORATE,
ZARIA/KADUNA.

APPENDIX IV

**LETTER OF INTRODUCTION FROM FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA.
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION**

Our Ref: DE/S.25

**DIRECTORS
INSPECTORATE DIVISION
ZARIA/KADUNA**

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

Thank you for your continuing co-operation.

Yours sincerely,

Prof. M. Balarabe