

**TEACHERS' AND STUDENTS' OPINION ON CAUSES AND EFFECTS OF  
CHILD ABUSE AND THE POTENCY OF SOCIAL STUDIES EDUCATION IN  
CURBING IT**

**BY**

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MED/EDUC/19204/2007-2008/P13EAS/8023**

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

**June, 2015**

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

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

**June, 2015**

**DECLARATION**

I hereby declare that this thesis on “teachers’ and students’ opinion on causes and effects of child abuse and the potency of social studies education in curbing it”, was performed by me in the award of master of education (M.Ed) Degree in Social Studies under the supervision of Dr. M.C Ubah and Dr, H.I Bayero. The information derived from literature has been acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma in any institution to the best of my knowledge. I am liable for any mistake(s) in this work.

.....

.....

YakubuAyuba Hori

Date

## CERTIFICATION

This thesis titled “teachers’ and students’ opinion on causes and effects of child abuse and the potency of social studies education in curbing it” was read and approved as meeting the requirement for the award of degree of masters degree in Social Studies of Ahmadu Bello University, Zaria, for its contribution to knowledge and literary

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## **DEDICATION**

This work is dedicated to my Wife and my three children for the pains they went through as a result of my studies.

## **ACKNOWLEDGEMENTS**

The researcher wishes to thank God for making this work a reality.

My special thanks goes particularly to Dr. M.C Ubah who served as my major supervisor and Dr. H.I Bayaro who served as my minor supervisor, who devoted their time despised their tight schedule to scrutinize this work to its final stage. I also acknowledge the contribution of my lecturers and members of my defense panel such as Dr. I.D Abubakar and Dr. (Mrs) R.P. Khan. My appreciation goes to Dr. Bode Jimoh of the social studies section of F.C.E Zaria and Mr. Christopher Wodung of Kaduna state college of education. Gidanwayakafanchan (KSCOE) for their criticism and observations at the cause of this work. Also, I will not forget to thank the following friends whom I am indebted to, Mr. BulusDanbaba, Mr. Emmanuel Yusuf and Lt. Emmanuel Kukah.

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## **ABSTRACT**

*This research investigated the causes and effects of child abuse in Kaduna State and how social studies education will be used to minimize it. To achieve this, three objectives, research questions and hypotheses each were formulated for the study. Survey method of research design was adopted for the study. A total of 293 respondents were involved in the study as sample among lecturers and students. The data for the study was collected using a questionnaire with a reliability coefficient of 0.75. The independent sample t-test of 95% confident interval i.e an alpha level of 0.05 was used to either accept or reject the hypotheses formulated. The null hypotheses were all accepted. The findings of the study revealed that: Ignorance, poverty, broken home, large family size and early marriage are the major cause to child abuse. Based on these findings the following recommendations were proffered: Spouses should be sincere and tolerant to one another so as to avoid separation; Parents should engage themselves in income generating ventures so as to reduce the rate of poverty; Parents should reduce the level of domestic activities/work on their children, and instead encourage them on academic pursuit; and government should increase funding on social research to help fight social vices in our society.*

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## **ABBREVIATION**

<b>ABU</b>	Ahmadu Bello university
<b>NERDC</b>	Nigerian Education Research and Development Council
<b>CERSAC</b>	Comparative Education Study and Adaptation Centre
<b>FCEZ</b>	Federal College of Education Zaria
<b>KSCOE</b>	Kaduna State College of Education
<b>UN</b>	United Nations
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>IDD</b>	Iodine Deficiency Disorder
<b>NAPTIP</b>	National Agency for the Prohibition of Trafficking in Person
<b>WHO</b>	World Health Organization
<b>PCANY</b>	Prevent Child Abuse New-York

## OPERATIONAL DEFINITION OF TERMS

<b>CHILD:</b>	Any human being below the age of 18
<b>INFANTICIDE:</b>	The crime of killing a child
<b>LESBIAN:</b>	A women who is sexually attracted to other women
<b>CURBING:</b>	To control, check or limit something bad
<b>COLOSTRUM</b>	Rich first breast milk produced immediately after child birth
<b>INCEST:</b>	Sexual activity involving people who are closely related and not legally permitted to marry
<b>CHILD ABUSE:</b>	A situation in which a child is suffering harm by reason of neglect, malnutrition, or sexual abuse, is going without necessary and basic physical care, or is growing up under condition which threatens his physical and emotional survival.
<b>POTENCY:</b>	Power to control or minimized something
<b>EDUCATOR</b>	Is meant to encompass not only the classroom teacher but also other school personnel involved in serving the child.
<b>CINDERERALLA EFFECT:</b>	This refers to step children have higher risk of being

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background to the Study

Child abuse is a global phenomenon but more common in developing countries. The problem of child abuse is not only limited to the home environment but rears its head in schools, Places of worship, markets, streets e.t.c. Article 32 of the UN convention on the rights of the child states that “state parties recognize the rights the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with child’s health or physical, mental, spiritual, moral or social development” (save the children Denmark 1994) There are numerous cases of child abuse across the globe. This has necessitated the enactment of laws to protect children. For example, in the United States of America, the Texas family code is the basis for civil actions to protect a child from an abuser (such as removal of a child from school). The penal code provides the basis for the criminal prosecution of a person who assault or otherwise commits a crime against a child. The code spelt out what constitute child abuse to include physical or emotional health and development. Child abuse may take the form of physical or emotional injury, sexual abuses, sexual exploitation, physical neglect, medical neglect or inadequate supervision of a child. The law specifically excluded “reasonable” discipline by the child’s parent, guardian or conservators.

In the traditional African society, the training of a child was the sole responsibility of the parents and the members of the community who had the right to discipline and correct the child whenever they went wrong. The parent trained the child in a way that is suitable and acceptable to the standard of the society. Following the advent of western education and the introduction of nursery and pre-primary schools, parents tend to give over the



responsibility of guiding, directing, counseling and role modeling of children to the school. Thus, putting more demands on the school to do what the parents should do in addition to their normal school functions. The South African constitution explicitly addresses the right of children and affords them specific protection that every child has the right to be protected from maltreatment, neglect, abuse and/or degradation. The children's act no. 35 of 2005 and its amendment 41 of 2007 (promulgated in 2010) addresses children's rights in its entirety. In South Africa, there is mandatory reporting of child abuse to certain professional sectors on any child abuse, neglect or maltreatment that is suspected unreasonable grounds to a designated child protection organization, the provincial department of social development or a police official. The act further stipulates that the department of social development must access and further manage the situation in the best interest of the child. This shows the prevalence of child abuse to all societies.

Recently, there has been serious concern about the child with the realization that children play important part in the family and the society. It is generally agreed that children are the future generation, the leaders of tomorrow and the potential flag bearers of any nation. To carry out duties, the child therefore has a certain right that must be protected and not to be trampled upon or denied. In recognition of the socio- cultural and educational dimension of the child, the United nation, European Union, African union, UNICEF and ANPPCAN have joined effort in advocating for protection of the right and well-being of the children. Among other provisions, UNICEF and the National policy on children, grant children the following rights.

- Protection against indecent and inhuman treatment like abuse and neglect

- Provision of a conducive environment to promote early stimulation to learning for the child.
- Entitlement of every child (male/female) to receive compulsory basic education and equal opportunity for higher education.
- Promotion and encouragement of child-friendly principles in all relevant institution.

The above provision recognizes the importance of education for the optimum development of the child thus advocating for compulsory basic education and the provision of conducive learning environment. Education is therefore recognized has one avenue through which the child can develop properly. Many developing nations place a high premium on the education of their citizens because education is viewed as an instrument for cultural, social, political, economic and technological development and emancipation.

In Nigeria, for instance, education is viewed as a means of building a free democratic, just an egalitarian society; a united strong and self reliant nation; a land of bright and full opportunities for all citizens (NPE2004). Thus, Nigeria and its entire people need a change and growth in education so as to be in line with the developed nations. Presently, education in Nigeria has been made compulsory for children at the basic level and every child is encouraged to take the opportunity of acquiring at least basic education up to the junior secondary levels by most state government. All this are efforts made to protect the basic rights of children. Are parents and children utilizing this opportunity maximally?

Parents now push over the responsibility of caring for their children to the schools. Many young children who will have been at home at about two years have been pushed over to the school. The tax thus become enormous for the teachers and the school management to carry, leading too many children being neglected despised and abused on daily basis. This

clearly undermines the provision for the right of the child on protection against indecent and inhuman treatment like abuse and neglect earlier stated. Rather the child has been subjected to all kinds of maltreatment, if not protected, valued nor defended. Most times, the treatment meted out to young children as corrective measures constitutes one form of abuse or the other.

It is evident that child abuse is a serious global problem that is deeply rooted in cultural, economic and social practices and occurs in a variety of ways and places. According to the National child abuse and neglect data system (NCANDA2006) reported by Gelles (2009) in the United State For instance, more than 900,000 children suffer severe or life threatening injury and some (1000 to 2000) children died as a result of abuse and those who survived often suffer emotional trauma that may take long for the bruises to be healed. In the same vein, our Nigeria society is still plagued with incidences of child labour, child maltreatment, child marriage, and child trafficking, neglect and child prostitution. The effect of such abuses are many and varied including teenage pregnancies/mothers, youth restiveness and violence, cultism, youth decadence, joblessness armed bandit molestation and school dropouts. These menaces have eaten into the life of most Nigerian children.

#### 1.2. **Statement of the problem**

All children are supposed to enjoyed love, care, affection and protection from parents, members of the immediate family, community and government, by providing for their basic needs to which include food, shelter, clothing, right to education, freedom from force labour etc UBE act 2004 in UBE commission 2005. Unfortunately, not all children enjoyed such rights; some are exposed to various types of hardzadous activities such as street begging, walking far distance to collect firewood or fetched water, rigorous farm work and other domestic activities like girls of school age serving as nannies which denied them access

to basic education and leading to their abuse. Could this child abuse be attributed to poverty on the part of the parents or as a result of ignorance or over burden of responsibility on the parent or as a result of low level of education? There are many factors that are responsible for child abuse.

However, the effect of child abuse on the abuse children, their parents, government and society at large is so devastating that it needs to be addressed. The major underlining this study is to determine the extent to which social studies education as a problem solving discipline could be used as a potential instrument for curbing this menace in the society. The study therefore is said to survey the opinion of social studies teachers and students in tertiary institution in Kaduna state regarding the causes and effects of child abuse using social studies as a solution.

### **1.3. Objectives of the Study**

- 1 To find out the causes of child abuse among teachers and students of social studies in Kaduna state.
- 2 To find out the effects of child abuse among teachers and students of social studies in Kaduna state.
- 3 To see how social studies Education could be used to minimize cases of child abuse in Kaduna state.

### **1.4 . Research Questions**

The following research questions were raised for the study.

1. What are the causes of child abuse among teachers and students of Social Studies in Kaduna state?
2. What are the effects of child abuse on the academic achievement of students in Kaduna state?
3. How can social studies education be used to reduce incidences of child abuse in Kaduna state?

1.5. **Hypotheses**

Based on the focus of the problems identified and the research questions raised, the following hypotheses are postulated to guide the researcher in the study

HO<sub>1</sub>: There is no significant difference in the opinion of teachers and students on causes of child abuse in Kaduna state.

HO<sub>2</sub>: There is no significant difference in the opinion of teachers and students on effects of child abuse in Kaduna State.

HO<sub>3</sub>: There is no significant difference in the opinion of teachers and students on how Social Studies education can be used in reducing child abuse in Kaduna State.

1.6. **Significance of the Study**

This study will be of significant importance to teachers because they are directly involve in handling children and as implementers of the school curriculum, it will help them to have a vast knowledge in child abuse related cases and the precautionary measures to be taken to create a good conductive learning atmosphere for children in our schools.

To students, the knowledge of what constitute child abuse will help them to know when they are abused and the possible ways to minimize it. Also to parents, knowledge of child abuse

will help them to know the danger involved in child abuse and how they can avoid it in other to help the child to be both physically and emotionally stable in school

As community leaders, it will empower them to take necessary legal actions on parents who refused to cater for their children. On the part of the government, it will help the government to make more legislation in other to protect the children from being wasted and constituting a menace to the society in general.

#### 1.7. **Scope of the study**

This study is limited to 3 tertiary institutions in Kaduna state which include Kaduna State College of Education Gidan Waya, Kafachan, Federal Collage of Education, Zaria and Ahmadu Bello University, Zaria that offers Social Studies Education as a course of study at NCE and Degree Levels of Education.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The chapter deals with review of related literature. The main focus would be introduction, theoretical; frame work, social studies education and child abuse, meaning of social studies education, objectives of social studies, nature of social studies Education, meaning of child abuse, types of child abuse, efforts to combat child abuse and review of related empirical studies.

#### **2.2 Theoretical Frame Work**

The theoretical frame work that forms the basis of this study is social learning theory propounded by albert Bandura in 1963 the social learning theory combines the cognitive learning theory which posits that learning is influenced by psychological factors and behavioural learning theory which assumed that learning is based on responses to environmental stimuli Albert bandura integrated this two theory and came up with four requirement for learning observation. They include environmental, retention, cognitive and motivation. On the basis of this, the child environments and motivation to learner enhances the Childs academic performance in school. Therefore this theory is suitable for this study

because any child that is abuse has lost the friendliness of his/her environment and motivation and will find it difficult to perform well in his/her academic activities.

Another theory that was used in this study is the basic goal of Social Studies instruction which remains that of preparing the students for full responsible citizenship within their society and the nations in general (Gross, RE, Messic R, Chapin JR, Surther land J, 1978). The teaching of Social Studies has been accepted in many societies as one of the most critical pivot of educational practices which is essentially charged with the responsibilities of aiding the child in his interpretation of the social frame works (including the associated problems in which he operates as a human individuals, (Okam 1998). It has a unique potential for inculcating the right type of skills, attitudes and values in the learner through a unified and integrated interdisciplinary studies of man with particular reference to his social environment.

Thus, Kissock (1981, p3) defined Social Studies as a “programme of study which the society uses to instill in the learner, the knowledge, skills, attitudes and values it considers important concerning the relationship human beings have with each other, their world and themselves”. This study is in no doubt billed to present one of such efforts toward making education a social, functional and responsive to the challenge and propagation of national unity, ethnic tolerance, and enhanced citizenship education, skill acquisition for independence, job creation, inquiry-oriented, national consciousness and social reconstruction. In the light of this challenge and the dynamism of the society, Social Studies programmes are continuously modified in the light of new social needs of the individual and the society. Therefore this study is set to ascertain whether or not Social Studies curriculum at the tertiary level of learning is adequately implemented to transmit the objectives that



prompted its inclusion in the school curriculum. Children specialize in schooling early in life. Eventually, they leave school and enter the labour market full-time, whether as children or adults. Many will experience an intermediate period in which they devote some time to work while still in school. It is useful to lay out the economic rationale for this pattern of time allocation as the child ages, in order to highlight the variables that should be incorporated in empirical studies of child labour and school achievement. A simple three-stage variant of the Ben-Porath (1967) model can be used to outline the exogenous and endogenous variables that enter the time allocation decision. This model is not meant to characterize all the complications of the school and work decisions concerning the child, but merely to indicate which variables we need to consider in characterizing those decisions.

Therefore this study is set to ascertain whether or not social studies education is capable of providing the needed knowledge in eradicating the menace of child abuse among selected higher institutions in Kaduna State.

### **2.3 SOCIAL STUDIES EDUCATION AND CHILD ABUSE.**

Social studies is been described as the study of man and his interaction with his environment (physical and social). It deals with man as a social being and the way he organizes his society, which is comprised of the social cultural, economic political historical and geographical aspects of the society. In relation to the environment, the Nigerian Education Research Centre (1977) was more specific by stating that social studies focus on “man’s problem of survival, how in turn the environments influence man”. Accordingly, therefore, social habits, attitudes as well as acquire useful manipulative skill of problem solution in the society.

Kissock (1981) conceptualized social studies as a Programme of study which the society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves. Above all it is the wholesome study of man in his society. In a related development, Akinlaye (1996) stated that the scope of social studies is the acquisition of appropriate knowledge and problem in the environment which the learner would encounter from time to time and in daily community life. In the same vein, ITC has a lot of influences on the teaching of social studies.

Omamurhomu (2007) opined that the world is becoming increasingly complex and problematic. There is the need as to why social studies through its structure of being an interdisciplinary subject should provide a unifying knowledge from the various disciplines with the overall objective of creating awareness and understanding of the evolving social and physical environment. In doing so social studies seeks to develop positive attitude and desire for the individual to make positive contribution to the maintenance of sustainable environment that increase the quality of life through attending school at the appropriate time. The objectives of social studies education indicates that the integrity of the child should not be compromised in whatever form and whichever means. By and large, the opinions of Social Studies scholars are not different from the objectives of Social Studies in Nigeria in relation to its capacity in the amelioration of the problem of child abuse among students. Having understood the concept of social studies it becomes clear that social studies has to do with citizens' physical relationship with the environment and his social relationship with other individuals and groups in the society. From the perspective of this research the social relationship and interaction aspect of social studies is emphasized on, this is because this research has to do with the perception of staff and students on child abuse eradication by

social studies. Child abuse is a social menace which is found in all countries of the world in one form or the other. According to WHO (1999) "Child abuse or maltreatment constitutes all forms of physical and or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." This definition made it clear that child abuse is a social ill that needs eradication, social studies provides a platform through educational campaign and other enlightenment programmes as approaches to reducing child abuse and neglect. These interventions stem from the belief that increasing awareness and understanding of the phenomenon among the general population will result in a lower level of abuse. This could occur directly with perpetrators recognizing their own behaviour as abusive and wrong and seeking treatment or indirectly, with increased recognition and reporting of abuse either by victims or third parties.

#### **2.4 The meaning of Social Studies Education**

Social studies originated in the United States of America in the 50's. Before the Second World War (1939-1945) it did not exist as a separate subject in the school system. Issues that developed during and after the world war (II) led to its development as a separate subject in the schools. Social was introduced in schools as a subject to develop a new approach to the solution of problems (i.e Integrated approach). It came to Africa in 1968 at the MOMBASSA conference held in Kenya. It came to Nigeria in the early 60s and at the 1969 national curriculum conference, social studies was officially recognize to be taught in Nigerian schools. It would not be out of place to say that social studies do not have an acceptable definition.

There is something of controversy here the various definition of social studies presented below may be mutually exclusive, a close examination would reveal that

their discrepancies are a little more than using different words to describe the same things. As a result, social studies have been viewed differently by different educators. For example, the Nigerian educational Research development Council (NERDC) (1980) states that "it is the totality of experiences a student goes through having been exposed to such a course based on man's interminable problems in environment with full knowledge of the variable factors such as, historical, religious, economical, psychological, cultural, scientific, and technological factor normally responsible in man's web interactions with his environment .

On the same issue, Dubey (1980) defined social studies as "The investigation of human activity. It studies man at home, at work at worship, at politics, at play, in the village, in the nation everywhere engaged in his busy programme of study designed to achieve goals defined by the society. Its primary focus is the inculcation of selected knowledge the relationship people have with each other and the environment in which they live". According to Aderlagbe (1980) and in turn influence by his physical, social, political, religious, economics, psychological environment further stated that it is not only a study, but a way of life.

On a similar note, the comparative education study and Adaptation (CESAC) of the university of Lagos defines social studies as "A study of man in society with all the interplay between him his environment and the effects of science and technology". It further states that the usefulness of social studies is enhanced when it is seen as a way of looking at society in order to understand social problems and thereby, help to seek solutions to them. Hence, the objectives and subject of social studies centres around man. Dubey et al (1980). Conceptualized social studies as " a process of education which utilizes the study of human life for the purpose of giving children and adults the opportunity to practice solving individual and societal problems. It includes the transmission of attitudes, knowledge and skills which help students to make

decision and become responsible citizens'. However, the implication of all these definitions is that social studies give the student the opportunity to examine and understand their physical and human environments in order to behave as responsible citizens.

Social studies is the type of learning that aims at creating a free society of responsible and responsive citizens by imbuing them with desirable attitudes and values as well as appropriate mental and physical skills and abilities for meaningful living and interaction. Social studies should be taught of as the sum of learning derived from the various aspects of human thought and experiences for the purpose of solving man's interminable problems (Bayero, 2007). An off-quoted definition provided by Kissock (1981) depicts social studies as

*"a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it consider important concerning the relationships human beings have with each other their world and themselves".*

The following passage by Okam (2002) summarizes the respect and paramount importance Nigerian educational thinkers and policy makers have come attach to social studies education in the country.

A major development associated with the Nigeria national policy education (1981) is the pride of place it has given to the social studies curriculum. The policy regards this curriculum package as a compulsory core subject are which all students in the secondary schools cannot dispense with in their learning activities. Very importantly, the policy endorses that the leading of the social studies curriculum in our secondary schools must be seen as one of those avenues of establishing strong bases for the production of effective citizens and of forging a cohesive society that will support a nation of nation-building.

## 2.5 Objectives of Social Studies in Nigeria

Social studies aim at studying social action, addressing social needs and problems.

The objectives of social studies vary from one country to another, depending on the social conditions of the country

The general objectives of social studies education are stated as follows:

1. To create awareness of the sensitivity to man`s environment;
2. To influence man`s attitude positively to social, cultural, economic, political values and the total environment;
3. To enable man to acquire skills for solving societal and environmental problems;
4. To equip men with the basic understanding of the knowledge of the total environment;
5. To encourage voluntary participation in social and civil duties while developing the sense of responsibility. It is these functions of Social studies that are often translated into the various objectives emphasizing the social, psychological, political, economic and educational needs and aspiration of the different cultures.

Udoh (1979) expresses four basic objectives of the Nigerian secondary school social studies as follows:

1. To make the students aware of the problems of their country and of the world in general and appreciate the interdependence between people;
2. To create an awareness and understanding of evolving social and physical

environment, its nature , and manmade, cultural and spiritual resources, together with the rational use and conversion attitude to these resources of development;

3. To develop in the students a positive attitude to citizenship and a desire in them to make positive personal contribution to the creation of united Nigeria; and
4. To develop a capacity to learn and acquire skills essential to the formation of a satisfactory professional life, that is, a pride in the job and sound judgment

For a Social Studies programe to be effective, Onyabe (1979) emphasized that “it must be geared towards achieving four main objectives”. These are:

1. Knowledge: - These will concern the past, present and the future condition of man.
2. Basic skills: - These are those skills necessary to gather and process information.
3. Values and beliefs: - These are the cherish ideas in the society.
4. Social participation: - This involves the application of knowledge through active participation.

To Ogunsaya (1984) he summarized the above general objectives "social studies thus:

1. What precisely do we anticipate, intended or expect to be the achievements of the child in terms of the skills, attitude, and values, factual knowledge acquired by him after having taken a social studies course for one, two, three

or more years?

2. What observable change do we want to see in a child after he had been exposed to a social studies programme or course of study for one, two, three or more years?

## **2.6 The Nature of Social Studies Education**

Social studies is an emergent discipline in the Nigerian school curriculum. It is an integrated subject that cuts across the boundaries of subjects like geography, history, economics, and government and social sciences. It is an integrated approach aimed at solving the complex diversified problems of man in their totality. Nwosu et al (1980), that the nature of social studies is primarily concerned with human relationships, man's relationships with his social and physical environments, It concerns knowledge of how man is influenced by his environment, and how, he in turn, alters his environment to satisfy individual and group needs, how man attempts to deal with certain pertinent questions, issues and problems, and how he draws upon his experiences to plan for the future. Similarly, an often quoted definition of social studies by Kisko cited in Okojie (2007) address social studies as programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning relationship human beings have with each other, their world and themselves".

Social studies is unique given its orientation, it emphasizes the cognitive, affective and psychomotor domains. It aims at injecting functional education that will develop positive values and attitudes in the recipients, as well as equipping them with skills capable of making them contribute positively to their survival of the society. Therefore, it is the nature of social studies to emphasize the importance of man. So man is the central focus



of social studies, and all that goes around him which are physical, social, psychological and so on. That is why social studies gathers knowledge, values, and skills from all other social and natural sciences and centers them around man. The scope of social studies as also pointed out by Nwosu et al (1980) 'is obvious that this is much broader of study than that covered by History, Geography and civics as they have been taught in the traditional curriculum to a large extent, this is the reason why the scope and the content taught in social studies has to do society- human groups their interaction with themselves and their environment". Relevant information must be taken from some aspects of social sciences (Anthropology economics, political science, sociology social psychology). In order to cover this broader conception of what children can and should study about themselves and their world. Social studies gives pupils a broad understanding of their total environment and to prepare them to think about social problems and issues of which child abuse is one.

According to Ololobou (2004) social studies and the social sciences have some similarities in the sense that both are interested in man, and also share content and methods to some extent. However, social studies and the social sciences also differ in the sense that whereas the former is concerned with breadth (in the selection of relevant concepts from the social sciences for the purpose of citizenship education), the latter is more interested in the depth of exploration and analysis of concepts. Perhaps the one most striking difference between social studies and the social sciences is captured in the following passage by Ololobou (2007). Social studies indulge greatly in value clarification, leading children carefully to acceptable value attitudinal position. The Social sciences concern themselves much less with value questions, they are "scientific" and therefore primarily seek to discover and establish the social truth. In the words of Obilo (1982) social studies does not emphasize mere facts to be committed to memory.

Knowledge acquired through participation, meaning that the individual should himself be involved in discovering the truth, is an outstanding feature of social studies.

## **2.7 The Meaning of Child Abuse.**

The complexity of the concept of child abuse makes it very difficult to attribute just a single definition to the concept as people view it differently from parts of the world. Johnson (1960) defined child abuse as "socially debasing act of subjecting a child to ignominious treatment, attitude, profession, or vocation which may ruin his/her chances of developing credible moral or social etiquette".

In a report of the international workshop on child abuse and neglect (1986) the definitions below attracted the attention of many participants. Though in the papers presented, there was no unanimously accepted definition. But the major points highlighted were:

1. Failure to provide the child with proper care when the need arises;
2. Proportion of harm to children, that results from human action or inaction that is preventable or avoidable; and
3. Those acts of omission or commission, which deprived the child of his physical safety, belonging and love, self-esteem, self-actualization and cognitive needs.

According to Oliver (1981), child abuse in a narrow sense is the intentional non-accidental acts of omission on the part of a parent or other caretaker interacting with the child in his/her home aims at hurting, injuring or destroying the child. Child abuses include cruel treatment, which leaves no physical scars but produce emotional damages to the child. In accordance to the child abuse prevention and treatment act stressed by United Nations congress (1978), it said that child abuse or neglect means 'the physical and mental

injury, sexual abuse, negligent treatment or maltreatment of a child under the age of 18, a person who is responsible for child welfare under circumstance which indicate that the child health or welfare is threatened by". The African Network for the prevention and protection against child abuse and neglect (ANPPCAN) (1986) said to have afforded a comprehensive definition. It defined child abuse "an intentional, unintentional or other acts which endanger the physical, emotional, moral and educational welfare of a child".

Ladan (1990), defined child abuse as "a condition in which parents, guardians or others in the society willfully injure or endanger the al, emotional and the social well-being of a child. Bashmir (1994), observed that both the United Nations convention on the Rights of child and the Organization of African Unity now African Union (AU) defined a as a child as person below the age of 18 years. These documents, to 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

- The right to education.
- The right to healthcare.
- The right to love and care.
- The right to adequate food and shelter.
- The right to live in a clean environment.
- The right to relaxation and recreation.
- Protection against exploitation, and inhuman treatment, child labour, sexual exploitation, drug use. Etc.

These rights are being violated by Nigerian citizens through acts of commission and omission and are classified as child abuse and neglect.

Chase (1976), defined child abuse as the deliberate and willful injury of a child by a guardian either by hitting, beating with belt, cord or other implement, slamming against a wall, burning with cigarettes, scalding with hot water, locking in a dungeon, torturing, sexually abusing and even killing. It involves active and hostile aggressive physical treatment.

Child neglect on the other hand is more passive, negative treatment characterized by a parent or a custodian's lack of care and interest, and includes non-feeding, non-clothing and non-nurturing.

Ekpo (1992) defines acts regarded as child abuse to include:

- Child labour: This includes street hawking, begging, children working as domestic helpers, making children carry heavy loads and over-working children.
- Sexual abuse: Child prostitution, sexual harassment, and/or rape, incest, child marriage, child (female) circumcisions are instances of this form of abuse).
- Social/ institution Abuse: Examples are child battering, corporal punishment both in school and at home, using children for drug trafficking, over exposure to stress and accident, child slavery, child stealing, indoctrinating kids into negative ethics e.g. religious or political violence, withdrawal of kids from school, ritual killings of children, consistent verbal suppression of a child, emotional and psychological abuse of children in the school, child imprisonment with adults and illegal fostering.

Child abuse is a serious problem that goes back to the beginning of history. It has existed in almost every known human society either as a response to the demands of the gods or as an answer to the burden of child bearing and rearing. "Every society known has had a policy implicit or explicit, for dealing, with mouths it could not feed often by infanticide.(chase 1976).

Still, Ekpo (1992) refers to child abuse as "any acts of negligence, intended or unintended, intentional or unintentional, over or covert, acts of commission, omission, or otherwise, which denies a child its rights to life, besides acts that endanger the physical health as well as the moral, emotional and educational welfare of the child". Of all the definitions, these acts are normally those unacceptable to the community. In some cases, however, such acts include behaviours that may be accepted by the community but which may endanger the well being of the child, or the parent may or may not perceive these acts as abusive.:

## **2.8 Types of Child Abuse**

In our society especially Nigeria and in particular Northern states there are ways through which the child can be abused. Some of these ways include educationally, economically, health wise and socially. The researcher will examine them and see how they affect the child. A survey conducted by Jaja (1993), in some selected secondary schools in Zaria shows that 85% of secondary school children are abused. These abuses are as follows: Corporal punishment in schools, lack of or non-payment of fees, poor feeding in boarding schools etc.

### **2.8.1 Educationally**

These days, kids have joined the rush. You see children jumping like acrobats in the middle of traffic, dashing here and there. Just to sell their wares. Perverted men also lure little girls selling articles to some hide-out where such innocent girls are sexually assaulted. (Daily Sun Wed, March 17. 2010). School needs, lack of proper teaching and school equipments; and lack of adequate concern by the parents about their children's performance in school. Such abuse and neglect, they argued, inflicts both emotional, psychological and physical injuries on their persons.

More recently, during a workshop organized in Kaduna, by the African Network for the prevention and protection against Child Abuse and Neglect (1994), some school children were given the opportunity to make some contributions on the topic of the seminar which was 'street children'. These children blamed poor child rearing practices among parents, frequent teacher strikes and general socio-economic problems which reduced the educational system to nothing, as the major causes of child abuse and neglect. Similarly, they pointed at parental neglect polygamy and cultural influences as major factors that send children into the life instead of school where they can prepare themselves for proper life.

### **2.8.2 Manual Labour:**

In some schools, especially in rural and semi-urban areas, head teachers and teachers alike use children for manual labour on their farms and in their homes. Instead of being taught in the school they spend almost the whole day working on those farms and homes without remuneration of any kind. By this act, children are denied the right to proper education, and could feel so cheated and abused that they may bolt out of school and turn to the streets (ANPPCAN 1994). According to a recent ANPPCAN research on street children, the percentage of children on the street is about 14% of the entire child population

in Kaduna city which when quantified reveals a great number of fallouts in the entire population and consequently low school enrolment.

### **Punishment**

Drew (1972) observed that school children feel that there are times when punishments are unwarranted and so may not serve as the intended corrective measure. Unwarranted punishment be it minor or corporal could cause a permanent physical disability or emotional injury that could make a child hate school for the rest of his/her life. He further cited a junior secondary student "when a teacher or senior punishes you for no proper reason, you feel demoralized and embarrassed and this can lower your standard of respect by your classmates. It can make you hate the school environment forever. It affects concentration on school work".

### **Non-conducive school climate**

According to a research conducted by Jaja (1993), lack of proper attention and teaching by teachers, lack of conducive school facilities like desk, chairs, and other learning materials and equipment were regarded as is of abuse by school children. This, they said, made the education acquired as second rated which is bound to affect them later in life. "You get deprived of the education you are supposed to have" a child opined. This educational neglect by government, parent and school authorities, yet good facilities and a conducive learning environment can help a child escape even a severely adverse environment

### **Arbitrary dismissals and suspensions**

Fontana (1973) pointed out that, in the school system. Dismissal and suspension are employed to serve as deterrent to other students. It is a practice that can hardly be erased from the school system. "Wife accepting its indispensability, we should also

accept its possible disastrous effect so that caution is exercised in applying it. Dismissal or suspension from school could be very traumatic to the extent that it buses children's right to education. Their self-esteem is affected and image dented. Fear is created and could lead to very devastating consequences.

### **Child abuse in boarding schools**

Jaja (1988) is of the view that in both boys and girls schools homosexuality and lesbianism respectively are practiced by senior students with junior ones. Failure of juniors to respond to sexual demands other forms of abuse by their seniors often leads to very severe punishment, sometimes resulting in physical injuries. In most cases, it is difficult to find out the truth of the situation because the juniors are shy or afraid to expose their seniors' misdeeds, since these could bring upon them ridicule by their mates and further punishment from their seniors. In some military schools, frightened juniors sleep by the swimming pool or in an open space in a nearby barracks just to escape molestation.

### **Neglect by Parents**

Peter (1994), enumerated areas where parents are directly aiding child abuse in schools to include, missing of school due to parent fault, non-payment of school fees, not providing the child with school materials, or not caring about the child's general school needs. Over working of children which caused tiredness, hence they spend the whole day sleeping instead of learning.

### **Slow learners**

Murdock (1970), in Jaja (1993), asserted that, educators have long spoken of individualizing or personalizing teaching so that children might learn at their own pace. How many teachers spend most of their time before the entire class attempting to communicate with all but actually relating to a limited few, while others are at various levels of



concentration what is being done to these children who seem to be always on the periphery?. How many children in our schools are penalized because of the pace at which they learn? And find them so considered by teachers and classmates because they are slow to complete tasks? There are various violations of children's rights which go on daily in our classrooms and for which we may have no answer for now because the whole school system is abuse and neglected.

### **2.8.3. Economically**

Aminu (1990), noted that 250,000 children die every week in developing countries, 50% of all death in west Africa occur among children below the age of 5 years. The causes are mainly related to low-income, ignorance and government policies. Durojaiye (1976) in Dawa (2008) observed that parents who stay outside hunting for 'bread and butter' will find it hard to provide the necessary care and attention kids need to make educational progress". Inflation now rages in the economy to the extend that parents have to be engaged in more than one job or business in other to survive. Teenagers are also made to sell in order to improve the family source of income. All this affect the child physical and emotional wellbeing.

"Mercy is just 11, but she has been hawking for three years. She told Dailysun that she left her parents in Bayelsa state in 2007 to live with her father's cousin in Lagos. Her hope of attending a school in Lagos and eventually qualifying as a chartered accountant have been dashed because she has not been in any school since she came to Lagos. All she does is hawk mom-mom, a local delicacy, to support her guardian's family. She said she would have been sexually harassed by a much older man but for divine intervention. But she said she has since grown wiser. (Dailysun wed, March 17, 2010.)

From all that have been said, it remains a fact that issues of child labour neglect and abuse as is the case of the children branded as witches by their parents in the southern part of Nigerian, child trafficking, poor healthcare services, poor educational facilities particularly at the primary education level, almajiri syndrome where under-aged children are left to roam the streets of Northern Nigeria without parental guidance and at the mercy of ritualist, traffickers etc. child hawking, child prostitution, lack of recreational grounds and facilities for children to exercise themselves: and develop properly, incessant strikes by university unions leading to disruption in academic calendar, all point to a poor environment which Nigeria is, for a child to develop into good adulthood. Report on the state of the world's children survival UNICEF (1989) states that "investing in the health of children and their mothers is not only a human rights imperative, it is a sound economic decision and one of the surest ways for a country to set its course towards a better future". In an address read by the Deputy Governor of Kaduna state. Mr. Patrick Yokowa at children's day celebration (2009) held at Kaduna township stadium, President Umaru Musa Yar'Adua said violence comes in many forms and in numerous settings including the home and outside the home. E.g. school noting that these institutions have the primary responsibility of protecting the children from any forms of abuse or violence. He said that violence against children jeopardizes their right to survival and live a good and happy life adding that children as the foundation on which a nation's future lies ought to be protected from all forms of abuse (Women's Advocate Vol. 10 No.44 p. 5). In one of the captions of a national daily Bukuru was quoted as saying that "most of all, their care-givers show appreciation for the transformation within short time, so it means that given the opportunity, street children and other vulnerable children could make a tremendous positive contribution to themselves and the society". (2010, Feb 27<sup>th</sup>New Nigeria pg.7).

#### **2.8.4 Health**

Stile (1994) sees child abuse to mean "inadequate child care, manifested in under development of a child physically, psychologically, mentally and otherwise. Nutritional child abuse concerns everyone, the child, the mother, the father, teachers, health professionals, and all others who are interested in seeing a country of talented personalities and children, whose physical and mental abilities are utilized to the fullest' In the UNICEF report of (1994), child abuse is viewed at birth, the early months, pre-school, school age, and teenage group. The researcher intends to discuss them as indicated below.

##### **At birth**

It is critical for the mother to feed the baby with colostrums (rich first breast- Milk produced immediately after child birth) which can only be obtained through breast feeding. Every mammal prepared its own food for survival during the first 3 months of its life in the uterus. A child while in the uterus for nine months prepares milk for the first part of its life. Refusal to feed this child with milk prepared for himself/herself is the highest nutritional abuse in the child's life cycle, and the effect last as long as the child lives and dies as an adult. It is worse when the milk another mammal prepares for its baby, like cow milk and goat milk, is given to a human denying the cub of its own milk. (WHO, 1999).

##### **The early months**

Irregular or withheld feeding also contributes to child abuse. Interruption of feeding (either breast or spoon-feeding), for short or long periods (caused by death or travel) constitutes child abuse. The child be fed on demand (whenever it cries for food) and

should be kept comfortable while feeding. There should be no forced feeding because this is child abuse. Efforts should equally be made to ensure timely immunization (WHO, 1999).

### **Pre-school years**

Over indulgence in any particular food for child is also nutritional abuse; while under-feeding resulting in loss of weight is another form of nutritional abuse. Too cold or too hot food, infested food, left over food or not properly cooked foods are other instances. Any food items that could in any way start a child off with infection or diarrhea should be discouraged, because it is not fair of the mother to give a child what she would not like to eat herself. Children at this stage need lots of protein and energy-giving food. Meat and egg should be given regularly.

### **School age**

Any child who is made to eat less than six times in a day is being subjected to child abuse (breakfast, snacks, lunch, supper, and nightcap). Feeding a child too late in the afternoon (4:00pm or too late at night (9-11pm) is very harmful. Between breakfast and lunch, children should be allowed to have snacks. Arrangements should be made by schools or parents for children to have lunch between 12noon and 2pm, have rest and resume at 3pm again if need be. Parents who leave the feeding in the hands of maids are not doing the right as these maids are not likely to be able to take care of the children.

### **Teenage Group**

The group comprises mostly children in secondary School. Lack of supervision of their food, indulgence in junk food items, overeating and under-eating are all areas of nutritional child abuse. A survey conducted by experts have assured the magnitude of malnutrition in the world and have found out that nutritional anaemia, vitamin A

Deficiency and iodine Deficiency Disorder (IDD) are the most serious nutritional problems. It has also been found that:

- About 150 million children under five are underweight
- More than 20 million suffer from severe malnutrition.
- An estimated 350 million women have nutritional anaemia
- Some 40 million children suffer from vitamin A deficiency. Some of them go blind and many die.
- Some 250,000 children go blind or partially blind and Iodine Deficiency Disorder afflict 200 million to 300 million people with goiter and at least 6 million suffer from cretinism. (UNICEF, 1994)

Also the UNICEF report conclude by pointing the Nigeria child and other third world countries as having about 50% undernourished. Experts conclude that this situation is not unconnected to the present economic crisis and the structural adjustments being undertaken by many. Because of its magnitude and widespread poverty, the inability of parents cope, illiteracy and ignorance are having a catastrophic impact on child maternal survival and development.

In a study also carried out by Anukam in Enugu (1988), 84.5% of the secondary students and 88.5% of their parents interviewed agreed that high costs of food items have adversely changed their eating habits. In Has study, yarn and garri which then were the cheapest and most satisfying foods because they fill their bellies appeared to be eaten more regularly, while beans, milk, meat and bread ranked at the bottom of the scale. Under this situation children, especially from poor homes are bound to suffer from malnutrition. The consequence, according to Okonc (1984), is poor health and stunted growth of the children

from these homes. Children who are malnourished are abused children since the right of good health and proper development is affected negatively.

#### **2.8.5 Socially.**

Abikc, a 1-5 years old groundnut seller, says she has been raped twice while hawking on the streets. The first, which allegedly occurred when she was 13. She has since learnt to keep a condom in her bag to avert such occurrence, she said, "and when the next rapist came, she offered him one". (2010 March 17, Dailysun pg. 38).

Taye, a 13 years old pure water seller said that he and his twin brother, kehinde started hawking for their parents when they were seven years old. He told Daily sun his twin brother was hit in may last year by a hit—and—run taxi driver while crossing the road. The boy said Taye eventually bled to death. The incident did not, however, discourage their parents from sending the remaining one back on the street to continue hawking in the traffic. Caleb is a fourteen year-old Kaduna based gospel singer. He was quoted as saying that 1 want to proclaim the kingdom of God. Once that is done, I am fulfilled. That is just what I want to achieve. I want to reach and save souls. (2010, April 25<sup>th</sup> New Nigerian p. 24).

So the likes of Abike and Taye abound in our society as the fall victims in the hands of unscrupulous people. Parent's guardian and other ire-takers are to be blamed for this. If children are property taking care of, the likes of Caleb and the vision of Bridget, children can be asset to their parents, community, nation and the world at large.

Kisekka (1981) in her admiration of African culture and tradition reported that "African infants show accelerated development in 'chomotor skills like crawling, smiling etc. in comparison of Euro-American babies, she added that this

precocity is undoubtedly related to an enriched psycho-social environment characterized by extended family living, multiple care taking intensive physical manipulation of and personal interaction, with the child". It is however true that in African cultural setting, the child receives abundant love and care and a high degree of security which is good for its mental and physical development.

Ritual killings and the sudden disappearance of children is not new in the country. Survey of our national dailies and listening to Radio Nigeria Kaduna will give one a full detail of the happenings. Daily announcements of human beings lost and found had realized an alarming proportion. Slaughter house exist in all the big cities of Nigeria. Typical example was that of Kano which was raided by the police some years back where human parts were sold just as butchers sold meat in the market stalls. See the case of MAITATSINE, and Kaduna have a good history of such houses (Dawa, 2008). The 2010 Jos crisis is equally a good example of where children and women were slaughter just like animals. Mohammed (2008), in a similar view explained that we have a period in this country when it was very difficult to shake hands with an unknown person for fear of the disappearance of one sex organ. This was followed by a period during when human head was like gold and fetched a lot of money; many people during this period embarked on trade in human heads. The head-hunters left no grave unearthed in search of skulls, people would not have been terrified if the traders stopped at digging new and old graves but when vigilante groups were formed to guard the graves. The traders devised other ways of getting regular supply of human heads. This led them to the final stage of kidnapping not only children but also adults.

In a survey conducted by Dawa (2008), in Kaduna and Kaduna polytechnic, the respondents 100% believe that human being are used for making money and other magical powers. Human beings are used for the followings:

1. Disappearing charms see the case of 7 year old boy whose eyes were removed for disappearing charms in Sokoto.
2. Bullet proofs.
3. Money making.
4. Chemical war that inflicting pain diseases to an opponent.
5. Killing/maiming.
6. Mental illness (to make another person mad or crazy).
7. Success.
8. Fame.
9. Diet (food).
10. Long life.
11. .Instill fear on people. 12. Witchcraft.

As rightly observed by Isah (1991), 'Female hawkers fall victims to child prostitution the more. Their male mates usually invite them in uncompleted houses, under bridges or rent a room for the act where they r'e certain percentage for every person they meet. The places could be seen in Jerna'a Road along Ahrnadu Bello way, Kaduna. Other areas are hidden in the day that it could hardly be notice; for such purpose, in Jerna'a Road if you check between 6pm to 10pm you will see with your eyes''

A survey by Dr. Schofield (1977), of sex among the 15 to 19 year old of British society shows that at the age of 15 most boys have taken a out for a date. The girls started 2 years earlier than boys. By this age, 21% of the boys interviewed and 11% of girls had sexual intercourse. By the age of 19, one third of the boys and one quarter of the girls were



sexually experienced. Schofield further stated that the majority of cases teenager's first experience of sexual intercourse had been unplanned.

Dawa (2008) pointed out the characteristics of older people that in sexually abuse teenagers or child prostitutes partners to include:—

- i. They are very generous. She/he gives a lot of gifts to the would be victim.
- ii. They are found of charming smiles that can easily induce victims.
- iii. Use of (indent language) is common with them.
- iv. They always sneak in when they think there is no adult nearby. They have talent for timing.
- v. On meeting the victim, they hold him/her where they feel they can arouse his/her sexual urge.

Anselm (1987), in a similar circumstance characteristics of child prostitute to include

- i. The child want to move alone anywhere he/she is send or is going. This is because he/she is always hoping to meet his partner any moment
- ii. As soon as they sight their partner or customer she/he gives excuses and disappears only to reappears and meeting the customer.
- iii. The child likes to be in the company of male adults.
- iv. They can easily beg for money or gifts of any kind from their victim.
- v. They talk rudely to adults. Experienced mothers take a signal from that episode and try henceforth to monitor his/her movement.

vi. They appears in odd places at odd times and if sighted by an adult and queried, they often give reasons that are intelligent which can hid their real motives of being there.

vii. They use foul or dirty or indecent languages that suggest sex.

Viii Frequency in touching genitals, they often touch their sex organs the girls often touch their own breast to masturbate.

Force marriage by parents to children is also an aspect of child abuse. Instances abound of where parents tend to force their wards into marriages they do not consent to, Islam like Christianity do not encourage force marriage; The Holy Quran 4:3 states that 'Marry the woman of your choice two, three or four; But if you fear that you cannot, maintain justice long them, then marry only one". Mohammed (2008) itemize the features of force marriage to include,

- i. The marriage is contracted without the consent of either one of the parents or all parents.
- ii. Offer is not accepted by one of the parties or both. In short, there is a breach of marriage contract.
- iii. Ill-treatment and cruelty to partners
- iv. Quarrels all the time no peaceful coexistence,
- v. Emotional and psychological disequilibrium,
- vi. The end result is usually separation.

Carol (1977) pointed out the possible outcomes of force marriage to include:

- i. Murder through poisoning grievous bodily harm by willful intention

to kill.

ii. Prostitution,

iii. Disappearance of husband or wife.

iv. High blood pressure or malfunction of some bodily organs due to emotional and psychological imbalances.

v. Broken homes.

vi. Child abuse and neglect.

vii. Drug addiction alcoholism the partner can result to drugs,

viii. Accident on the road.

ix. Cannot worship God well,

x. Non productivity: The affected person may not be able to perform his functions to the maximum out put as a husband or wife.

Cases of force marriage abound in our society and it cut across tribes and religions. Most of the cases found are predominantly id among the underage children. Government and parents should be able to discourage this trend as its dangers out weight its advantages. In a BBC Hausa program that was aired out on domestic slavery slave trade in Niger republic shows that people are still engaged in buying and selling of human beings. By implication though international trade was abolished since 1807 and 1809 yet local and domestic commerce of human flesh continued to flourish either under cover or openly in most part of the world, Europe, Asia, middle East and Africa. Those who worked for the abolishment of slave trade indeed did not labour in vain, despite the fact that some people who wants to get rich by all means revive the activities of commerce in

According to Anene (1970), slaves in the past were used sacrificed, sold and eaten. For whatever reasons be it religious, socio-economical or political, it is dehumanizing for one to sale or buy a human being that God created in His own image. It is to be noted that the former means used by these trader are still used now.

The Nigerian government came up with agencies to assist e.g. like pie National Agency for the prohibition of Trafficking in person popularly known as NATIP; The Nigerian Police force (NPF)<sub>s</sub> and The Nigerian Immigration Service (NIS).Fund was made available for the combined team and it yielded great fruits. The seminars, conferences and workshops sponsored by NATIP did the trick. Despite these combine efforts, the trade in human being still continues. What are some of the reasons?, the case in mind is the woman who was caught trying to sale her child in Kaduna (2006) as reported by a Radio Nigeria Kaduna Hausa based popular program, Jakkan Magori. She confesses that poverty is what pushed her into the act. She said when government retrenched father, mother and the grand father a retired and tired civil servant who is not paid his pension for the past several months, what do you expect them to do?. They could not steal neither would they be able to rod, so they have to choose the lesser evil by receiving bread from the hands of those who promise to improve their conditions and those of their children. With a dream that one day the poverty would give way to plenty".

A research conducted by Dawa (2008), also indicate that people engage in child trafficking because it is the fastest and quick means of getting money, and cheating, he added, these children are used by influential persons for prostitution, rituals and various secret cult societies to gain influence in the political world. Aminu (1990) in their own assertion observed that many Nigerian families suffer hunger and starvation; children are forced to pre-marital graduate from being dependent to becoming bread winners. Thus they have a

long exhausting struggle to feel themselves and their families by engaging in economic activities. Clarke (1977), on a study of Britain pointed out that "the cost of modernization is now so harsh that growing number of British people are not eating properly and diseases associated with poverty and mal-nutrition are making a comeback". Paingle (1980), sees the main cause to child abuse as parental hostility. He explained that is very common thing in our society to see single mothers or fathers living with their children. These children turn out to become delinquent due to lack of a father to control them. Studies have also shown that children need a close and loving relationship with the adults to take care of their feeling of being love and anted. It forms the basic development of the child sense of security, confidence and safety to cope with other people and the world at large.

Essenbery (1975), studies on child abuse proves that foster parents are likely to abuse their children than their biological parents. This situation according to him is like putting the children out of frying pan and into fire. He further pointed out that abused children such as hawkers are easily exposed to disease of lottery; cheating and gangsters etc are basic features of streets of children. They become menaces to the society causing disturbance since they are unblended by the so-called rich men with their money, they are used for political chaos and rioting.

## 2.9: **Causes of Child Abuse**

Each day the safety and wellbeing of some children across the nation are threatened by child abuse and neglect. Intervening effectively in the lives of these children and there is not the sole responsibility of any single agency or professional group but rather a

shared community concern. Children and adolescent spend a large portion of their time on school, which gives educators more access to students other than most other professionals. For the purpose of this work, the term “educator” is meant to encompass not only the classroom teachers but also other school personnel involved in serving the child.

Child abuse is a complex phenomenon with multiple causes. Understanding the causes of abuse is crucial to addressing the problem of child abuse. Parent have a fundamental right to raise their children as they see fit, and society presumes that parent will act in their children best interest. When parents do not protect their children’s best interest, when parents do not protect their children from harm or meet their basic needs, it is an abuse.

According to Kabitsi (2012) the two factors are the causes to child abuse and neglect domestic violence and substance abuse. Children who live in households where violence is present usually ends up becoming victims themselves. PCANY report that 50 to 70 percent of men who abuse their female partners also abuse their children. Substance abuse is drug or alcohol. PCANY further explained that it contribute to about 70 percent of cases of child maltreatment. Kids under 5 are the most susceptible to abuse or neglect by a substance abusing parent and represent the fastest growing population of foster children.

Also, according to the nonprofit organisation prevent child abuse New York (PCANY 2012), several factors are responsible to child abuse which include

- Poverty
- Lack of education
- Serious marital problems
- Frequent changes of addresses

- Violence between family members
- Lack of support from the extended families
- Loneliness and social isolation.
- Unemployment
- Inadequate housing.

The child maltreating centre of the U.S.A (2010) in addition explain that child abuse is caused by the following factors. Children resulting from unintended pregnancies are more likely to be abused or neglected. In addition, unintended pregnancies are more likely than intended pregnancies to be associated with abusive relationship, and there is an increased risk of physical violence during pregnancy. They also result in poorer maternal mental health, and lower mother-child relationship quality.

There is some limited evidence that children with moderate or severe disabilities are more likely to to be victims of abuse than non-disabled children. A study on child abuse sought to determine the forms of child abuse, and the causes of child abuse of children with disabilities, the extent of child abuse, and the causes of child abuse of children with disabilities. A questionnaire on child abuse was adapted and used to collect data in this study. Participants comprised a sample of 31 pupils with disabilities (15 children with vision impairment and 16 children with hearing impairment) selected from special schools in Botswana. The study found that the majority of participants were involved in doing domestic chores. They were also sexually, physically and emotionally abused by their teachers. This study showed that children with disabilities were not vulnerable to child abuse in their schools.

Substance abuse can be a major contributing factor to child abuse. One U.S study found that parents with documented substance abuse, most commonly alcohol, cocaine, and heroine, were much more likely to mistreat their children, and were also much likely to reject court-ordered services and treatments. Another study found that over two thirds of cases of child maltreatment involve parents with substance abuse problems. This study specifically found relationships between alcohol and physical abuse, and between cocaine and sexual abuse. Although the abuse survivor does not always realize the abuse is wrong, the internal confusion can lead to chaos. Inner anger turns to outer frustration. Once aged 17 to 18, drink and drugs are used to numb the hurt feelings, nightmares and daytime flashbacks. Acquisitive crimes to pay for the chemicals are inevitable if the survivor is unable to find employment. A 2010 article in the BBC reports that thousands of African children have been abandoned, tortured and murdered because they are believed to be witches. Unemployment and financial difficulties are associated with increased rates of child abuse in 2009 CBS news reported that child abuse in the United States had increased during the economic recession. It gave the example of a father who had never been the primary care-taker of the children. Now that the father was in that role, the children began to come in with injuries. Child abuse cases go through screeners like Belisle to an assessment worker, the job Belisle used to handle. Eventually they reach the various social workers and services (counseling, referral to day care centres and alcoholics anonymous in local neighborhood). Having been abused as a child seems to lead to a repetition with ones own children. Beyond that, the causes of child abuse seem to be deep-rooted anger and frustration and an intolerable sense of physical or emotional inadequacy. Anger most of all. They don't know how to control it, says Belisles co-worker Anna Ferzoco.



A 1988 study of child murders in the U.S found that children are 100 times more often killed by a non-biological parent (e.g, step-parent, co-habitee or boyfriend or girlfriend of biological parent) than by a biological parent. An evolutionary psychology explanation for this is that using resources in order to take care another person's biological child is likely not a good strategy for increasing reproductive success. More generally, stepchildren have a much higher risk of being abused which is sometimes referred to as the Cinderella effect. The Cinderella effect attempts to explain the observation that parents are more likely to kill their step children than their biological children using evolutionary logic as described by Daly and Wilson. Research concerning animal social behaviour provide a rationale for expecting parents to be discriminative in their care and affection, and more specifically, to discriminate in favor of their own young.

Psychologist conducted a study in the United States in 2010 which examined over 200 regular church attendees from eleven different denominations of Christianity, most of whom were educated, upper-middle class white Americans, found that extrinsic religious orientation was associated with a greater risk of physical child abuse. Those with a more extrinsic religious orientation who also adhered to greater social conformity were particularly more likely to share characteristics with physically abusive subjects. Subjects who adhered to Biblical literalism exhibited a higher potential of physical child abuse. Those who had a more intrinsic religious orientation were not found to be at a greater risk of child abuse, although they sometimes exhibited greater social conformity or a greater propensity for holding literal interpretations of the Bible. Approximately 85% of the study subjects were parents.

## **2.10 Effects of Child Abuse**

The different forms of abuse stated above occur in school in very subtle way and could have damaging effects on children's educational development. Physical abuse is one form of abuse that persistently occurs in school especially in the form of correction or corporal punishment. According to Straus (1994) corporal punishment is the use of physical force with the intention of causing bodily pain, but not injury for the purpose of correction or control. In many school in the USA, coral punishment has been declared illegal. This is not so in Nigeria where corporal punishment is being held in high esteem as a way of correcting distilling discipline in young children. Even though spanking is culturally approved for correcting children most times the teachers do this in anger and in the process the child is left injured and physically inflicted with bruises and pains. Teachers hold great expectations of children and so when these children fall short of these expectations, they are mercilessly flogged. Children are flogged for committing minor offences like coming to late or failure do home work and for other major offences like fighting and insulting others. Most teachers and school authorities assume that children are stubborn, undisciplined and unintelligent and the only way to drive out this foolishness' from the children is to use the rod in order not to spoil the child. Most times, the teachers fail to listen to the students' apparent show of time misbehavior. They hold more strongly to their beliefs and ideals that they are unwilling to hear the students out. Thus they unleash corporal punishment on the students at the slightest provocation leaving the student scared and unwilling to attend school. Agnew (1983) however advised against the use of physical punishment as it may lead to children committing delinquent act such as abandoning school.

In recent times, the use of more positive form of behavior modification is advocated such as persuasion, appeal to reason and good judgment plus the reward for desirable forms of behavior. In addition, there is also the belief that there should be

unconditional acceptance and regard for the learner and recognition that the child is worthy and should be treated not as animal but a being with feelings. It is believed that if these strategies are used, children will be willing to attend and be active partakers in the education system. Teachers and students unintentionally inflict emotional pains on students. For instance in an attempt to punish students for misbehavior, teachers usually ask students or stand with one foot in front of the classroom. In one nursery school visited, students reported that their teacher usually ask them to demonstrate as if they were “riding a bicycle”. The mere fact that they are being punished in front of other students lower their self-esteem and if constantly punished that way may lead to poor performance, hostility, apathy and eventual dropping out of school. Other punishments adopted include threatening or terrorizing students as well as belittling them. Instances abound in schools where teachers use sinister languages in addressing students such words/phrases like ‘idiots’ , ‘never do well’ , ‘I knew you’ ll’ , ‘I knew you’ ll never perform better’ , etc. This use of words/phrases not belittles the child but may ridicule and to lack of concentration and withdrawal of students to themselves and eventual dislike of school. Confining students to dark room is used in much school, as a form of punishment. In one school, a child reported that those who did not pay fees were packed into the assembly hall and locked up until the school was over. The school ended up punishing innocent children instead of their parents whose responsibility it is to pay the fees. The children are not only embarrassed but missed out on what was taught during those periods of confinement as those lessons would not be repeated again even after they had had their fees paid.

Teachers have also been found who fail to provide love, support. Care and guidance to children under their care. A particular instance was reported where a child had stayed for the first three years in school and could not handle a pencil. On interview, it was

found that the teacher completely abandoned the child because he was slow in learning. It took the intervention of a lesson teacher and parents extra coaching to train the child to write. This shows the inability of the teacher to provide appropriate guidance needed by the child. Bullying is another form of emotional abuse that takes place in school. The senior or older students who should provide emotional support for the younger and new students easily bully. This can easily affect the children and make them associating with other peers leading to personal-social maladjustment. The points enumerated show that teachers/school authorities intentionally/unemotionally indulge in emotional abuse which ultimately affects the child's ability to learn. This can also distract them gaining meaningfully from the process of education leading to eventual abandonment of school. Leering can only take place in a conducive environment that promotes cordial relationship between the teacher and the learner. Thus the United Nations Convention on the Rights of the Child and the African Union charter on the Rights and welfares of the Child provide for the protection of the child against physical and psychological abuse, discrimination and all forms of threat, be they with weapons or words.

Newton (2001) Explain further that school and the society and interferes with the normal, healthy development of the child. In school especially where there are young male teachers, there is the tendency for the teachers to take advantage of the young, innocent, harmless and naïve school girls. Some teachers lure these who sometimes transfer their parental affection to them, into having illicit affairs and relationship. At other times, the teachers deny the students their and grades in demand for sensual gratification.

The relationship is not only between male teachers and female students but also extends to that between male teachers and male students especially in the boys' school.

These male teachers do not only fondle and play with the students but also may force these young ones to play with their own and go ahead to commit homosexual acts. The same also goes for the relationship between female teachers and female students especially in girls' school. Incidence of lesbianism occurs frequently and the students may find it difficult to report these cases. This unfortunate situation is quite disheartening, yet it is happening on daily basis. For teachers to allow themselves to descend so low in luring and sometimes forcing students into affairs is contrary to the ethics of the profession and degrades the teachers self worth and dignity.

Teachers should realize that they are called into the profession to safe guard and protect the young ones under their care and such to create an environment devoid of any hindrance to student's active participation in school. The consequences of sexual activities involving teenage students and their school teachers include unwanted pregnancy, sexually transmitted diseases, such as Gonorrhoea and acquired immune deficiency syndrome (AIDS) which could lead to eventual withdrawal of the child from school. In schools, some form of neglect can be identified which can have damaging effects on the educational development of a child. In terms of physical neglect, some schools may fail to provide adequate supervision, safety and hygiene for their school children. It sometimes become too cumbersome for teachers to deal with a large number of them at the same time providing the proper attention that is required. In some day care centers, children are left to play and soil their clothes while others are left with wet diapers unattended to for hours.

For older children in nursery/primary sections, the teachers do not have the time to go round and supervise the children when copying notes or doing class work. The students also are left to play unattended to and in the process get serious injuries which could lead to

their being hospitalized and having to miss school for days or weeks. As a result of not providing appropriate school needs for the children such as good seating arrangements, enough classrooms, writing boards and other school materials, children are made to learn under very hard and harsh school conditions. It is not uncommon in public primary schools to find children studying in a class room with leaking roof or under shades of trees or very dilapidated classroom blocks. This gives room for children to play truant intimately having very serious effect on their learning ability.

Very few teachers if there are any, have time to attend to the emotional needs of the pupils in their classroom. Sometimes a child comes in late to school, sleeps through the class period or pays no attention in the classroom and yet the teachers do not show any sign of affection or love towards such student. This may have been children rejected by their parents who now feel that the best place to send them is the school. At the school, the child is made to feel less than a human being. Such a child becomes alienated and may withdraw from the school. Gaudin (1999) reported that neglected children have the worst delays in language comprehension and expression while the psychological neglected children score lowest in intelligence Quotient tests. It therefore becomes pertinent that teachers and the school authority should pay attention to the needs of each and every pupil in the classroom in order to encourage pupils learning.

Students also fall ill in schools and are left unattended to until the school is over. They therefore do not benefit in the classroom during those days. It is therefore necessary that each school should have a sick bay, should also be adequately stocked with relevant drugs. Child exploitation apart from been carried out at home by the parents also takes place in school. Some teachers use children to work in their farm. Children are also sent out by their

teachers to fetch water, cook and wash clothes at the time they should be learning. Some of the children are not conversant with these kinds of works, it therefore present challenges and could affect their health. The precious time that could have been used for studying is wasted on jobs that have no relevant to academic pursuit and this can have serious effect on student's ability to concentrate in the class. This type of trend should be seriously investigated and teachers warned to desist from such acts.

#### 2.11. **Review of Related Empirical Studies**

There are many studies on child abuse in Kaduna State and other parts of the country: but these are mostly concerned with child right, child welfare, harmful cultural practices and their consequences, Nutritional child abuse, street children and role of counseling in child abuse. These studies have generally reported the level and the extent to which child abuse constitute a problem to our society.

Okpata (1992) in the study on hawking reflected further back before the advent of colonial master, street hawking was not known to us. It was therefore not in our culture. It is something that is imported into country via the transfer of technology in the country. He further explain that the situation in the North is that there used to be a common ice (a mini market) very closed to the palace where people with various commodities foe sale in the non market days stayed and usually old people were different types of commodities are sold. E.g. salt, potassium, Kolanuts,, groundnuts, biscuit or (kilikuli), meat and cakes of various types. He concluded his work by giving reason why children were not engaged in hawking to include:

- i. In the past every child was involved in one trade or another either by his father or uncle or any significant person who's trade he wanted to learn.

- ii. There was no problem of unemployment every able person was fully employed.
- iii. The economy was to some stable as there were little or no cases of retrenchment, SAP, etc.

Opata's study is related to the present study because the rate at which children are in to street hawking is alarming. Unlike before, hawking is mainly done by younger people today. However the differences in their study is while hawking was older people in the past, it is done today by younger people who are supposed to be in school today. The present study seeks to examine why such situation is obtainable in the present.

Similar to the work of Okpata was that of Dawa et al (1988) who studied "the Neglected and Abused child and the classroom situation in Sokoto State". Their findings were summed up basically on two ways by which a child can be abused and neglected:

- i. Material deprivation which include all the basic needs
- ii. Affection, A child that is deprived of affection suffer from chronic want of affection. Others include racism, tribalism and religious discrimination.

They equally pointed out areas were teachers abused children to include:

- i. Too much hard work
- ii. Use of abuse words on children
- iii. Shouting on the child,
- iv. Corporal punishment.
- v. Food, clothing and shelter deprivation of children in boarding schools.



vi. Hating the child and inflicting pains or injuries on the child etc.

Dawa's work is closely related to the current work in the sense that it is on child neglect but only limited to Sokoto state. The findings in the current work might have a slight difference with Dawa's work as the present work is on teachers and Students of tertiary institutions in Kaduna state

Several studies have also been carried out on child abuse at the undergraduate level at the university of Jos and Bayero University Kano. In (2001), Fagge studied on "an investigation into some cases of child Abuse in Kano, Nigeria' using 5 - item questionnaire to generate data, the researcher came out with the following findings that:

- i. Unwanted children are more prone to abuse.
- ii. Child abuse is more common in poor homes than rich homes.
- iii. Illiterate or ignorance parents engage their children more in abuse.
- iv. Harsh economic condition increases the rate of child abuse.
- v. Parents, most especially non-educated don't know what it means to abuse a child.

The researcher was of the opinion that if child abuse is to be reduced, the following measures must be taken:

- i. Government must pay attention on the general welfare of children at local state, national and global levels,
- ii. Parent should be informed on the social problems that constitute child abuse (through sociology or social studies education).

- iii. Government to embark on favourable economic policies that will improve the lives of commoners (masses),
- iv. Religious institutions should preach the dangers of divorce,
- v. Literatures should be provided that deals with child abuse to schools,
- vi. Free and compulsory child education up to secondary level should be introduced,
- vii. Adult and literacy lessons to be introduced on child abuse at both levels of government.
- viii. Proper funding and maintenance of orphanage and rehabilitation centers,
- ix. More funding by government to researchers on social ills and vices.

Fagge's study is related to the current one because it is also on child abuse in general but differs with the present work in the sense that the present work is limited to teachers and students of tertiary institutions in Kaduna state.

In a study conducted by Kurt (1985) at the University of Jos on "Child prostitution", the following reasons were advanced as reasons why children are engaged in this deadly act.

- i. Harsh economic policies embarked by government. E.g. SAP and retrenchment.
- ii. Wives and husband staying apart.
- iii. Lack of effective guidance and counseling services in homes and schools.

iv. Parents/Guardian crests for wealth and materialism.

The researcher was of the opinion that child prostitution can be reduced if the following steps are taken.

i. Relief measures should be taken by the government in order to reduce the number of child prostitutes that had gone in the profession due to economic reasons.

ii. Welfare programmes should be introduced to help the low income earners and orphans.

iii. Wives and husbands to stay in one place for proper up bringing of children

iv. Guidance and counseling service must be provided at home, schools and public Enlightenment must be done to avert this trend.

Kurt study was on child prostitution. It shares relationship with the present work because younger female children are engaged in prostitution which was done before by older female ones. The difference is that Kurt saw prostitution at a very wider perspective but the present study is limited to the educational setting in Kaduna state.

The most pertinent study was that of Ekpo (1994). Ekpo's work was on "issues on child abuse and neglect and the future Generations" He pointed out the differences between child neglect and child labor, child labor occurs when a child is involved in street hawking begging, child domestic helpers, making children to carry heavy loads, over-working the children etc. others are child prostitution, sexual harassment and/or rape, incest child marriage, child

(female) circumcision etc as well as child battering, corporal punishment, using children for drug trafficking, child slavery, indoctrination kids into negative ethnics etc. while child neglect is the denial of the basic rights and needs of the child by parents, schools, peers, government and cultural community, occurring as acts of commission or omission. These include denial of food, health and shelter. Emotional neglect such as rejection or deprivation of love, care and affection especially by the father or mother and visible demonstration of hatred.

Ekpo (1994) pointed out the major causes to this trend is as a result of the following:

- i. Ignorance and
- ii. Economic hardship

To check the ugly trend, of subjecting children into difficulties, he suggested the following

- i. Parent to develop a sense of belonging to their children
- ii. Proper guidance and counseling by parents to children
- iii. Parent should cultivate the habit of listening to their children and learn to be patient with them at all times.
- iv. Avoid insulting children.
- v. Establish a good communication link with them
- vi. Equal treatment and equal opportunity should be given to children
- vii. Be a watch dog over your children and protect them

He concluded that children are the future leaders of tomorrow and their future is in our hands. We must ensure that we secure them this future by not abusing and neglected them.

On Ekpos work it is similar to the present work in the sense that child abuse is on the increase and the aim is to create awareness and to avert the menace. The sticking difference between Ekpos work and the present work is that the current work only sorts the views of Social Studies teachers and students on child abuse related cases. social studies as a vehicle for citizenship education is sine qua non to the Nigerian educational system for the purpose of raising Nigerian generation imbued with the spirits of patriotism, political awareness, political activism, democratic value and attitudes, moral consciousness and moral responsibility, if Nigeria would be developed competitively with other nations of the world.

### **Summary**

This chapter has reviewed related literature on the topic of the study. It focuses on the theoretical frame work, social; studies education and child abuse, meaning of social studies education, nature of social studies, the meaning of child abuse, types of child abuse, causes of child abuse, effects of child abuse and the review of related empirical studies. A global conceptualization on child abuse has also been examined; furthermore, the chapter has talked about Nigerian public attitude towards child abuse and the apparent effect of on students. It effects was also analyzed so as to see the extent to which child abuse has rapidly eaten deep into our society.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

### **3.1 Introduction**

In the chapter the researcher describe the research design, population, sample size and sample procedure, instrumentation for data collection, procedure for data collection, reliability and validity of the research instruments and method of data analysis that will be used in the course of this study.

### **3.2 Research design**

There is variety of research design as the research problems differ. The survey research design will be adopted for this work. The survey research design is a technique of research that studies, analyzes and interprets existing prevailing condition. This research design will enable the researcher to administer the questionnaire to many respondents at the same time. This is in consonance with the opinion of Karlinger (1973) that, survey design studies large and small population by selecting and studying sample drawn from the population to discover the relative incidence, distribution and inter-relation of sociological and psychological variables of the study. Therefore, the researcher has decided to adopt this design because of its, efficiency in drawing out information about the feelings and views from large subject.

### **3.3 Population**

The target population is one thousand one hundred and sixty six (1,166) which comprises of thirty four (34) lecturers and one thousand, one hundred and thirty (1132) students from the schools.

### 3.4 Sample Sampling Technique

Abok (1996) states that “If the sampling plan is not correctly designed and followed, the findings of the study could very well be incorrect and Misleading” Based on this to have a representative sample of respondents, from the selected three tertiary institutions in Kaduna State, the sample populations of study include 268 student 25 lecturers totally 293 sampled respondents out of the one thousand one hundred and sixty six (1,166) students and thirty two (32) lecturers that form he target pollution. The systematic random sampling will be used to select the two hundred and eighty (280) students out of the one thousand one hundred and thirty two (1132) students and (13) lecturers out of thirty two lecturers random sampling will be used to randomize the selection of both the lecturers and the students for the samples of the study through balloting. The sample of this study is in consonance with the opinion of Nwana in Nzoaculu, (1988) that suggest a 25 percent selection of the respondents from the entire population under study to avoid sampling error.

Table 3.1 Distribution of sampled schools and population.

<b>Name of school</b>	<b>Number of lecturers</b>	<b>No students</b>	<b>Sampled lecturers</b>	<b>Sampled students</b>	<b>Total population sampled</b>
KSCOE Kafanchan	11	431	8	76	84

FCE Zaria	18	626	12	151	163
ABU Zaria	5	109	5	41	46
Total	34	1132	25	268	293

### 3.5 Instrumentation

The instruments for gathering data for this study are through the use of self developed questionnaire. This instrument is refers to as opinion on Curbing Child abuse through social studies education (OCCASSE). The instruments are meant to provide relevant information on how the researcher intends to obtain data and needed facts on which the results of this study will be based. The questionnaire will be used to elicit information from respondents. It is divided into two sections. The first sections contain details or bio-data of the respondents while the second comprises of items earlier raised in the research questions. The questionnaire is a closed ended type which the respondent is only limited or confined to options given by the researcher. A single questionnaire was used for both teachers and students.

While the likert modified scale of agreed (A) strongly agree (SA) Disagreed (D) and strongly disagreed was used. A = 4 (SA) 3 (D) 2 and (SD) 1, the undecided was not used because of its irrelevance to providing meaning to the response this is in relation to Nworgu (1986) and Shu'aibu (2008).

#### 3.5.1 Validity and Reliability of Research instrument



After the development of the instruments experts in the area of educational research, social studies and curriculum experts and supervisors were consulted to establish the content validity and reliability of the instruments of the research work. They critically examined each item in the questionnaire and offer constructive criticism and useful suggestions. The final version of the questionnaire was a product of this academic scrutiny. The reliability of the instrument will be determined through pilot study to determine the reliability of the instruments. The reliability coefficient of 0.75 of the instruments will be targeted

### **Pilot study**

The pilot study was conducted to test the adequacy effectiveness and reliability of the test instruments. It was conducted at National Teachers Institute NTI Kaduna with 20 questionnaire on a test re-test reliability exercise ten (10) questionnaire first administered to 6 students and 4 lecturers, a reliability co-efficient of 0.76 was arrived at. The instrument was re-tested at an interval of one week later on the same respondents with same number of questionnaire; a reliability of 0.79 was arrived at. This therefore confirms the reliability of the instruments in carrying out this study on a large scale.

### **3.6 Procedure for Data Collection**

The collection of data would be carried out personally with the aid of research assistants. The research assistants shall be trained on questionnaire as well as how to give relevant information about the content of the questionnaire where necessary.

### **3.7 Statistical Analysis Procedure**

The data collected will be subjected to both descriptive and statistical analysis. The information on the demographic items will be treated to frequency and percentages.

The null hypotheses of the study will be analyzed through the use of independent sample t-test where the null hypotheses seeks to ascertain the significant differences in the opinion of the two samples at ninety five (95%) confidence interval ie an Alfa level of 0.05. while the null hypotheses that seeks to ascertain the significant differences between two variable will be analyzed through the use of t-test at (95%) confidence interval level i.e on Alfa level of 0.05

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter discusses the analysis and interpretation of the data collected through questionnaire. In the course of the analyses of the data, tables of frequencies and percentages were used. The demographic characteristics of the students and students are presented in tables of frequencies and percentages. The responses of the teachers and students who are the respondents to this study on several questions and testing of research hypotheses form the basis of the analysis in this chapter. Consequently, the analysis is presented in phases or sections. Section one (1) is analysis of the personal data, section two

(2) is on the answering of research questions, section three (3) is on testing the research hypotheses, section four (4) is discussions on findings while section five (5) is the summary of its major findings.

#### 4.2 Analysis of Bio Data

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	189	65%
Female	104	35%
Total	293	100

Details of table 4.1 revealed that 189 of the sampled respondents representing 65% are males while the remaining 104 representing 35% are females. The dominance of the male respondents both as teachers and student is a reflection of the population imbalance in occupational distribution which is in favor of males

Table 4.2 Distribution of Respondents by Educational Qualification

Educational qualification	Frequency (F)	Percentage (%)
BED	8	32%
MED	12	48%
PHD	5	20%

Total	25	100
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A great majority of the respondents totaling 12 and representing 48% have the MED qualification while 8 others representing 32 possess the BED qualification. The remaining 5 respondents representing 20% possess the PHD qualification. The implication of this is that great number of the respondents most especially lecturers are dominated by those with the Med qualification.

#### 4.3 Analysis and Interpretation of Research Questions

**Table 4.3 Opinion of respondents on the level of coverage**

**Of the causes of child abuse**

Level of coverage of causes of child abuse	Strongly agree	Agree	Disagree	Strongly disagree	Mean	S.d
Broken home is a major cause to child abuse.	258 88.1%	24 8.2%	8 2.7%	3 1.0%	.3828	.50615
Educational level of a family plays a greater role in child abuse	16 5.5%	270 92.2%	5 1.7%	2 .7%	3.0239	.31423
Children with single parents are most often abuse	232 79.2%	34 11.6%	16 5.5%	11 3.8%	3.6621	.74840
Large family size	254 86.7%	38 13.0%	1 .3%	0 0%	3.2696	2.41123
Traditional practice contributes to child abuse	28 9.6%	265 90.4%	0 %	0 0%	3.0956	.29449

Peer influence lead to child abuse	1	2	35	255	1.1433	.39682
	.3%	.7%	11.9%	85.0%		
Poverty is a cause to child abuse	242	42	8	1	3.7918	.49067
	82.6%	14.3%	2.7%	.3%		
Lack of sensitization by religious leaders on child abuse is a cause to child abuse	0	4	268	21	1.9420	.28677
	0%	1.4%	91.55	7.2%		
Social welfare workers do not handle child abuse related cases well	0	269	24	0	2.9181	.27470
	0%	91.8%	8.2%	0%		
Lack of proper sensitization of the public on what constitutes child abuse is a cause of child abuse	18	271	2	2	3.0410	.30693
	6.1%	92.5%	.7%	.7%		

Response rate as presented in table 4:5 showed that the respondent totaling 258 representing 88.1% with the highest mean response of 3.3828 agreed to the fact that Poverty is a major cause of child abuse, this assertion is consented by 284 respondents represented by 96.9% and the mean response of 3.7918. In another development broken homes is agreed to be a major cause of child abuse. This goes to show that in every broken homes children are exposed to a lot of hazards or hardship that could make them vulnerable to social ills which is common in our society today. In the same vein, children with single parents are most abused this assertion is strongly agreed to by majority of the respondents totaling 323 representing about 79.2% with the average mean of 3.6621. In the same vein majority of the respondents totaling 270 representing 92.2% equally agreed that education level of the family play a

greater role to child abuse this is with the highest means of 3.0239. this means the educational level of the family goes a long way to either encourage or discourage child abuse.

Respondents with the lowest mean response of 1.1433 with total respondents of 290 and representing 96.9% strongly disagreed that peer influence leads to child abuse.

#### 4.4 Analysis and Interpretation of Research Questions

**Table 4.4 Opinion of respondents on the level of coverage**

**Of the effects of child abuse**

Items	SA	A	D	SD	- x	Std.
Child abuse leads to low performance in school	266 98.8%	24 8.2%	2 .7%	1 .3%	3.8942	.35941
Child abuse leads to early marriage	21 7.2%	269 91.8%	2 .7%	1 .3%	3.0580	.29848
Child abuse leads to child delinquency	20 6.8%	26 90.8%	0 0%	7 2.7%	3.0480	.29348
It leads to school drop out	20 6.8%	29 91.8%	4 1.4%	0 0%	3.0000	.0000
It destroys the child, both physically and emotionally	45 15.4%	238 81.2%	7 2.4%	3 1.0%	3.0956	.29449
Child abuse makes the child to look inferior	37 12.6%	21 85.7%	3 1.0%	2 .7%	3.6621	.74840
Child abuse makes the child not to be	45	239	7	2	3.0239	.31423

industrious	15.4%	81.6%	2.4%	.7%		
Child abuse could lead the child to venereal disease such as syphilis, gonorrhoea and Hiv/Aids	0	293	0	0	1.9317	.35421
Child abuse thwart the child growth	0	293	0	0	1.9317	.35421
	0%	100%	0%	0%		
It makes the child not to be free with his/her peers	0	293	0	0	1.9317	.35421
	0%	100%	0%	0%		

Response rate as presented in table 4:6 showed that the respondent totaling 290 representing 97.0% with the mean response of 3.8942 supported that child abuse leads to low performance in school. This is because the affected child will no longer have the required time to concentrate on his/her studies. It was equally supported by greater majority of the respondents that it leads to school dropout. This fact is buttressed by the opinion of 289 respondents representing 98.6% with the mean response of 3.0546.

Respondents totaling 290 representing 99.0% with the mean response of 3.0580 strongly agreed with the assertion which states that child abuse leads to early marriage. In a contrary development the respondents strongly disagreed to the assertion that it makes the child not to be free with his/her peers. This is represented with the responses of 266 representing 90.8% and the mean response of 1.9317

#### 4.5 Analysis and Interpretation of Research Questions

**Table 4.5 Opinion of respondents on the level of coverage**

**Of the potency of social studies in curbing child abuse**

Items	SA	A	D	SD	x	Std.
Social makes the child to know and fight for its right.	287 98.0%	6 2.0%	0 0%	0 0%	3.9795	.14187
Educated parents not abuse their children	6 2.0%	0 0%	261 89.1%	26 8.9%	1.9317	.32390
Social studies curriculum is child centred	269 91.8%	22 7.5%	2 .7%	0 0%	3.9113	.30796
Social studies help parents to know what constitutes child abuse	4 1.4%	288 98.3%	0 0%	1 3%	3.0068	.16538
Social studies education has wider coverage than other social subjects and so provide knowledge on social ills	20 6.8%	273 93.2%	0 0%	0 0%	3.0683	.25262
Knowledge of citizenship education guard a child against child abuse	293 100%	0 0%	0 0%	0 0%	3.000	.0000
Social studies education leads to	6	36	251	0	1.1638	.42255



conflict with our cultural values	2.0%	12.3%	85.7%	0%		
Social studies education helps the child to take irrational decision	0	293	0	0	3.0000	.0000
Social studies education leads the child to delinquency	0%	0%	0%	0%		
Social studies education encourages the child to be self-reliant	0	7	60	226	1.2526	.48720
	0%	2.4%	20.5%	77.1%		
Social studies education encourages the child to be self-reliant	56	237	0	0	3.1911	.39386
	19.1%	80.9%	0%	0%		

Response rate as presented in table 4:7 showed that the respondent totaling 293 representing 100% with the highest mean response of 3.975 agreed to the fact that social studies education makes the child to know and fight for his right. This is because aspect such as citizenship education, fundamental human rights, and responsibilities of children in the homes is taught in the teaching and learning of social studies. So with the knowledge of social studies it helps students and parents to know when they abuse a child. In another development it is strongly agreed that knowledge of citizenship education guard the child from abuse. This is represented by the opinion of 293 respondents representing 100% with the mean response of 3.000 respectively. It was strongly disagreed through the opinion of the respondents that educated parents do not abuse their children. This response is represented by 287 respondents representing 98.0% with the mean response of 1.9317. The table equally goes to show that majority of the respondents strongly disagreed to the statement which posits that social studies education leads to conflict with our cultural values. 251 respondents representing 85.7% show their disapproval to this statement with the mean response of 1.1638.

#### 4.54: TESTING OF HYPOTHESES.

**Ho1: there is no significant difference in the opinion of teachers and students on causes of child abuse in Kaduna state.**

In order to test the hypotheses, the mean opinion score of teachers and students were subjected to t-test analysis. Table 4.6 presents the result of the t-test analysis for the two groups.

Table 4:6 t-test Statistics for the opinion mean score of teachers and students on the causes of child abuse in Tertiary Institutions in Kaduna state.

Variables	N	$\bar{x}$	Std.	df	T	P- value
Students	268	42.5789	42.5789	291	2.467	.014
Teachers	25	41.5847	41.5847			

The result emanating from table 4.6 shows that the  $t = 2.5$ ,  $df = 291$ ,  $p = 0.014$ , which indicates that the probability value (P) is greater than the alpha level ( $p < 0.05$ ). Since the probability value is greater than the alpha level, the null hypotheses is upheld. Therefore, there is no significant difference between the opinion of teachers and students on the causes of child abuse among in Kaduna state.

**Ho2: there is no significant difference in the opinion of teachers and students on the effect of child abuse in Kaduna state.**

In order to test the hypotheses, the mean opinion score of teachers and students were subjected to t-test analysis. Table 4.7 presents the result of the t-test analysis for the two groups.

Table 4:7 t-test Statistics for the opinion mean score of teachers and students on the effect of child abuse in Tertiary Institutions in Kaduna state.

<b>Variables</b>	<b>N</b>	<b><math>\bar{x}</math></b>	<b>Std.</b>	<b>Df</b>	<b>T</b>	<b>P-value</b>
<b>Teachers</b>	25	52.4407	.98967	291	2.218	.027
<b>Students</b>	268	52.1228	.88782			

The result on table 4.6 illustrates that the  $t = 2.2$ ,  $df = 291$ ,  $p = 0.027$ , which indicates that the probability value (P) is greater than the alpha level ( $p < 0.05$ ). Since the probability value is greater than the alpha level, the null hypotheses is upheld. Therefore, there is no significant difference between the opinion of teachers and students on the effect of child abuse among in Kaduna state.

**Ho3 there is no significant difference in the opinion of teachers and students on how Social Studies Education can be used in reducing child abuse in Kaduna state.**

In order to test the hypotheses, the mean opinion score of teachers and students were subjected to t-test analysis. Table 4.8 presents the result of the t-test analysis for the two groups.

Table 4:8 t-test Statistics for the opinion mean score of teachers and students on how Social Studies Education can be used in reducing child abuse in Kaduna state.

<b>Variables</b>	<b>N</b>	<b><math>\bar{x}</math></b>	<b>Std.</b>	<b>df</b>	<b>t</b>	<b>P-value</b>
<b>Teachers</b>	25	58.4873	1.045			
				291	.603	.547
<b>Students</b>	268	58.5789	.9626			

The result of table 4.8 shows that the  $t = .603$ ,  $df = 291$ ,  $p = 0.547$ , which indicates that the probability value (P) is greater than the alpha level ( $p < 0.05$ ). Since the probability value is greater than the alpha level, the null hypotheses is upheld. Therefore, there is no significant difference in the opinion of teachers and students on how Social Studies Education can be used in reducing child abuse in Kaduna state.

#### **4.6: DISCUSSION OF THE FINDINGS**

The analysis of the data collected for this study provided some insight into the main objectives of the study, which was to seek the opinion of teachers and students on causes and effects of child abuse and the potency of Social Studies education in curbing it. The study is made up of a sample of 293 respondents comprising teachers and students, on various issues relating to the potency of Social Studies in curbing child abuse in three (3) tertiary institutions that offers Social Studies at NCE and Degree levels of learning on whose responses were analyzed in three (3) sections of this chapter; this section discusses the findings as they conform or disagree with opinions of some authors as earlier cited in the literature review.

Majority of the respondents accounting for over 88.1% are of the view that; respondent totaling 258 representing 88.1% are of the firm belief that Poverty is a major cause of child abuse, poverty therefore, could lead to broken homes. This goes to show that in every broken homes children are exposed to a lot of hazards or hardship that could make them vulnerable to social ills which is common in our society today. In the same way, children of single parent's hood are most vulnerable. This is in support of the views of "Mercy who is 11years, she said, she has been hawking for three years. She told Daily sun that she left her parents in Bayelsa state in 2007 to live with her father's cousin in Lagos. Her hope of attending a school in Lagos and eventually qualifying as a chartered accountant have been dashed because

she has not been in any school since she came to Lagos. All she does is hawk moi-moi, a local delicacy, to support her guardian's family. She said she would have been sexually harassed by a much older man but for divine intervention. But she said she has since grown wiser. (Dailysun wed, March 17, 2010.) from all that have been said, it remains a fact that issues of child neglect and abuse is an off shoot of poverty traced to the parents.

On research question two which sought to find out the opinion of the respondents on the effects of child abuse on the academic performances of child, majority of the respondents agreed that child abuse leads to low performance in school. In this situation when a child constantly absent him/herself from school as a result of load of activities in the home or late coming to school or when a child face constant embarrassment from the school authority as a result of non-payment of school fees, such child will be expected to record low performances in his/her academic engagement. It is in this circumstances that Peter (1994), enumerated areas where parents are directly aiding child abuse in schools to include, missing of school due to parent fault, non-payment of school fees, not providing the child with school materials, or not caring about the child's general school needs. Over working of children which caused tiredness, hence they spend the whole day sleeping instead of learning.

Succinctly, it was equally found out that, child labor encourages early marriage. Children that are abused are prone to early marriages which invariably affect their livelihood negatively. Some parents force their children into marriage at unripe age. Force marriage by parents to children is also an aspect of child abuse. Instances abound of where parents tend to force their wards into marriages they do not consent to, Islam like Christianity do not encourage force marriage; The Holy Quran 4:3 states

that 'Marry the woman of your choice two, three or four; But if you fear that you cannot, maintain justice among them, then marry only one". Mohammed (2008) itemize the features of force marriage to include,

The marriage is contracted without the consent of either one of the parents or all parents. Offer is not accepted by one of the parties or both. In short, there is a breach of marriage contract and this could result in the following, Ill-treatment and cruelty to partners

Quarrels all the time and no peaceful coexistence, Emotional and psychological disequilibrium, The end result is usually separation. In the same vein, Carol (1977) pointed out the possible outcomes of force marriage to include, Murder through poisoning grievous bodily harm by willful intention to kill. Prostitution, Disappearance of husband or wife.

On the research question three which sought to find out the opinion of the respondents on the potency of social; studies in curbing child abuse, it is found out from the opinion of respondents that Knowledge of social studies helps the child to know when he/ she is abused. This is borne out of the fact that social studies education help to instill in the students the knowledge, skills, attitudes and actions it considers important concerning the relationship human being have with each others, their world and themselves. This is in cognizance to the opinion of Kissock 1981 that posits the same statement as above. Equally the Nigerian Education Research Council 1977 was more specific by stating that social studies focus on man's problem of survival, and how in turn the environment influences man.

#### **4.6: Findings of the study.**

1. The whole hypotheses of the study were accepted.
2. Ignorance is cause to child abuse
3. Broken home is a major cause of child abuse.
4. Poverty causes child abuse.
5. Large family size causes child abuse.
6. It leads to low performance in school.
7. It encourages early marriage.
8. It leads to child delinquency.
9. Knowledge of social studies helps the child to know when he/ she is abused.
10. Knowledge of social studies widens the parents knowledge on child related issues.

#### **4.7 Contribution to knowledge**

The study has the following contribution to knowledge and literature.

1. It has added to the body of knowledge and serves as a confirmation on the causes and effects of child abuse.
2. This study has further confirm other similar finding conducted or carry out by other researchers on causes and effect, and how some social science subjects can be used to minimize social vices in Nigeria.
3. Furthermore, the study brings limelight the indispensability and strength of Social Studies Education in minimizing social vices in an evolving world.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, RECOMMENDATION AND SUGGESTIONS FOR FURTHER STUDIES**

#### **5.1 Introduction**

This chapter gives the summary of the work, in addition it present conclusion drawn from the study. The chapter finally presented some workable recommendations arising from the findings for subsequent practical implementation of the measures to eradicating the menace of child abuse in tertiary institutions of learning in Kaduna state and the country. Suggestions for further studies are equally provided in this concluding chapter.

#### **5.2 Summary**

The purpose of this study is to examine Teachers and students opinion on causes and effect of child abuse and the potency of social studies education in curbing it. The variables for this study revolve round the causes, effects of child abuse and the potency of Social Studies Education in curbing this menace. The population of the study is comprised of both the teachers and students of social studies with the target population of 1166. Questionnaire was used in the collection of data for this study. The independent t-test was used in the analysis of data at 0.05 level of acceptance.

The study analyzed 293 respondent's comprising 25 teachers and 268 students who are the main stake holders of the NCE and degree programmes of Social Studies in the tertiary institutions in Kaduna state. Three objectives, research questions and hypotheses were raised for this study. The following findings were obtained from the study. They includes the followings, Broken home is a major cause of child abuse, Poverty causes child abuse, Large

family size causes child abuse, It leads to low performance in school, It encourages early marriage, It leads to child delinquency, Knowledge of social studies helps the child to know when he/ she is abused. Knowledge of social studies widens the parent's knowledge on child related issues.

### **5.3 Conclusion**

From the findings of the studies it is safe to conclude that Social Studies Education has the potency of minimizing the menace of child abuse and other social ills related cases in every nooks and crannies of our society. This proposition is based on the objectives of Social Studies education in Nigeria. However the successful achievement of this is sequel to the successful implementation of social studies curriculum in our various tertiary institutions of learning.

### **5.4 Recommendations**

Based on the outcome of the data analysis, the following recommendations will go a long way in eradicating the menace of child abuse in our various homes and school environments.

1. The spouses should be sincere and tolerant of each other so as to avoid separation or marital divorce.
2. Parents should Endeavour to engage themselves in profitable venture so as reduce the rate of poverty in the family.
3. parents should reduce the level of domestic activities on their children and concentrate more on their academic pursuit.
4. Social studies curriculum should be reviewed from time to time so as to meet with the dynamics of the society.

5. Government to increase its funding on social research so as to help fight against social vices our society

#### **5.4 Suggestions for Further Studies**

The researcher hereby suggests that similar studies be carried out in other states of the country so that ideas can be compared and holistic action be taken by the government in other to realize fully the complete eradication of child abuse in our various homes and educational institutions in Nigeria.

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**APPENDIX A**

**STUDENTS AND TEACHERS QUESTIONAIRS**

Teachers and students opinion on causes and effect of child abuse and the potency of social studies education in curbing it.

Department of Arts and Social Science Education

Ahmadu Bello University, Zaria.

Date .....

**Dear respondent,**

This is a research survey on teachers and students opinion on causes and effects of child abuse and the potency of social studies education in curbing it. Your cooperation is hereby solicited in answering as precisely as possible the inquiries in this questionnaire. The findings are purely for research purposes and your information will be kept in strict confidence. Please provide the information requested in section A, then read the statements in section B carefully and show your reaction to each statement by ticking ( ) under one of the corresponding letters provided in the right hand column.

Thanks yours faithfully,

Ayuba Y. Hori

(Med Student).

**Section A: Background Information**

1. Student\Lecturer
2. Gender male\female
3. Educational status\level of student  
Bed, Med, Phd    NCE 11, NCE 111
4. Age: 15-20 ( ) 21-30 ( ) 31-40 ( )41-50 ( ) 50 and above ( )
5. School or Institution.

**SECTION B TEACHERS AND STUDENTS OPINION ON CAUSES OF CHILD ABUSE.**

S/N	Causes of child abuse	SA	A	D	SD
1	Child abuse is not a problem in our society.				
2	Educational level of a family plays a greater role in child abuse				
3	Children with single parents are most often abuse				
4	Traditional practices contributes to child abuse.				
5	Lack of government seriousness in enactment of child related laws contribute to child abuse.				
6	Poverty contribute to child abuse				
7	Religious leaders do not preach against child abuse				

- 
- 8 Social welfare workers do not play their roles as expected on what constitutes child abuse
  - 9 Lack of proper sensitization of the public on what constitutes child abuse is a cause of child abuse
  - 10 Non-governmental organization are yet to sensitized public on child abuse
- 

<b>S/N</b>	<b>Effect of child Abuse</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	Child abuse leads to low performance in school				
2	Child abuse leads to early marriage				
3	Child abuse leads to child delinquency				
4	It leads to school drop out				
5	It destroys the child, both physically and emotionally				
6	Child abuse makes the child to look inferior				
7	Child abuse makes the child not to be industrious				
8	Child abuse could lead the child to venereal				

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disease such as syphilis, gonorrhoea and HIV/AIDS

**9** Child abuse thwarts the child's growth

**10** It makes the child not to be free with his/her peers

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**S/N SOCIAL STUDIES AND ITS POTENCY IN CURBING CHILD ABUSE. SA A D SD**

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1 Social studies makes the child to know and fight for his right.

2 Educated parents do not abuse their children

3 Social studies curriculum is child centered

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- 
- 4 Social studies education helps inform parents on what constitutes child abuse.
  - 5 Social studies education has a wider covered than other social science subjects
  - 6 Knowledge of social studies education is detrimental to the child progress.
  - 7 Social studies education leads to conflicts with our cultural values
  - 8 Social studies education helps the child to take irrational decision.
  - 9 Social studies education leads the child to delinquency.
  - 10 Social studies education encourages the child not to be self reliant.
- 

**APPENDIX B**

**KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLE FROM A GIVEN POPULATION**

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320

25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	186	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	557
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	848	10000	370
150	108	750	204	15000	375

160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

APPENDIX C

T- test Analysis Summary

H01

**Group Statistics**

Status	N	Mean	Std Deviation	Std Error Mean
Teacher	268	42.5789	42.5789	.08900
Students	25	41.5847	41.5847	.73617

### Independent Sample Test

		Levene's Test for		Test for Equality of Means						
		Equality of Variance		t	Df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Upper	Lower
Cause	Equal variance assumed	3.184	.075	-2.467	291	.014	-.99420	.40294	-1.78725	-.20115
	Equal variance not assumed			-1.341	57.646	.185	-.99420	.74153	-2.47873	.49033

H02

### Group Statistics

Status	N	Mean	Std Deviation	Std Error Mean
Teachers	25	52.4407	.98967	
Students	268	52.1228	.88782	

### Independent Sample Test



		Levene's Test for Equality of Variance		Test for Equality of Means						
		F	Sig	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
Effect	Equal variance assumed	.014	.430	2.218	291	.027	-.09166	.15205	-.39091	.20759
	Equal variance not assumed			2.247	90.711	.020	-.09166	.14454	-.37878	.19546

H03

### Group Statistics

Status	N	Mean	Std. Deviation	Std. Error Mean
Teachers	25	58.4873	1.045	.06807
Students	268	58.5789	.9626	.12751

### Independent Sample Test

		Levene's Test		Test for Equality of Means								
		for Equality of Variance		F	Sig	t	df	Sig (2-tailed)	Mean Difference	Std Error Difference	95% Confidence Interval of the Difference	
											Upper	Lower
Sos potency	Equal variance assumed	.064	.800	-.603	291	.547	-.09166	.15205	-.39091	.20759		
	Equal variance not assumed			-.634	90.711	.528	-.09166		-.37878	.19546		