

**CORRELATION BETWEEN CHILD ABUSE AND SOCIAL BEHAVIOUR OF
SCHOOL-AGE CHILDREN FROM LOW-INCOME FAMILIES IN KADUNA
AND KANO STATES, NIGERIA**

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AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

MAY, 2017

TITLE PAGE

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M.ed/Educ/1148/2009-2010 --- P14EDVE8026

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER DEGREE IN HOME ECONOMICS**

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

MAY, 2017

DECLARATION

I declare that the work in this Dissertation titled CORRELATION BETWEEN CHILD ABUSE AND SOCIAL BEHAVIOUR OF SCHOOL-AGE CHILDREN FROM LOW-INCOME FAMILIES IN KADUNA AND KANO STATES has been carried out by the researcher in the Department of Vocational and Technical Education (VTE). The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Binta MUHAMMAD
Name of Student

Date

CERTIFICATION

This Dissertation entitled CORRELATION BETWEEN CHILD ABUSE AND SOCIAL BEHAVIOUR OF SCHOOL-AGE CHILDREN FROM LOW-INCOME FAMILIES IN KADUNA AND KANO STATES. By BINTA MUHAMMAD meets the regulations governing the award of the degree of M.ED (Home Economics) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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ACKNOWLEDGEMENT

The researcher's gratitude goes to Allah the Almighty, the Beneficent and the merciful for his guidance, protection and inspirations to a successful completion of this course despite all odds. Special appreciation and thanks go to my supervisors, Professor E. Ike and Professor A. Z Mohammed, for their patience, tolerance, kindness and scholarly supervision to the completion of this research work. The researcher also appreciates the internal examiners Professor E.E. Adamu also as Head of Vocational and Technical Department and Dr. M. Abubakar for academic support and encouragement they gave in the pursuits of knowledge and the conduct of this research work. The researcher appreciates all other lecturers of the Department of Vocational and Technical Education and Faculty of Education Ahmadu Bello University Zaria, who rendered contributions in various ways to make this work a success, may Allah the almighty bless them all.

The researcher appreciate the effort of her husband Idris Ramalan for his financial support and understanding, also to her children Aliyu, Hasbinatu, Zainab, Hassana, Hussaini and her granddaughters Nusaibah and Fatima for their endurance, love and encouragement shown when she had to abandon from her domestic responsibilities to work on this project May Allah the Beneficent reward them Amen. Her sincere appreciation also registered to her parents Muhammadu Ibrahim Afaka and Salamatu Muhammadu Afaka for their encouragement and prayers towards her studies.

The researcher is very grateful to her former and present employers, Local Government Education Authority, Kaduna State and Federal College of Education, Zaria for the opportunity granted to her to further her career. The researcher is also very thankful to her colleagues, friends, brothers, sisters and well wishers too numerous to mention, for the encouragement and moral support rendered during the conduct of this research work May Allah bless and reward everyone abundantly.

Finally, the researcher appreciates the respondents despite all odds but spared time to respond to the questionnaire, May Allah bless them all.

ABSTRACT

This study titled correlation between child abuse and social behaviour of school-age children from low-income families in Kaduna and Kano states, Nigeria was aimed to study the relationship between child abuse and social behavior of School-age Children from low-income families in Kaduna and Kano States. In line with the above four specific objectives, four research questions were raised and four Null hypotheses were formulated. Descriptive survey research design using structured questionnaire was employed for the study. The population of the study was thirty five thousand two hundred and nine (35,209) parents, the School-age Children was three million thirty five thousand five hundred and twenty five (3,35525). In three thousand seven hundred and seventy (3,770) public Primary Schools in Kaduna and Kano States, Nigeria. Multi-stage sampling technique was used to select the sample size of three hundred and eighty eight (388) children and parents for the study. Pilot study was conducted at Funtua local government of Katsina State and Dutse local government of Jigawa State, to determine the reliability of the designed instrument. Collected data were analyzed using frequencies and percentages for demographic variables of the respondents. Frequency and mean statistics was employed to analyze the research questions, while the four Null hypotheses were tested using Pearson Product Moment Correlation Statistic at 0.05 alpha level of significance. The findings revealed that Children and parent responses showed that Low-income families were more involved in child abuse in the States, because they don't have enough money to cater for their children's needs. Also abused children have poor social skills resulting to poor social behaviour and poor interpersonal relationship between their parents and other adult in the society. The researcher concluded that child abuse among the low-income families was attributed to many factors which include; lack of adequate nutrition, good shelter, comfortable clothing, sound education and medical care necessary for good living. Recommendations were made which include, as low-income constitute a powerful factor that has relationship with child abuse; Parents are hereby encouraged to have more employment opportunities in different skill acquisition to improve on their low income level in the family. Parents should dedicate more time to the socialization and training of their children, so that to improve on their good social behaviour necessary for individual happy life.

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LIST OF ABBREVIATION

ANPPCAN _____ African Network for the Prevention and Protection against Child Abuse and Neglect

UNICEF _____ United Nation Children Emergency Fund

U.S _____ United State

PTSD _____ Post-Traumatic Stress Disorder

SES _____ Socio-Economic Status

SPSS _____ Statistical Package for Social Science

HIV _____ Human Immune Virus

CEDC _____ Children Especially with Difficult Circumstances

PTA _____ Parents Teachers Association

OPERATIONAL DEFINITION OF TERMS.

Child: A Child is a human being below the ages of eighteen years (18years). Children are accepted as human beings below the ages of adulthood.

Child Abuse: A Child is abused if he/she is not allowed by his parents, care givers and other adults to articulate his/her feelings, and their needs are not met, and/or are subjected to suffer injuries or hurt.

Social Behaviour: refers to learning the skills and attitudes which enable individuals to communicate well and live easily with other members of their Community.

School Age Child: School-age describes the expected physical, emotional, and mental abilities of children ages 6-12years. This is a point in time when most children spend more hours of a day at school with other children.

Low-Income Family: They are the Family living below average or living under \$1.5/day that is #350-400/day as at 2017. The income of a family is the flow of commodities and services including money available to the family, for the satisfaction of the family's needs and want over a given period of time.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A child in every home is seen as a gift from God and also a source of blessing, joy, happiness and hope for his parents. Hornby (1999) in Onuigbo (2009) describes the child as a human being who is not yet an adult. A child could be a boy or a girl from the time of birth until they are aged 18 years. United Nation Children's Emergency Fund (UNICEF) (2001) stated that children are internationally accepted as human beings below the ages of eighteen years. They are special members of each nation and link between the present and future generations. All children are born to grow and develop, to articulate their feelings and needs, but growing up and developing smoothly is often difficult for most children. Some children receive and enjoyed the love, affection and care from their parents or care givers to develop into healthy, happy adolescents, while others are hurt or abused by their parents, adults or care givers. Sebre (2004) viewed child abuse as "any failure of a parent or care giver to provide needed food, clothing, shelter, medical care, safety and well-being for their children is child abuse. Sebre further stated that it is a situation in which a child lacks attention from people surrounding him and the non-provision of relevant and adequate necessities for the child's survival which would be a lacking in attention, love and nurture.

African Network for Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) (2000), looked at child abuse from a broad view that any situation where adults maltreat children by under mining their rights making them to do hard work that is too much for their age, giving them excessive punishments and not giving them enough balanced diet is child abuse.

Gerbner (2004) defined child abuse as “non-accidental physical injury or injuries that result from the acts or omission on the part of parents or guardians that violate the community standard concerning the treatment of the child. Based on the researcher view, it can be said that child abuse is when children are over worked and maltreated by adults and at the same time, giving them excessive punishment not considering their age and the nature of offence. Ross (1996) observe that some of the observable signs in an abused child include: the child is frequently absent from school, begs or steals food or money, lacks needed medical treatment, lacks adequate nutrition, is consistently dirty and lacks sufficient clothing for the weather. Most cultures in the world may view child abuse, emotionally and physically, as socially acceptable, which is due to different child rearing practice and belief among different culture. Each culture has their own “range of acceptability” and what one may view as offensive; others may seem as tolerable behaviours that are normal, all depending on the societal norms of that particular country. Akanle, (2007).

Social behaviour is another area of main concern to this study. Social behaviour is explained as the ability of the child to relate well with others as he grows up. The parents are the child first agent of socialization; they can contribute either positively or negatively to the growth and development of the child. Zubairu (2011) is of the view that social behaviour depend on the training the child receives early enough in his life, by his parents and teachers as well as those closer to him which includes his brothers and sisters, care givers or nannies. Zubairu further stated that it is the responsibility of parents to see that their children acquire quite early in life certain social skills and techniques, and certain social understanding and tolerance, necessary for the satisfaction of social needs and leading to whole some social life. Andrew (2000) defined social behaviour as a process by which a child learns to interact with others around him. As

children develop and perceive their own individuality within their community, they also gain skills to communicate with other people. Steve (2004) said that, social development most often refers to how a child develops friendships and other relationships, as well as how a child handles conflict with peers. Fundamentally, the child learns the appropriate behavioral patterns, societal values, cultural demands, attitude and cherished norms from the parents. The failure of the parents to correctly transmit these ideals to the child will affect him negatively in his future life.

The School-age Child is a child between 6-12 years. The child social behaviour begins to reach new levels at this age. This is a point in time when most children spend more hours in a day at school with other children. Herrenkohl (2005) explained that early school-age children should be able to use simple, but complete sentence that average five to seven words. As the child goes through elementary school years, grammars and pronunciation become normal. Children use more complex sentences as they grow. Children who are unable to express themselves well may be more likely to have aggressive behavior or temper-tantrums. Finkelman (1995) explained that peer acceptance become more important during the school-age years. Children may take part in certain behavior to be part of “the group”. Friendship at this age tends to be mainly with members of the same sex. Children become less negative about the opposite sex as they get closer to adolescence.

Low income families are families living below average of \$1.7/day as at 2016. Adekeye (2001) viewed low-income as the conditions of not having enough income to meet the basic needs for food, shelter, clothing and well being for the family. Low income families were unable to meet the basic needs of their children. A child whose parents is not able to meet his needs in terms of food, clothing, shelter and education was exposed to the risk of being abuse in the society. Anooan (2000) opined that difficult economic circumstances in the country generally affect the

living standard of most families. Unemployment and financial difficulties of most low-income families in Nigeria are associated with increase rates of child abuse in the country. Poverty is a reliable predictor of child abuse among low-income families.

Child abuse has adverse effect on social behaviour of school-age children, because abused children have difficulty in forming relationship with their peers. Duruh (2009). Stated that child abuse is more common in low-income families because they lack both social and economic resources and it is difficult for them to access necessities for their children well-being. Low-income families have been found to be associated with higher level of emotional and behavioural difficulties including anxiety, depression and aggression.

1.2 Statement of the Problem

In Nigeria most especially in Kaduna and Kano States, children of school-age are seen begging, hawking and roaming about on the street. The situation of most Nigerian children remains critical due to the unique factors of their low socio-economic status, cultural, and traditional circumstances. Children are compelled by circumstances beyond their control to contribute to family income. In the long run, working children are abused in several ways due to their involvement in all sort of hazardous work which affects their health and developmental process. Child abuse impacts are not only the abused child and other siblings at home, but also have major social and economic implication on the society at large.

Children are being unfairly treated and subjected to different forms of exploitative abuse such as physical punishment, hawking, begging, and ill-treatment by their parents; which make them to be aggressive, and delinquencies and some time may constitute threat to different bullying. Gelles (2001) posited that child abuse are integral part of modern world including African

society, corporal punishment was widely given in the African society for disobedient children, these include caning, beating and in some communities, painful punishment such as rubbing pepper into genital region are practiced. He further stressed that balancing disciplinary responsibilities within parenting is common in many Asian cultures, including China, Japan, Singapore, Vietnam and Korea. The researcher observed that abused children do not always find it easy to establish relationship with others or adapt to societal norms in the society. They are often found to be aggressive, truant and sometime at higher risk to engage in delinquencies, like drug abuse, vandalism and cultism in the society. Such children eventually may constitute part of security problems in the country, and victimize their own children; hence the cycle of violence may extend into generations.

Child abuse is a national problem, which has increased the epidemic proportions; in United States (U.S) more than 2.5 million reports of child abuse are made in the United States annually with hundreds of death related to child abuse. As of 2006, between 25,000 and 50,000 children in Kinshasha, democratic republic of Congo, children had been accused of witchcraft and abandoned. Guardian news paper (2006) pointed out that in Malawi, it is also common practice to accuse children of witchcraft and many children have been abandoned, abused and even killed as a result. Byrne (2011) observe that in the Nigerian States of Akwa Ibom and Cross River about 15,000 children were branded as witches.

The researcher also observed that parents give their children excessive punishment as a way of correcting their misdeed and many children misinterpret excessive punishment on them as lack of love, and many therefore react aggressively towards them. In extreme cases, children may see the home as non-accommodating any longer, and can run away from home, thereby exposing themselves to danger, drug use, stealing and other anti-social behaviors.

The researchers interaction with parents from low-income families also showed that child abuse occur because parent express strong negative feeling towards catering for their children, because they don't have enough money to cater for their children's needs, thereby they abused them and deny them their rights to education, nutrition and proper development. As a result the researcher feels it would affect the children physical, emotional, moral, social and mental development. This prompted the researcher to carry out the research. Child abuse is a serious phenomenon that calls for permanent solutions, most especially bearing in mind its devastating effects to the social behaviour of the child, and society as a whole, this is obvious reason that has made this study pertinent.

1.3 Objectives of the Study

Major Objective

The major objective of the study is to examine the correlation between Child abuse and social behaviour of School-age Children from Low-income families in Kaduna and Kano States.

The specific objectives of this study are to:

1. determine the extent to which Low socio-economic status of parents affect child abuse in Kaduna and Kano states.
2. determine the relationship between child abuse and children's social behaviour in Kaduna and Kano states.
3. determine the relationship between child abuse and gender of children in Kaduna and Kano states.
4. determine the relationship between parenting styles and child abuse in Kaduna and Kano States.

1.4 Research Questions

The following research questions are set for the study:

1. To what extent does low socio-economic status of parent affect child abuse in Kaduna and Kano states?
2. What is the relationship between child abuse and social behaviour of school-age children in Kaduna and Kano states?
3. What is the relationship between child abuse and gender of children in Kaduna and Kano states?
4. What is the relationship between parenting style and child abuse in Kaduna and Kano states?

1.5 Research Hypotheses

The following null hypotheses have been formulated for the research study:

1. There is no significant relationship between child abuse and low socio-economic status of parents in Kaduna and Kano States.
2. There is no significant relationship between child abuse and social behaviour of school-age children in Kaduna and Kano States.
3. There is no significant relationship between child abuse and gender of Children in Kaduna and Kano States?
4. There is no significant relationship between parenting styles and child abuse in Kaduna and Kano States.

1.6 Significance of the Study:

The outcome of the study will educate parents, teachers and those charged with the responsibilities of raising children. It will be useful to Federal, state and local government

agencies, such as police, social workers and health agencies charge with the responsibility of curbing child abuse in the society. Also it will benefit the student on research work similar to this study.

This study will be useful to parents and teachers by increasing their awareness on the nature and consequences of child abuse problems on children social behaviour, both parents and teachers would be more aware of the research findings through parent-teachers association and guidance and counseling services organized in the schools. It will also be useful to Federal, state and local government agencies, such as police, social workers and health agencies, need to be better prepared to help both victims and perpetrators of child abuse through formal intervention by checking and investigating the abused cases thoroughly and should be resolved once and for all, with appropriate punishment on the perpetrator. The finding of this study will contribute to knowledge on child abuse, which will be beneficial not only to Kaduna and Kano state people but also to parent and individuals who engage their children in child abuse practice in the country. Finally, the study will serve as a point of reference for further research studies.

1.7 Basic Assumption

This study assumed that:

1. Child abuse is associated with behaviour and psychological problems throughout individual's life.
2. Child abuse has adverse effect on children's social behaviour, because they have difficulties in forming relationship with peers.
3. Low Socio-economic status of parent can affects social behaviour of school-age children.

1.8 Delimitation of the Study.

The study is delimited to the correlation between child abuse and social behaviour of school-age children from low-income families in Kaduna and Kano states. The study covered children from all local government public primary school in Kaduna and Kano states were the subject of the study. This study is delimited to children and parents in central, southern and northern senatorial districts of Kaduna and Kano state, which comprised Giwa, Jema'a and Kudan in Kaduna state also Dala, Bichi, Bebeji and Wudil in Kano state. It is also delimited to school age children who are victims of child abuse practice, because of their parent low socio-economic status. Even though child abuse occurs at all levels, of income, low-socio-economic status families are more likely to be labeled as abusive, because they usually do not have a network of support from friends and family, and it is difficult for them to access necessities for their children's well being.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literatures to the study under the following sub-headings:

- 2.1 Theoretical Framework
- 2.2 Concept of Child Abuse
- 2.3 Child Development and Abuse
- 2.4 Factors Contributing to Child Abuse
- 2.5 Effect of Child Abuse on School-age Children
- 2.6 Child Abuse and Social Behaviour
- 2.7 Socio-Economic Status of Families and Child Abuse
- 2.8 Parenting Style and Child Abuse
- 2.9 Review of Empirical Studies
- 2.10 Summary

2.1 Theoretical Framework

The theoretical framework was based on Robert Sears Behavioural theory and Erik Erickson theory of psychosocial stages of development, whose ideas have contributed directly or indirectly, to the field of child development and abuse. Over the years there has been a substantial amount of research done trying to understand the origins and causes of child abuse. A human development theory is a way of describing what happens as individuals move from infancy through adulthood, identifying significant events commonly experienced by all people and explaining why changes occur as they do described the theories. The discussion that follows

includes a brief description of each theory and how they apply to the study of correlation between child abuse and social behaviour of school-age children from low-income families.

Robert Sears Behavioural Theory

Robert Sears (1959) an American child psychologist, provides a behavioural approach to the study of child development. Behavioural approach lays emphasis on learning experiences of the child which involve stimulus-response associations that may result from either classical or operant conditioning procedures. Sears theory of child development suggests that development is a process of observable social behaviour. He divided human development into three broad phases. *Phase 1: rudimentary behaviour.* It starts from birth and continue up to sixteen months. During this period the behaviour of the infant is activated by innate needs which create tension and in order to reduce tension, the infant is motivated for action which gratifies his needs. For example, hunger motivates the infant for action (crying) and he requires the bottle or breast for the gratification of his need. *Phase 2: secondary behavioural system.* The training for socialization of the child begins in this phase in the family. The child is motivated by basic requirement of life and secondary dependency needs. *Phase 3: secondary motivational system.* During this phase, the social boundary of the child expands beyond the four walls of the home. The child comes into contact with other families and process of socialization is accelerated.

This developmental theory can be used to examine the correlation between child abuse and social behavior of school-age children from low-income families, because different developmental periods of child social behavior experience disruption in relationship with parents and care givers, the experience of child abuse is of significant risk for the children at any point of their developmental stages. Parent should reinforce desirable behaviour of children; severe

punishments should be avoided because it creates behaviour problems. The behaviourist believes that children are not inherently problematic but are made so by parents who are problematic through social influences and child abuses in the social environment. To understand the problems of deviant behaviours in children one has to investigate the child's upbringing and the extent to which the child's basic physical and psychological needs have been satisfied.

Erickson's Theory of Psychosocial Development

Erik Erickson (1902-1994), beginning his career in the early decades of last century in central Europe, was a follower of Sigmund Freud. Erikson refined aspect of Freud's theory into his psychosocial theory. According to Erikson, each stage of development is defined by a conflict, which leads to opportunities for personal growth. Erickson's psychosocial development consists of eight stages in individuals' social and emotional development, from infancy to adulthood. It is also regarded as a process of socialization of man. Other researchers regard it as a theory of psychosocial crisis. This is because crisis arises at every stage and needs to be resolved before one can successfully move to the next level of development.

The first stage of development begins at infancy, from (0-2years); the child develops "Trust versus mistrust" depending on how well he is handle, love and nurtured. The second psychosocial stage begins during early childhood from (2-4years); the child faces mixed and contradicting choices of "Autonomy versus shame," A well parented child would emerge from this stage, sure of himself and happy rather than ashamed. The third psychosocial stage, called the pre-school age or play age from (4-6years); the child paces a crisis of choices of "Initiative versus Guilt". The well developed child learn to be initiative, skillful and imaginative, but a child whose development is abused would feel fearful guilty of oneself, and disorganized in

thought and feelings. The fourth stage, from (6-12years); involves a choice between “Industries versus Inferiority”. The child, if successful, would develop competence and mastery in art and Arithmetic, if abused develops feelings of inferiority and no sense of mastery. The fifth stage, from (13-20years); is considered as the stage of the adolescence. Here the child faces a very critical choice of “Identity versus Role Confusion”. It is considered as the most important and most difficult of all the psychosocial stages of development, because rapid and enormous changes take place here. It is at this stage that the adolescent begins to understand oneself, what to do and what not to do with one’s life. But even the well adjusted adolescent some time experience role confusion. For example, the adolescent considers himself as a well grown up person who will enjoy absolute autonomy, but his culture, parent, teachers and adult around him still treating him as a child. In his attempt to justify his position the adolescent tries to rebel against some established norms and experience some form of delinquencies and conflicts at home and school. Thus this stage is referred to as the period of “storm and stress”. If the stage is well handled, the adolescent becomes well adjusted and grows into a well successful adult. But if abused, the adolescent may extend his delinquencies beyond home and school and becomes a problem to the society and tries to experiment with some criminality. The sixth stage is (Early adult); it involves a choices between “Intimacy versus Isolation”. This is the stage of early adulthood. Erickson considers social interaction as fundamental and unavoidable influence on personality development. During this stage, the individual moves away from parental control into the ever-expanding variegated community. When identity is developed, one seeks someone to share. The success leads to development of intimacy whereas failure will develop isolation. The seventh stage is (young and middle adult); which is “Generativity versus Stagnation”. Generativity incorporates productivity and creativity. During middle adult the individual is

concern with his offspring and also with action. Regression from generativity often leads to pseudointimacy and to the impoverishment of relationships. It is the fear of stagnation that keeps the people productive. During this stage the person wants to have control over others and is ready to help the junior colleagues. The last stage is (Late adulthood); it is the old age involved “Integrity versus despair”. The person reflects upon the life lived and sometimes integrates even death into that pattern. Having successfully established identity and intimacy, the individual experiences a sense of fulfillment. If the person feels that he has successfully resolved the crisis, a sense of integrity will develop otherwise the person will develop a sense of despair.

This theory is related to the topic as it emphasizes the fact that, development takes place at different rates, and problems must arise at every stage of man’s growth, and that difficulties in development and adjustment are inevitable at every stage. Thus parent, care givers and teachers need to devote extra attention to the developmental needs of the child, and need to be aware of the psychosocial crisis involved in the causes of human development so that a child will not be violated or abused. Psychosocial theory emphasizes on healthy development of individual’s physical, social, emotional, proper child care and incentives from infancy to childhood which enables the individual to properly grows and develop into a successful adolescence and adult life as well. The unresolved needs of the child and demands of his developmental task in most cases result into individual maladjustment. Additionally, factors such as social support, parental warmth, and the victim’s healthy relationship with a supportive adult can influence the child’s healthy development and avoidance of delinquent behavior in children.

2.2 Concept of Child Abuse

The concept of child abuse is as old as when human existentialism attained the knowledge of formal or informal documentation of positive and negative accounts, established law and order by persons or people of a given community or society. It assumed notorious dimensions in countries at civil wars or inter-country wars. However, as a social phenomenon, child abuse has been defined by various authorities or institutions. Basically, human society is a complex environment where one can find different forms of social phenomena in which a society develops and operates simultaneously, though human society still undergoes setbacks in terms of social development in one form or the other. One major phenomenon that is responsible for the setback in development of human society is “child abuse”. This is a global phenomenon that over the years has attracted the attention of both governmental and non-governmental organizations in Nigeria; this social problem has been dwelling in the country and requires quick attention. Child abuse is one of the fundamental global problems facing developing countries today is the fact that the incidences of school-age children who work outside the family to earn a living or to support their families income are increasing every day.

Barnett (2011) defined child abuse as an act of a caretaker that brings harm to a child or has the potential to bring harm to a child. Generally, the conception of child abuse is important for the appreciation of the problem of abused children in Nigeria. It should be noted that part of a child's right is the need to cater for their needs, a healthy dose of love, care, discipline, nurturing and support so that they will develop into a confident and well-adjusted young adult. The future of a child is indeed important to be catered for, so as to socialize him into a befitting human society; monitoring children well and guiding them properly from social hazards could do this.

Olok-Ake (2000) views child abuse as a concept that describes all sorts of injustice, abnormality and inhuman treatment given to the young feeble ones by the adult generation. Child abuse as a

social problem is not a new historical phenomenon. Dzurghba (2002) believed that child abuse can occur in a child's home, or in organizations, schools or communities with whom the child interacts. Kalu (2006) opined that child abuse can be basically summarized as experience which constitutes acts developed or commissioned to inflict harm directly on a participating child to reduce chances of the child developing potentials as a human being and in complete disregard to basic right and protection of a child. Olaidi (2007) view that child abuse is any kind of inhuman act that jeopardizes the physical, psychological growth along with the futurity of the child either intentionally or unintentionally. Child neglect may mean the denial of basic rights and need of the child, by parents, school, peers, government and cultural community occurring as acts of commission or omission Olson, (2000).

Kalu (2006) opined that child abuse can be basically summarized as experience which constitutes acts developed or commissioned to inflict harm directly on a participating child to reduce chances of that child in developing potentials as a human being and in complete disregard to basic rights and protection of a child. Majority of Nigerian parents believe that children are God-sent-helpers both economically and for other purposes. It is this notion that led many families into producing many children especially in the Nigerian agrarian society. This belief has become so accepted in the thinking that few or no attempt has been made to question its validity. Vinolia and Fabara (2001) observed that Child labour depends on the normative attitude towards children in the society and the culturally determined roles and functions of the socialization process. This implies that the type of work children do in a given society is determined by the institutional roles and functions of children in the society (Naidu, 2009).

Sean (2012) opined that vast majority of the population lack access to basic things required for providing a decent childhood for children like decent homes, gainful employment, electricity,

education and healthcare. In countries like Nigeria where doctors and teachers go on strike due to the fact that government at different levels are not taking their welfare as well as that of other workers seriously, quality education and health care is not guaranteed. Child abuse is a key obstacle to the advancement of leadership in this country, it is often said that while leaders are born, some are groomed or made. How can a child with low esteem or a child that lacks self-confidence and quality education lead a country? Again the most destructive element of nation building is child abuse, because it destroys the roots of the child's existence and future. Children have variously described as the leaders of tomorrow, man's ticket of continuity on earth. If these children are not catered for, it constitutes a threat to nation building, because it tend to deprive millions of children of their rights, hopes, emotional, social and mental depression and will seriously undermined Nigeria's hope for economic uplift.

Children are used as economic asset and they are deprived the basic necessities for life, that is clothing, food, education and recreational facilities. Johnson (1996) stated that "the way a society treats its children is the most telling testimony to its humanity and liberty. This social problem which is of great and serious concern to many Nigerians has been observed in most part of the country. This trend if allowed to continue may have adverse effect on the growth and development of children and the nation at large. Child abuse is an international phenomenon; poverty and substance abuse are common widespread international issues and no matter the location, show a similar trend in the child abuse. Although these issues can likely contribute to child maltreatment, differences in cultural perspectives play a significant role in the treatment of children. In certain nations of the world, the battle for equality within the sexes plays a large part in a child's upbringing. Sebre (2004) stress that during the Soviet period, there were conflicts regarding the traditional housewife versus the emphasis on equality within sexes. Some women

felt a considerable amount of pressure to carry out their motherly duties, obtaining an “authoritarian” parenting style, acting dominating and emotionally distant towards their children while overly involved in her own career. Many were encouraged to use more firm and direct disciplinary methods, as well as be overbearing and over protective of their children. While controlling parenting may be less of a concern, financial difficulty, unemployment and substance abuse still remain to be dominating factors in child abuse through Eastern Europe.

Lau (2006) noted that the communist era has ended, there are many positive changes being put into place while there is a new openness and acceptance regarding parenting styles and close relationships with children, child abuse still remains a serious concern, although it is now more publicly recognized, it has certainly not cease to exist. Wolfe (1991) pointed out that substance abuse can be a major contributing factor to child abuse. Hughes (2009) viewed that unemployment and financial difficulties are associated with increased rates of child abuse. A (2009) article in the CNN 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.

Asian parenting perceptives, specifically, hold different ideals from American culture. Many have described their traditions are including physical and emotional closeness that ensures a lifelong bond between parent and child, as well as establishing parental authority and child obedience, through harsh discipline. Lau (2006) opined that over 12 million children of school-age are not in school, a big proportion of these are girls. Girl child and disabled children are often more likely to be out of school due to poverty and lack of adequate facilities that are needed for their education. Efforts have been on increase in Nigeria over the years, to investigate

not only the possible causes of child abuse, but also to identify, rehabilitate, treat and prevent child abuse in whatever form. And also to enlighten the perpetrators on the evils and consequences of child abuse, provide counseling and supportive services as well.

2.3 Child Development and Abuse

Every child passes through different stages of development, this development is patterned, and each stage is marked by certain characteristic features. Individuals, however, grow and develop at varying rates. Elizabeth (2008) defined growth as an increase in the physical size of the whole body or any of its parts. Elizabeth added that Development refers to an increase in skill and complexity of function. It is important to understand the pattern of growth and development of the normal child. This understanding will enable us to provide children with the conditions necessary for normal growth and development.

1. Physical Development

Ugwu (2006) opined that the child's physical well-being will depend a lot on how his parents take care of his physical needs which includes food, shelter, cloth, protection from disease, being kept clean, and neat with adequate rest. One major factor that contributes to adequate physical development of a child which almost lies solely on parents is the need for adequate dieting which is a source of proteins, vitamins and minerals. Parents should realize that malnutrition during early stages of child development retards physical growth and development with low resistance to disease. The physical development of a child includes the development of his internal organs as well as external organs. Physical development is the development of the muscles and the cognizing system of their controls that takes places in a growing child. It is a period of general growth of the muscles and bones (Kemba, 2001).

Alhassan, (2000) in Zubairu (2010) posits that parent are also required to protect their children from diseases such as fever, mumps, measles, whooping cough, pneumonia, cholera, chicken pox and other deadly diseases in addition to seeing to safety from accident and other dangerous conditions that can retard his physical development and lead to deformity, or even death. This is achieved by means of timely and adequate immunization on different programmes.

2. Social Development

Social development is the ability of the child to relate well with others as he grows. Zubairu (2011) noted that social development depends on the training the child receives early enough in life by his parents and teachers as well as those closer to him, which includes his brothers and sisters, care givers or nannies. Ugwu (2006) opinion that it is the responsibility of parents to see to it that their children acquire certain social skills and techniques early in life and certain social understanding and tolerance, necessary for the satisfaction of social needs and leading a wholesome social life. Interpersonal relationship on the other hand, is when people learn how to relate with the general public and other people they meets later in life. The basic process of socialization training however, is when parents and teachers teach the children about the importance of such things as greeting adult, how to be generous and cheerful, how to eat with good manners, cooperating with others etc.

Some parents since from childhood, they don't allow their children to mix with others outside the home. They don't allow them to play with their peers or other children in the neighborhood. They deny them friends and playmates necessary for proper social development. Mummy may always say, "I don't want you to have anything to do with those kids, they are bad not like us". This type of habit is also regard as social abuse. Children need to interact, to play and to get

alone with other kind of people, they need experience that broaden, not narrow their outlook on life. (Theoklitou, 2011).

Parents are also expected to provide their children with basic things such as food, clothes, shelter, love and learning materials as parental deprivation can lead to social instability which in turn leads to aggressive or withdrawn behaviour. Effort should be made to share things equitably among siblings to avoid ill-feelings at that early age. This is in the opinion of Medinnus and Johnson (1976) as contained in Ugwu (2006) who said that children of submissive parents are inclined towards disobedience, irresponsibility and lack of interest in school work, but are sensitive, shy, self-conscious, seclusive, retiring and more submissive when compared with those given freedom. And since studies shown that most social skills are acquired through observation, imitation and practice of what has been observed, incessant display of aggression by parents who engage in physical combat is therefore a bad behaviour that the child can emulate quickly, this need to be avoided.

3. Moral Development

Morality as contained in Ugwu (2006) refers to the inbuilt or internalized urge in an individual to acquire and conform to the norms and values of his society. Some of the basic moral behaviors are honesty, respect for elders and for constituted authority. Inculcation of moral attitude for children as early as possible is necessary for moral development. Zubairu (2011) noted that moral development is achieved through instruction, rewards, punishment, indirect method of benefiting from the experiences of others and unconscious absorption of the lessons of morality and good manners inculcated in the numerous folk tales and proverbs.

Parents and teachers therefore, play major roles as models in the moral development of the children. The child acquires most moral behaviours through the observations and imitation of his parents, and teachers who he identifies with and this he does without conscious effort, teacher and parents should strive to display acceptably good moral behaviour at all times for the children to emulate.

4. Emotional Development

Emotion refers to outward expressions of inner feelings, which are aroused by your behaviour or that of others. Kemba (2001) stated that “emotion is a reaction that accompanies a drive or disorganized responses to stimulus. Emotions are both pleasant and unpleasant. The pleasant emotions are those which give a child pleasure and personal satisfaction such as joy, affection, happiness, love, seniority etc. The unpleasant expression of emotions includes hostility, aggression, cringe, thumb sucking, sadness, hatred, jealousy etc. which needs to be tackled if a child’s emotional development is to be positive. Parents should strive to encourage and sustain pleasant emotions and erase unpleasant ones, this is achieved by showing a child intimate human attention with love.

Alhassan (2000) reported that the emotional development of the child is one of the necessary requirements for the proper growth and development of the child which can either be positively or negatively affects the rhythm of his emotions as he grows and learns new concepts. Mendnus and Johnson (1976) as contained in Ugwu (2006) stressed that “deprivation of parental love has a lot of psychological effects as the child feels inferior and unsecured, because to him if he is not worthy of parental love, he is evidently worthless”. The basic means of promoting emotional development in children could also include encouraging the child to mix with others, share

things together, have open mind about others, share tolerance etc. parents should also avoid outburst which could arouse fear in young children. Parents should also encourage the acquisition of defensive skills that instill confidence in the child.

5. Intellectual Development

Intellectual development is characterized by the ability to master and remember events and stimuli, deal with symbols, interact with several alternatives simultaneously. Durojaiye (1976) in Ugwu (2006) noted that it was traditionally practiced in Africa that parents, expose their children to intellectual activities through observation, imitation and participation. The child acquires knowledge about the local geography through exploration. He also becomes familiar with hills, fertile and non-fertile soil, rainy and dry seasons, in his environment where he lives grow and developed. Local history is also taught oral stories of historical events, while botony is taught through observation and instructions with intermittent demonstrations. Proverbs, poetic verses, riddles and tonge twisters are therefore intense intellectual exercises used to enhance the child's reasoning power and skills in decision making. As generally believed, children from the ages of one to seven (1-7) years learn through activities and manipulation of object and cannot think in abstractions, as such parents and teachers should encourage them by allowing their participation in group activities, and display of proper behaviour worthy of emulation. This is because, by allowing children to participate in group activities which involve the manipulation of objects, their intellectual ability will be enhanced.

Anyakoha (2008) define mental development as the activities which involved thinking, understanding or perceiving, problem solving. These activities are ordinarily referred to as intellectual activities. Before a child develops mentally or has the capacity to understand, he has

to be mentally mature. As generally believed, children from the ages of one to seven (1-7) years learn through activities and manipulation of objects and cannot think in abstraction, as such parents and teachers should encourage them by allowing their participation in group activities, and display of proper behavior worthy of emulation.

6. Language Development

Newman (2010) in Zubairu (2011) observe that language development does not suddenly appear to some pre-determined age in some pre-determined fashion, but rather emerges after a child had begun to engage with his or her caregivers in such co-regulated activities as sharing, requesting, imitation, playing, naming etc. To effectively develop language, parents and teachers are encouraged to rely on such things as modeling and imitation because they play a major role in the acquisition of language, parents are expected to always expand and recast children's utterances at home. As observed by Ugwu (2006) however, the extent to which parents can carry out these responsibilities effectively depends on a number of factors. These include the extent to which parents and children interacts, the level of proficiency of language etc. as a matter of importance, in order to enhance language development, parents are encouraged to have more interaction and engage in language oriented activities with their children as it will afford an opportunity for the children to have higher quality and quantity of language. Also they should try to identify children's language problems early enough and subject such a child to various tests and exercises.

As children entre the school-age years, they begin to show signs of a budding independence. This period of growth is also marked by the active pursuit of, and genuine appreciation for, new relationships. Parents, or caregivers, continue to be the most important people in their child's

life, but relationships with peers become increasingly important, in fact, the appearance of a “best friend” is considered a universal feature of the school-age years.

Other significant, and often defining, characteristics of this phase of development are a child’s capacity to control their urges and conform to an appropriate standard of behavior without direct supervision.

3.1 Characteristics of School-Age Child include:

1. School age is a period of general growth of the muscles and bones, if the child is poorly feed it may result to retardation in growth.
2. Withstand their peer group; they interact with the widening world.
3. Loose milk teeth and have permanent ones.
4. During this period boy tends to be slightly taller and heavier than girl.
5. The mental development of school age child tends to be more rapid than before. He curiosity increases and there are thirst of knowledge.
6. His speech also developed with vocabulary of about 900 words and speeches are more in proper sentences.
7. They use different senses to perceived, his reason from assumptions.
8. School age child plays his role according to his sex i.e. the boy does the job of a male while a girl does the work of her mother.
9. He thinks and asks questions that are scientific in nature.

10. A school age child cannot concentrate on one thing for a long time. A 6 year old should be able to focus on a task for at least 15 minutes. By age 9, a child should be able to focus attention for about an hour.

3.2 Right's of Nigerian Child

The Child's Rights 2003 was enacted by the National Assembly of the Federal Republic of Nigeria. It is 'an act to provide and protect the rights of a Nigerian child; and other related matters.' The Nigerian Child refers to that young human being between the birth and puberty who grows into a fully fledged man or woman with time. Egenti (2011) defines a child as a person who has not attained the age of eighteen (18) years. In every action concerning a child, whether undertaken by an individual, public or court of law, the best interest of the child shall be the primary consideration. A child shall be given such protection and care as is necessary for the well-being of the child, taking into account the rights and duties of the child's parents, legal guardians, or other individuals, legally responsible for the child. (Hot-Angel, 2005).

Okoro (1993), in Okafor (2013), observed that Children have also been severely affected by the economic crises faced by the country in 1999, which has led to an increase in the number of children living in poverty or extreme poverty. Among other dangerous consequences, poverty made more children to live and work in the street and has increased their vulnerability to being abused. The legal rights of the Nigerian child are contained in various municipal laws and international instruments. These laws are based on certain fundamental principles relating to the promotion of human survival, prevention of harm, promotion and sustenance of human dignity and the enhancement of human development. These principles recognize the basic concept that the child is the foundation of the society and he or she assures its continuity. Accordingly, the survival and continuity of the human society depends upon the protection, preservation, nurture

and development of the child. The Constitution of the Federal Republic of Nigeria, 2003 guarantees certain Fundamental Rights to every Nigerian person including children. These rights are contained in Chapter IV of the Constitution, (Section 33-46). These include:

1. Every child has the right to survival and development.
2. Every child has the right to a name and, accordingly, shall be given a name on his birth or on such other date as is dictated by the culture of his parents or guardian.
3. Every child has the right to freedom of association and peaceful assembly in conformity with the law and in accordance with the necessary guidance and directions of his parents or guardians.
4. Every child has the right to freedom of thought, conscience and religion. Parents and, where applicable, legal guardians shall provide guidance and direction in the exercise of these rights having regard to the evolving capacities and best interest of the child.
5. Every child is entitled to his privacy, family life, home, correspondence, telephone conversation and telegraphic communications.
6. Every child is entitled to freedom of movement subject to parental control which is not harmful to the child.
7. A child shall not be subjected to any form of discrimination merely by reason of his belonging to a particular community or ethnic group or by reason of his place of origin, sex, religion or political opinion.
8. Every child is entitled to rest and leisure and to engage in play, sports and recreational activities appropriate to this age.
9. Every child is entitled to enjoy the best attainable state of physical, mental and spiritual health.

10. Every child has a right to parental care and, protection and accordingly, no child shall be separated from his parents against the wish of the child except for the purpose of his education and welfare. Every child has the right to maintenance by his parents or guardians in accordance with the extent of their means.
11. Every child has the right to free, compulsory and universal basic education and it shall be the duty of the Government in Nigeria to provide such education. Every parent or guardian shall ensure that his child or ward attends and completes his primary school education; and junior secondary education.
12. Every child who is in need of special protection measures has the right to such measure of protection as is appropriate to his physical, social, economic, emotional and mental needs and under conditions which ensure his dignity, promote his self-reliance and active participation in the affairs of the community.
13. No person shall tattoo or make a skin mark or cause any tattoo or skin mark to be made on a child.

3.3 Types of Child Abuse

There are many types of child abuse in our society. Akinola (1992) when giving the sample of the different types of child abuse in the Nigerian society said “*child abuse*” can range from child labor, sexual abuse, physical violence, prostitution, kidnapping and emotional abuse. Child abuse can broadly be classified into four categories, which include physical abuse, sexual abuse, psychological/emotional abuse and child neglect.

1. Physical Abuse

Physical abuses involve physical aggression directed at a child by an adult. Most nations with child-abuse laws consider the deliberate infliction of serious injuries, or actions that place the child at obvious risk of serious injury or death, to be illegal. Theoklitou (2011) view that physical abuse is the intentional or non-accidental production of a physical injury, which include bruises, scratches, burn, broken bones, laceration as well as repeated “mishaps” and rough treatment that could cause physical injury.

Haeuser (1990) observed that physical punishment can cause a lasting scar or mark on the child body. In Nigeria, corporal punishment followed by verbal abuse is the most common disciplinary measures adopted by parents, teachers and care givers. Some professionals claim that cultural norms that sanction physical punishment are one of the causes of child abuse and have undertaken campaigns to redefine such norms.

Generally, physical abuse is characterized by physical injury, such as bruises and fractures that result from Punching, Beating, Kicking, Biting, Shaking, Throwing, Stabbing, Choking, Hitting with a hand, stick, strap, or other object. Although an injury resulting from physical abuse is not accidental, the parent or caregiver may not have intended to hurt the child. The injury may have resulted from severe discipline, including injurious spanking, or physical punishment that is inappropriate to the child’s age or condition. The injury may be the result of a single episode or of repeated episodes and can range in severity from minor marks and bruising to death. some cultural practices are generally not defined as physical abuse, but may result in physically hurting children. For example: Moxabustion—an Asian folkloric remedy that burns the skin. As Dubowitz (2000). A leading researcher in the field, explains: “While cultural practices are generally respected, if the injury or harm is significant, professionals typically work with parents to discourage harmful behavior and suggest preferable alternatives.

2. Sexual Abuse

Child sexual abuse is in which an adult or older adolescents abuses a child for sexual stimulation. Durant (1996) refers sexual abuse as the participation of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act. Theoklitou (2011) noted that forms of child sexual abuse include asking or pressuring a child to engage in sexual activities, indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact or using a child to produce child pornography. (Martin 1993) noted that Sexual abuse may begin with kissing or fondling and progresses to more intrusive sexual acts such as oral sex and vaginal or oral penetration.

Child sexual abuse generally refers to sexual acts, sexually motivated behaviors involving children, or sexual exploitation of children. Department of Health and Human Services, Administration on Children, Youth and Families. (2002). Described Child sexual abuse includes a wide range of behaviors, such as:

- Oral, anal, or genital penile penetration;
- Anal or genital digital or other penetration;
- Genital contact with no intrusion;
- Fondling of a child's breasts or buttocks;
- Indecent exposure;
- Inadequate or inappropriate supervision of a child's voluntary sexual activities;

- Use of a child in prostitution, pornography, Internet crimes, or other sexually exploitative activities.

Sexual abuse includes both touching offenses (fondling or sexual intercourse) and non touching offenses (exposing a child to pornographic materials) and can involve varying degrees of violence and Emotional trauma. The most commonly reported cases involve incest i.e sexual abuse occurring among family members, including those in biological families, adoptive families, and step-families. Berliner, L. (2000). Opined that incest most often occurs within a father-daughter relationship; however, mother-son, father-son, and sibling-sibling incest also occurs. Sexual abuse is also sometimes committed by other relatives or caretakers, such as aunts, uncles, grandparents, cousins, or the boyfriend or girlfriend of a parent.

3. Psychological/Emotional Abuse

Emotional abuse is defined as the production of psychological and social deficits in the growth of a child as a result of behaviour such as loud yelling, coarse and rude attitude, inattention, harsh criticism and denigration of the child's personality. Barth (1994) defined emotional neglect as refers to emotional deprivation; it is lack of caring, loving and empathic attention towards a child. In most cases, the mother ignores the child and not allow him express himself in a socially manner where children are to be seen and heard. The danger of emotional abuse is mental retardation. Messman (2000), postulated that the victims of emotional abuse may react by distancing themselves from the abusers, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment development, a tendency for victims to blame themselves (self-blame) for the abuse, learned helplessness and overly passive behaviour.

Psychological abuse also known as emotional abuse refers to “a repeated pattern of caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another’s needs.” English, D. (2010). Psychological abuse include: Spurning (e.g., belittling, hostile rejecting, ridiculing); Terrorizing (e.g., threatening violence against a child, placing a child in a recognizably dangerous situation); Isolating (e.g., confining the child, placing unreasonable limitations on the child’s freedom of movement, restricting the child from social interactions); Exploiting or corrupting (e.g., modeling antisocial behavior such as criminal activities, encouraging prostitution, permitting substance abuse); Denying emotional responsiveness (e.g., ignoring the child’s attempts to interact, failing to express affection); Mental health, medical, and educational neglect (e.g., refusing to allow or failing to provide treatment for serious mental health or medical problems, ignoring the need for services for serious educational needs).

Egeland, (2003). View that Psychological abuse is the most difficult form of child abuse to identify. In part, the difficulty in detection occurs because the effects of psychological abuse, such as lags in development, learning problems, and speech disorders, are often evident in both children who have experienced and those who have not experienced abuse. Additionally, the effects of psychological abuse may only become evident in later developmental stages of the child’s life. Although any of the forms of child abuse may be found alone, they often occur in combination. Psychological abuse is almost always present when other forms are identified. (Hart & Brassard 2007).

4. Child Neglect

Child neglect is the failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter and medical care, to the degree that the child's health, safety and well-being are threatened with harm. Fontana (1984) view neglect also as lack of attention from the people surrounding a child, and the non-provision of the relevant and adequate necessities for the child's survival, which would be a lacking in attention, love and nurture. Kabitis (2011) stress that some of the observable signs in a neglected child include: the child frequently absent from school, begs or steals food or money, lacks needed medical and dental care, is consistently dirty, and lacks sufficient clothing for the weather.

Lesa (1999) view that neglected children may experience delay in physical and psychosocial development, possibly resulting in psychopathology and impaired neuropsychological functions including executive function, attention, processing speed, language, memory and social skills. Golden (2009) opined that children who are victims of neglect have a more difficult time forming and maintaining relationship such as romantic or friendship, later in life due to the lack of attachment they had in their earlier stages of life.

Child neglect, the most common form of child abuse, is generally characterized by omissions in care resulting in significant harm or risk of significant harm. Neglect is frequently defined in terms of a failure to provide for the child's basic needs—deprivation of adequate food, clothing, shelter, supervision, or medical care. Neglect laws often exclude circumstances in which a child's needs are not met because of poverty or an inability to provide. In addition, many States establish religious exemptions for parents who choose not to seek medical care for their children due to religious beliefs that may prohibit medical intervention. Zuravin, (2004). Defined Physical Neglect are Refusal of health care the failure to provide or allow needed care in accordance with recommendations of a competent health care professional for a physical injury,

illness, medical condition, or impairment. He also delay in health care and failure to seek timely and appropriate medical care for a serious health problem that any reasonable layman would have recognized as needing professional medical attention. Unsupervised or inadequately supervised for extended periods of time or allowing the child to remain away from home overnight without the parent or caretaker knowing or attempting to determine the child's whereabouts is also a physical neglect.

There are several forms of child abuse which cause physical, sexual, or emotional types of child abuse in Nigeria in general and Kaduna and Kano state in specific. These major forms of child abuse include hawking, domestic work/ house help and Almajiri system which boys and girls are engage into.

1. Hawking

Hawking is a process of selling goods on the street or at the door of a house especially while moving from place to place. Akpan (1990) in an interview with the Nigerian economics narrated that "hawking have a diverse effect on the growth of children, Akpan further stress that it exposes innocent children to corrupt social influence particularly in the case of girls who are opened to the temptation. Peter (1990) stated that despite the influence of good home training, hawking stimulate young children sexually and gave them an air of freedom, exposed them to material and social rewards in exchange for sex. The girls who often hawk has low self esteem will willingly obey to have the sex.

Ishaya and Yohanna (2003) said that hawking entailed carrying wares about for sale. It may include the hawkers offering the goods from door to door or the children have made street their working place. Children of school age were found hawking one thing or another in the street,

market place, motor parks and many other places to earn their daily needs. Arnaldo (2001) and Adeyanju (2004) observe that hawking was another way through which a child sold goods. The children often seen in traffic jam displaying their items to rich folk in moving vehicles. Consumers, who might have forgotten certain things when shopping, bought from these hawkers. Some passengers took advantage of these moving vehicles and did not pay for collected items. The children were sometimes knocked down by other moving vehicles when they pursued dubious customers. They are usually exposed to harsh sun and torrential rains. Unfortunately, some are attacked by thieves and armed robbers.

Musa (2005) noted that hawking has been on for decades, but it has taken an ugly dimension as children often got molested. There was no control over their interaction with people who may be of questionable inclinations whom they met in the process of hawking. Okonkwo (1997) showed that hawking or trading served as marriage preparation for children, since they were expected to meet their boyfriends/suitors during trading and to help their mothers accumulate money, without which marriage loses esteem. The issue of hawking which was mainly associated with the girls has been quite problematic in Kaduna state. It was therefore common to see child hawkers often roaming the streets in the name of selling all sorts of items.

2. Domestic Work/House Help

Baker and Knaul (1991) pointed out that child who worked as domestic servants often did so under extreme exploitative conditions, work may be done as long as 12-15 hours a day and very few were paid except in kind. Learning no skills the children ill equipped to face the world as adults. Domestic work is an employment which is mainly in an urban area where children could

become house boys/girls or nannies and are paid wages either directly or to the parents. On the other hand, some unfortunate child-servants may be exploited by being over worked, underpaid, subjected to physical abuse and if they are girls, their employers may even subject them into co-habitation. Madunagu (1999) opined that domestic work/house help that is the most common form of child abuse in Nigeria; where children of school-age were employed to give domestic service. He observed that this work need not to be hazardous, but most often they are. Venern (1999) asserted that urban poor and unemployed parent gives out their children to highly employed workers and well to do people as domestic workers; these children stayed with their employers or relatives and were paid low wages.

Hutchinson (2001) described the domestic work in the form of house help in Ghana as another form of child abuse. Children normally between the ages of eight and sixteen years were sent into certain homes to serve as house helps, all sorts of jobs or chores are given by their masters or mistresses. And what exacerbate concerned people most was that these children did not get the right treatment from their employers. The children were often molested and sometime sexually abused by their masters. A research on domestic servants by Ogundipe (2005) showed the numbers of young domestic servants were not known because of its hidden, invisible nature. These young children often carried out the domestic chores of the houses and often combined these with trading activities on behalf of their employers.

3. Almajiri System

Almajiri system can be said to be another form of child abuse, in the sense that children are exposed to laborious work at tender age normally children between the ages of seven and twenty. Their teachers cannot provide the necessities of life for them therefore they embark on begging

or labored work in order to survive. African network for prevention against child abuse and neglect (ANPPCAN) Nigerian Chapter (2000) defined almajiri as a young learner of Qur'an. The learners are children between 7-15 years. They come from rural areas to urban centre's to seek for knowledge of Qur'an under the agreement of their parents or guardians. However, the agreement between parents and the Qur'anic teacher (Mallam) does not bind on feeding and clothing of the learner (almajiri), because the tradition has been to teach these young learners free of charge and Allah would reward the teacher. Nevertheless the arrangement deficiency provides the Qur'anic teacher the opportunity to ask the pupils to go and beg for aims, mostly food, money and clothes whichever is offered voluntarily will be shared with the mallan, as well as offer him free labour on his farm. These children suffered severe psychological consequences of engaging in such dehumanizing activities and encounter with the general public. Such children (almajirai) are usually aggressive as they are exposed to different forms of pressure, hunger and hard jobs that demand several times their energy and weight before the job is complete.

Social psychologists also noted that when a child is exposed to labor at a tender age and deprived with little or no benefit and entertainment, such child normally develops the habit of loneliness and thus lead to *Schizophrenia*. Therefore children's right must be protected, preserved and maintained; similarly they should be given equal rights and privilege as adult, for a brighter future. The primary or basic children's needs are rights to education, health, entertainment, association, interaction, shelter and nutrition. Once these essential needs are provided, there is no doubt that they can perform wonderfully in their undertakings and can deliver as leaders of tomorrow.

3.2 Causes of Child Abuse

Child abuse is a complex phenomenon with multiple of causes. Understanding the causes of abuse is crucial to addressing the problem of child abuse. Finkelman (1995) there are a lot of factors that constitute child abuse in Nigeria, however, there are basic problems of poverty, unemployment and corruption which have affected Nigerian economy and are responsible for the growing child abuse in the country.

1. Parents who physically abuse their spouses are more likely than others to physically abuse their children. Ross (1996) opined that Parents with a past history of abuse may repeat their own experience with their children.

2. Children resulting from unintended pregnancies are more likely to be abused or neglected. Unintended pregnancies are more likely than intended pregnancies to be associated with abuse relationships and lower mother-child relationship quality (Hathaway 2000).

3. Substance abuse can be a major contributing factor to child abuse. One united state (U.S.) study found that parents with documented substance abuse. Most commonly alcohol, cocaine and heroin, were much more likely to mistreat their children and were also much more likely to reject court-ordered services and treatments. 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

4. Unemployment is another cause of child abuse. According to Garsden (2009) maintained that unemployment and financial difficulties are associated with increased rates of child abuse.

5. Similarly another cause of child abuse is broken home whereby the mother is not together with the father. In this case some of the children stay with the father, while some with the mother and others with relatives. In most cases children don't get love and affection and good training from

one parent who may be living with another husband or wife. Some stepmothers are cruel to the children of the former wife and would not hesitate to abuse such children.

6. Poverty: Majority of the parents are poor they could not afford to maintain or take good care of their children. This is why some teenagers male and females being taken away outside the country serving as labourers, and prostitute risking their lives to all types of dangerous disease associated with illegal and premature sex.

7. Neglect by busy parents: The children may become neglected or abused because the parents claim to be too busy to find and spare time with the child and supervise him. Ebigho (2002) noted that it occurs most commonly in homes in which all material needs and more have been provided. The ever busy parents discover too late that the children have found alternative pursuits often involving crimes and drugs.

2.4 Factors Contributing to Child Abuse

There is no single known cause of child abuse. Nor is there any single description that captures all families in which children are victims of abuse and neglect. Child abuse occurs across socio-economic, religious, cultural, racial, and ethnic groups. Rycus, (1998). While no specific causes definitively have been identified that lead a parent or other caregiver to abuse or neglect a child, research on (Child Abuse and Prevention, 1996) has recognized a number of risk factors or attributes commonly associated with child abuse. Children within families and environments in which these factors exist have a higher probability of experiencing abuse. It must be emphasized, however, that while certain factors often are present among families where abuse occurs, this does not mean that the presence of these factors will always result in child abuse and neglect. The factors that may contribute to child abuse in one family may not result in child

abuse and neglect in another family. Risk factors associated with child abuse can be grouped in to four domains:

- Parent or caregiver factors
- Family factors
- Child factors
- Environmental factors

1. Parents Factors

Parent or caregiver factors potentially contributing to child abuse, no consistent set of characteristics or personality traits has been associated with abusing parents or caregivers. Some characteristics frequently identified in those who are physically abusive or neglectful include low self-esteem, an external locus of control (i.e., belief that events are determined by chance or outside forces beyond one's personal control), depression, anxiety, and antisocial behavior. National Research Council. (1993); in their research findings revealed that, some abuse parents or caregivers experience behavioral and emotional difficulties, but severe mental disorders are not common. Chalk (1998); stated that A parent's childhood history plays a large part in how he or she may behave as a parent. Individuals with poor parental role models or those who did not have their own needs met may find it very difficult to meet the needs of their children. While the estimated number varies, child abuse literature commonly supports the finding that some abuse parents or caregivers were victims of abuse and themselves as children. Kaufman (2010). One review of the relevant research on child abuse suggested that about one-third of all individuals who were abuse will subject their children to abuse. Kaufman (2010). Children who either experienced child abuse or witnessed violence between their parents or caregivers may learn violent behavior and may also learn to justify violent behavior as appropriate. Gelles (2009)

this is to say that abused child will always grow up to become an abusive parent. But there are individuals who have not been abused as children who become abusive, as well as individuals who have been abused as children and do not subsequently abuse their own children. It is not known why some parents or caregivers who were abuse as children abuse or neglect their own children and others with a similar history do not. While every individual is responsible for his or her actions. National Research Council. (1993). suggests the presence of emotionally supportive relationships may help lessen the risk of the intergenerational cycle of abuse.

Parental substance abuse is reported to be a contributing factor for between one- and two-thirds of abusing children in the child welfare system. Young (1998). Substance abuse can interfere with a parent's mental functioning, judgment, inhibitions, and protective capacity. Parents significantly affected by the use of drugs and alcohol may neglect the needs of their children, spend money on drugs instead of household expenses, or get involved in criminal activities that jeopardize their children's health or safety. Zuckerman (1994). Also, substance abuse can influence parental discipline choices and childrearing styles. U.S. Department of Health and Human Services. (1999); Over the past decade, revealed that prenatal exposure of children to drugs and alcohol during their mother's pregnancy and its potentially negative, developmental consequences has been an issue of particular concern. The number of children born each year exposed to drugs or alcohol is estimated to be between 550,000 and 750,000.³⁵ while this issue has received much attention, children who are exposed prenatally represent only a small proportion of children negatively affected by parental substance abuse. Landdeck-Sisco (1997). Pointed that the number and complexity of co-occurring family problems often makes it difficult to understand the full impact of substance abuse on child abuse. Substance abuse and child abuse often co-occur with other problems, including mental illness, HIV/AIDS or other health

problems, domestic violence, poverty, and prior child abuse. These co-occurring problems produce extremely complex situations that can be difficult to resolve. Because many of the problems may be important and urgent, it can be difficult to prioritize what services to provide. Additionally, identifying and obtaining appropriate resources to address these needs is a challenge in many communities.

Black (2001). In their research described Negative attitudes and attributions about a child's behavior and inaccurate knowledge about child development may play a contributing role in child abuse. For example, some studies have found that mothers who physically abuse their children have both more negative and higher than normal expectations of their children, as well as less understanding of appropriate developmental norms. Not all research, however, has found differences in parental expectations. A parent's lack of knowledge about normal child development may result in unrealistic expectations. Unmet expectations can culminate in inappropriate punishment (e.g., a parent hitting a one-year-old for soiling his pants). Other parents may become frustrated with not knowing how to manage a child's behavior and may lash out at the child. Still others may have attitudes that devalue children or view them as property.

Caretaker age may be a risk factor for some forms of child abuse, although research findings are inconsistent. Schumacher (2000). Asserted that some studies of physical abuse, in particular, have found that mothers who were younger at the birth of their child exhibited higher rates of child abuse than did older mothers. He also noted that other contributing factors, such as lower economic status, lack of social support, and high stress levels may influence the link between younger childbirth particularly teenage parenthood and child abuse.

2. Family Factors

Specific life situations of some families such as marital conflict, domestic violence, single parenthood, unemployment, financial stress, and social isolation may increase the likelihood of child abuse. While these factors by themselves may not cause child abuse, but they frequently contribute to negative patterns of family functioning. Children living with single parents may be at higher risk of experiencing physical, sexual abuse and neglect than children living with their two biological parents. Sedlak (2010). Single parent households are substantially more likely to have incomes below the poverty line. (Lower income), the increased stress associated with the sole burden of family responsibilities, and fewer supports are thought to contribute to the risk of single parents abusing their children. The rate of child abuse in single parent households is 27.3 children per 1,000, which is nearly twice the rate of child abuse in two parent households (15.5 children per 1,000). An analysis of child abuse cases in a nationally representative sample of (42) counties found that children from single parent families are more likely to be victims of physical and sexual abuse than children who live with both biological parents. Compared to their peers living with both parents, children in single parent homes had:- 77 percent greater risk of being physically abused:- 87 percent greater risk of being harmed by physical neglect:- 165 percent greater risk of experiencing notable physical neglect:- 74 percent greater risk of suffering from emotional neglect:- 80 percent greater risk of suffering serious injury as a result of abuse:- 120 percent greater risk of experiencing some type of maltreatment overall. A national survey of nearly 1,000 parents found that 7.4 percent of children who lived with one parent had been sexually abused, compared to only 4.2 percent of children who lived with both biological parents. Using data from 1,000 students tracked from seventh or eighth grade in 1988 through high school in 1992, researchers determined that only 3.2 percent of the boys and girls who were raised with both biological parents had a history of child abuse. However, a full 18.6 percent of

those in other family situations had been abused. A study of 156 victims of child sexual abuse found that the majority of the children came from disrupted or single-parent homes; only 31 percent of the children lived with both biological parents. Although stepfamilies make up only about 10 percent of all families, 27 percent of the abused children in this study lived with either a stepfather or the mother's boyfriend. (National Research Council, 1993).

Children in violent homes may witness parental violence, may be victims of physical abuse themselves, and may be neglected by parents who are focused on their partners or unresponsive to their children due to their own fears. Edelson (2013). A child who witnesses parental violence is at risk for also being abused, but, even if the child is not abused, he or she may experience harmful emotional consequences from witnessing the parental violence. (Margolin 2011).

Stress is also thought to play a significant role in family functioning, although its exact relationship with child abuse is not fully understood. Whipple (1991). Asserted that Physical abuse has been associated with stressful life events, parenting stress, and emotional distress. Similarly, some studies have found that neglectful families report more day-to-day stress than non-neglectful families. Williamson (2014). Noted that, It is not clear, however, whether maltreating parents actually experience more life stress or, rather, perceive more events and life experiences as being stressful.⁵⁶ In addition, specific stressful situations (e.g., losing a job, physical illness, marital problems, or the death of a family member) may exacerbate certain characteristics of the family members affected, such as hostility, anxiety, or depression, and that may also aggravate the level of family conflict and maltreatment. (Milner 2000).

Families involved in child abuse seldom recognize or reward their child's positive behaviors, while having strong responses to their child's negative behaviors. Rycus, & Hughes (2014). abusive parents have been found to be less supportive, affectionate, playful, and responsive with

their children than parents who do not abuse their children. Garbarino (2004). Researches on abusive parents, particularly physically abusive mothers, found that these parents were more likely to use harsh discipline strategies (e.g., hitting, prolonged isolation) and verbal aggression and less likely to use positive parenting strategies (e.g., using time outs, reasoning, recognizing and encouraging the child's successes).

3. Child Factors

Children are not responsible for being victims of abuse. Certain factors, however, can make some children more vulnerable to abuse behavior. The child's age and physical, mental, emotional, and social development may increase the child's vulnerability to abuse, depending on the interactions of these characteristics with the parental factors previously discussed. The relationship between a child's age and abuse is not clear cut and may differ by type of abuse. In 2000, for example, the rate of documented abuse was highest for children between birth and 3 years of age (15.7 victims per 1,000 children of this age in the population) and declined as age increased. Finkelho (2009). Stated that The inverse relationship between age and abuse is particularly strong for neglect, but not as evident for other types of abuse (physical, emotional, or sexual abuse). Infants and young children, due to their small physical size, early developmental status, and need for constant care, can be particularly vulnerable to child abuse. Very young children are more likely to experience certain forms of child abuse, such as shaken baby syndrome and nonorganic failure to thrive. Teenagers, on the other hand, are at greater risk for sexual abuse. (Crosse 2013).

Children with physical, cognitive, and emotional disabilities appear to experience higher rates of abuse than do other children. Ammerman (1996). A national study, completed in 1993, found that children with disabilities were 1.7 times more likely to be maltreated than children without

disabilities. Sobsey (2010). To date, the full degree to which disabilities precede or are a result of abuse is unclear. In general, children who are perceived by their parents as “different” or who have special needs including children with disabilities, as well as children with chronic illnesses or children with difficult temperaments may be at greater risk of being abuse. Steinberg (2011). The demands of caring for these children may overwhelm their parents. Disruptions may occur in the bonding or attachment processes, particularly if children are unresponsive to affection or if children are separated by frequent hospitalizations. Smith & Heyman (2001). Stated that Children with disabilities also may be vulnerable to repeated abuse because they may not understand that the abusive behaviors are inappropriate, and they may be unable to escape or defend themselves in abusive situations. Vissing (1991). Pointed out that some researchers and advocates have suggested that some societal attitudes, practices, and beliefs that devalue and depersonalize children with disabilities sanction abusive behavior and contribute to their higher risk of abuse. For instance, there may be greater tolerance of a caregiver verbally berating or physically responding to a disabled child’s inability to accomplish a task or act in an expected way than there would be if similar behavior was directed at a normally able child.

While some studies suggest that infants born prematurely or with low birth-weight may be at increased risk for abuse, other studies do not. The relationship between low birth-weight and abuse may be attributable to higher maternal stress heightened by high caregiver demands, but it also may be related to poor parental education about low birth-weight, lack of accessible prenatal care, and other factors, such as substance abuse or domestic violence. Zuravin (2005). Child factors such as aggression, attention deficits, difficult temperaments, and behavior problems or the parental perceptions of such problems have been associated with increased risk for all types of child abuse. He stress that these factors may contribute indirectly to child maltreatment when

interacting with certain parental characteristics, such as poor coping skills, poor ability to empathize with the child, or difficulty controlling emotions. In addition, these same child characteristics may be reinforced by the child abuse (e.g., a physically abused child may develop aggressive behaviors that elicit harsh reactions from others) and create conditions that can lead to recurring maltreatment.

4. Environmental Factors

Environmental factors are often found in combination with parent, family, and child factors, as highlighted above on this topic. Environmental factors include poverty, unemployment, social isolation, and community characteristics. It is important to reiterate that most parents or caregivers who live in these types of environments are not abusive. Poverty and unemployment show strong associations with child abuse, particularly neglect. Paradise (1994); stated that the children from families with annual incomes below \$15,000 in 1993 were more than 22 times more likely to be harmed by child abuse and neglect as compared to children from families with annual incomes above \$30,000. He also noted that, it is important to underscore that most poor people do not abuse their children. However, poverty, particularly when interacting with other risk factors such as depression, substance abuse, and social isolation can increase the likelihood of child abuse. Some studies indicate that compared to other parents, parents who abuse their children report experiencing greater isolation, more loneliness, and less social support. Drake & Pandy (2001). Social isolation may contribute to child abuse because parents have less material and emotional support, do not have positive parenting role models, and feel less pressure to conform to conventional standards of parenting behaviors. Broadhurst (2010). Noted that It is not clear, however, whether social isolation in some cases precedes and serves as a contributing factor to child abuse or whether it is a consequence of the behavioral dynamics of abuse.

Children living in dangerous neighborhoods have been found to be at higher risk than children from safer neighborhoods for severe neglect and physical abuse, as well as child sexual victimization. Needham (2007). Said that some risk may be associated with the poverty found in dangerous neighborhoods, however, concerns remain that violence may seem an acceptable response or behavior to individuals who witness it more frequently. Societal attitudes and the promotion of violence in cultural norms and the media have been suggested as risk factors for physical abuse. Jones (1990). In addition, while the research is controversial, some studies show a positive relationship between televised violence and aggressive behaviors, particularly for individuals who watch substantial amounts of television.

2.5 Effect of Child Abuse on School-age Children

The effects of child abuse in Nigeria like other third world nations are devastating and outrageous. It is a social problem that afflicts all societies. From medical angle, it causes physical damage and injuries. Daudu (2008) believed that the effects may be emotional, physical, psychological as well as social; it could result in the loss of self esteem and personality disorder on the child. A child may also have constant strong feeling of guilt and rejection.

Children who have a history of neglect or physical abuse are at risk of developing *psychiatric problems* of a disorganized attachment style. Solomon (1999) further said that disorganized attachment is associated with a number of developmental problems including dissociative symptoms as well as anxiety, depressive and acting out symptoms. Victims of childhood abuse, it is also claimed to suffer from different types of physical health problems later in life. Some reportedly suffer from chronic head, abdominal, pelvic or muscular pain with no identifiable reason. (Takele, 1996).

Lyons–Ruth (1996) states that children who are physically abused are likely to receive bone fractures, particularly rib fractures and may have a higher risk of developing cancer. He further said that children who experience child abuse and neglect are 59% more likely to be arrested as juveniles, 28% more likely to be arrested as adults and 30% more likely to commit violent crime. The immediate physical effects of abuse or neglect can be relatively minor (bruises or cuts) or severe (broken bones, hemorrhage or even death). In some cases the physical effects are temporary; however, the pain and suffering they cause a child should not be discounted. Unfortunately, the effects of child abuse last a life time. Psychologist conducted a study in the United State (U.S) in (2010) have proven the negative effects of child abuse are more than skin deep, and can have permanent physical, intellectual and psychological consequences throughout adolescence and adulthood.

Douglas (2005) remarked that child abuse fatality occurs when a child’s death is the result of abuse or neglect or when abuse and neglect are contributing factors to a child’s death. A number of policies and programs have been put in place in the U.S. to better understand and to prevent child abuse fatalities such as safe-haven laws, child fatality review teams, shaken baby syndrome and child abuse death laws which mandate harsher sentencing for taking the life of a child.

The effects of sexual child abuse may include fear, anxiety, depression, anger, hostility, inappropriate sexual behavior, poor self-esteem, substance abuse and difficulty with close relationships. A typical instance of such phenomena of sexual abuse in young children is the cause of those hawking for their parents, especially small girls, who usually fall easy victim to adult just for a token gift.

Carlson (2010) stated that emotional abuse causes some of the most significant long term psychological damage. People who suffer emotional abuse, also known as psychological maltreatment, are forever altered in their ability to create stable emotional, psychological and/or social development. The effect of emotional abuse may include insecurity, poor self-esteem, destructive behavior, withdrawal, poor development of basic skills, alcohol or drug abuse, suicide, difficulty forming relationships and instability in holding a job.

The consequences of child abuse can be profound and may endure long after the abuse or neglect occurs. The effects can appear in childhood, adolescence, or adulthood, and may affect various aspects of an individual's development (e.g., physical, cognitive, psychological, and behavioral). These effects range in consequence from minor physical injuries, low self-esteem, attention disorders, and poor peer relations to severe brain damage, extremely violent behavior, and death. (National Research Council. 1993).

- Health and physical effects
- Intellectual and cognitive development
- Emotional, psychological, and behavioral consequences

While abuse children have a higher risk of certain problems, it cannot be concluded that any given consequence will always occur. Not all children who have been maltreated will suffer severe consequences. A number of factors may influence the effects of abuse, including the child's age and developmental status at the time of the abuse, as well as the type, the frequency, the duration, and the severity of the abuse and co-occurring problems. (Gelles, 2010).

Health and physical effects can include the immediate effects of bruises, burns, lacerations, and broken bones and also longer-term effects of brain damage, hemorrhages, and permanent disabilities. Negative effects on physical development can result from physical trauma (e.g., blows to the head or body, violent shaking, scalding with hot water, or asphyxiation). Infants and young children are particularly vulnerable to the physical effects of child abuse. Shaking an infant may result in bruising, bleeding, and swelling in the brain. The health consequences of “shaken baby syndrome” can range from vomiting or irritability to more severe effects, such as concussions, respiratory distress, seizures, and death. Conway (2008). Stated that other possible consequences include partial loss of vision or blindness, learning disabilities, mental retardation, and cerebral palsy, or paralysis. He also said that Infants who have been neglected and malnourished may experience a condition known as “nonorganic failure to thrive.” With this condition, the child’s weight, height, and motor development fall significantly below age-appropriate ranges with no medical or organic cause. The death of the child is the end result in extreme cases. Nonorganic failure to thrive can result in continued growth retardation as well as cognitive and psychological problems. (Wallace 2009).

Even with treatment, the long-term consequences can include continued growth problems, diminished cognitive abilities, retardation, and socio-emotional deficits such as poor impulse control. Effects on Brain Development Over the last decade, researchers have enhanced the field’s understanding of the adverse effects of abuse on early brain development. An abused infant or young child, for example, may not be exposed to stimuli that would activate important regions of the brain and strengthen cognitive pathways. Consequently, the connections among neurons in these inactivated regions can literally wither away, hampering the individual’s later functioning. If the regions responsible for emotional regulation are not activated, the child may

have trouble controlling his or her emotions and behaving or interacting appropriately (e.g., impulsive behavior, difficulties in social interactions, or a lack of empathy). (Greenough, 2013).

Child abuse may affect an individual's health in a number of direct and indirect ways. Victims of sexual abuse, for example, may become infected with sexually transmitted diseases including syphilis and human immunodeficiency virus (HIV). Studies have found that women who had experienced sexual abuse were more likely to experience ongoing health problems such as chronic pelvic pain and other gynecologic problems, gastrointestinal problems, headaches, and obesity. Moeller, (2012). Adults who were abused as children show higher levels of many health problems not typically associated with abuse and neglect—heart disease, cancer, chronic lung disease, and liver disease. The link between child abuse and these diseases may be depression, which can influence the immune system and may lead to higher risk behaviors such as smoking, alcohol and drug use, and overeating. (Felitti, et al. 2012).

Current research differs on findings related to the consequences of maltreatment on cognitive development, verbal abilities, and problem-solving skills. Some studies find evidence of lowered intellectual and cognitive functioning in abused children as compared to children who had not been abused, Perry, (2011). All types of abuse, physical abuse, sexual abuse, neglect, and psychological or emotional abuse can affect a child's emotional and psychological well-being and lead to behavioral problems. These consequences may appear immediately after the abuse or years later. There is no single set of behaviors that is characteristic of all children who have been abused and neglected; the presence of emotional and psychological problems among many abused children is well documented. Clinicians and researchers report behaviors that range from passive and withdrawn to active and aggressive. Egeland, (2005). Physically and sexually abused children often exhibit both internalizing and externalizing problems. Trickett, (2008). Observed

that, Emotional and psychosocial problems identified among individuals who were abused as children include: Low self-esteem, depression and anxiety, post-traumatic stress disorder (PTSD), attachment difficulties, eating disorders, poor peer relations, Self-injurious behavior (e.g., suicide attempts).

Abused children who developed insecure attachments to caregivers may become more mistrustful of others and less ready to learn from adults. They also may experience difficulties in understanding the emotions of others, regulating their own emotions, and in forming and maintaining relationships with peers. Morrison, (2010). View that violence, Substance Abuse, and Other Problem Behaviors Individuals victimized by child abuse are more likely than people who were not abused to engage in juvenile delinquency, adult criminality, and violent behavior. Widom, (1992). Stated that a study sponsored by the National Institute of Justice followed cases from childhood through adulthood and compared arrest records of a group of substantiated cases of child abuse with a comparison group composed of individuals who were not officially recorded as abused. While most members of both groups had no juvenile or adult criminal records, being abused or neglected as a child increased the likelihood of arrest as a juvenile by 53 percent and as a young adult by 38 percent. Allen, (2010). View that it must be underscored, however, that while the risk is higher, most abused and neglected children will not become delinquent, experience adolescent problem behaviors, or become involved in violent crime.

2.6 Child abuse and Social Behaviour

A child social behaviour encompasses all the aspect of human growth from birth to adolescence. These include the progressive elaboration of the child's intellectual skills, personality development, stage by stage, development of the body and socialization, by which children adjust to society and its demands. Generally, some psychologist has advocated that children develop within a social matrix. Hence, the nature of the matrix influences what he learns and how he/she feels about it even though the process by which learning take place may be the same in all societies. Stevenson (2001) noted that children grow up and socialized through their peers. Stevenson added that the influence of peer groups in relation to child abuse during their daily routine on hawking, begging, and domestic work has resulted into deviant behaviour that are against the social norms, moral and values of the society. Apart from stealing that is noticeable among homeless children, some imitates bad behaviors like smoking, drinking and sexual immorality, due to disposition and neglect. Street children have an exceptionally harsh and hazardous way of life during their social interaction with ill-treated peers

Prior to the child social behavioour, the primary context for the care of young children is the home. However, the high cost and poor service of public health services and unhealthy environmental conditions including over-crowding, inadequate access to portable water, sanitation facilities, refuse collection and pollution, particularly in the towns and cities have negative impact on the child's social behaviour into a fasting society where anti-social behaviour are commonly exhibited among teenagers and young children; who are of school age. (Leventhal 2005).

Donli (1988) noted that parents may also hinder the development of their child by giving the child too much attention and love than is necessary for his healthy development. These smother loves prevent the child from assuming his own responsibilities and sometimes hinder social

development of the child in subtle ways. Donli also added that some parents fail to join their children in constructive pursuits especially among rich parents. Donli further stated that obnoxious culture/ignorance of the society are also source of child abuse, child neglect and exploitation of children. Some cultures do not take seriously to the training of their male children to schools, rather they are sent to the farm to train as farmers or to engage in other forms of trade. Adesina (1988) pointed out that a visit to primary schools in the rural areas during the rainy season would give one the impression that the schools were on vacation. Many children stayed away from schools to serve as farm hands on their parents' farms. Some offered cheap labour on the farm for money to meet their basic needs. These made the children stayed away from school for one term and later return to continue with their education.

2.7 Socio-Economic Status of Families and Child Abuse

Socio-economic status (SES) is an economic and sociological combined total measures of person's work experience and of an individual family's economics and social position relative to others, based on income, education and occupation. Socio-economic status is typically into three categories high SES, middle SES and low SES. When placing a family or individual into one of these categories any or all of the three variables i.e. income, education and occupation can be assessed. The economic status of a person is dictated by how rich or poor a person is. A rich man is regarded as belonging to the higher economic status, while the poor were regarded as belonging to lower economic status. It determines ones attitude to things, how he interacts in the society, and the taste he has. Income is a commonly used measure of socio-economic status, because it is relatively easy to figure out for most individuals. Anyakoha (2008) defined income of a family as a flow of commodities and services including money available to the family, for the satisfaction of family's needs and wants over a given period of time. Money income is the

purchasing or buying power that a family has at a given period of time. Osigwe (2000) view economic status as how one is place in the society, rich, poor, or otherwise.

Fontana (2006) stated that in every society there are different classes of people and this is largely based on their economic and social status. There are three main family types; the upper class, the middle class and the lower class or poor class. The upper class would afford to provide for their children to the excess while the middle class can moderately afford for their children and the low class could not afford to provide the basic needs of their children. Akinade (1999) remarked that child abuse is indispensable to the survival of many rural poor families. The family is the basic unit of any society. A society is made up of many families, thus the welfare of any nation depends on that of each individual families there in. The family is often composed of a man, his wife and their children. Okeke (2009) stated that, a family consists of a group of people who live together and are united by ties of marriage, blood or adoption. When it comes to child labour involvement, lower class children are more likely to be involved than middle class, and children in rural areas spend more time working than those in urban areas. Bassey (1999) stated that upper class parents usually help their children progress in schools. The relatively intellectual atmosphere of higher class home, complements the formal education of the school. The situation for school-age children from lower class families was frequently the opposite. The parents usually have so many social and economic problems of their own that they wanted to solve, they often did not know how. The low social level and absence of intellectual interest in the usual low-class home have a negative day to day effect on the educational development of its children.

Efajeme (2001) opined that the majority of parents in the low-income group sent their children as maid to hawk their goods in order to augment the family spending power. United Nation Children's Emergency Fund UNICEF (2001) stated that the parents of scavenging children were

among the poorest of the urban poor, residing in the most squalid slums or even living on the street. Single parents were not detached from punishing children through child labour that helped in sustaining their life. Those women, who did not cope to satisfy their needs, use their children as part of food providers. Many people wonder why poverty is linked to child abuse. Aluwaong (2007). Perceived poverty as a condition of being poor, unproductiveness, it is about men, women and children undergoing unimaginable hardships which stop them from achieving their goals and fulfilling their basic human rights.

The well placed parents who have sufficient income will not send their children out to hawk, no matter their attitudes or the inclination of the child. Family economics problems including loss of parents have been identified as contributing factors to child abuse. Grant (1991) cited in Children Especially with Difficult Circumstances (CEDC), children from broken homes, victims of early marriages, orphans, foster children and abandoned children whose parents were not available to protect them are mostly highly engaged in child abuse.

2.8 Parenting Style and Child Abuse

Parenting is the activity of bringing up and looking after a child. A parenting style is a psychological construct representing standard strategies that parents use in child rearing. Most parents learn parenting practices from their parents. The disinclination of family values and roles in child-upbringing has resulted in breeding irresponsible children who now engaged in crimes and other anti-social behaviors. What are some reasons why parenting styles might vary? Some potential causes of these differences include culture, personality, family size, parental background, socioeconomic status, educational level, and religion, of course, the parenting styles of individual parents also combine to create a unique blend in each and every family. For

example, the mother may display an authoritative style while the father favors a more permissive approach. In order to create a cohesive approach to parenting, it is essential that parents learn to cooperate as they combine various elements of their unique parenting styles.

1. Authoritarian Parenting also called strict Parenting

This style of parenting, children are expected to follow the strict rules established by the parents. Blair, Jones and Simpson (1975), maintained that authoritarian mothers set rules without consulting children and allow little or no autonomy, and use physical techniques for reinforcing discipline. Authoritarian parents make their children to follow their directives and to respect their work and efforts, failure to follow such rules usually result in punishment. Authoritarian parents fail to explain the reasoning behind their rules, if asked to explain, the parent might simply reply, because I said so. These parents have high demands but are not responsive to their children's demand. Gardner (1978) held the opinion that parents set up firm and narrow guidelines for behavior and seriously punishes non-compliance. It discourages self-expression and inclination toward independence and autonomy. Children raised in this manner were more likely to become delinquent, and emotionally distressed. Outwardly, such children could be submissive, while they are really frustrated and resentful. The children may have less social competence because the parent generally tells the child what to do, instead of allowing the child to choose by himself.

2. Authoritative Parenting also called Assertive or Democratic Parenting

This style of parenting is demanding and responsive. Authoritative or democratic parenting is characterized by a child-centered approach that holds high expectations of maturity. This type of parenting encourages children to be independent but still places control and limits on their actions. Douvan and Adelson (2000) in Blair, Jones and Simpson (1975) reported that democratic parents allow much autonomy, with the child being a part of important decisions

affecting him. The authors observed that, this social atmosphere produced children who were usually self-reliant, poised and effective, free with parents, but maintained warm relationship with one another. Gardner (2004) referred to this style of parenting with some degree of comfort. While reviewing earlier studies done between the late 1950s and early 1970s he reported the consensus among psychologists that the outcomes of this upbringing style produced children that are interestingly lively, obedient, and polite generally conforming. An authoritative or democratic parenting style mainly results when there is high parental responsiveness and high parental demands. Children resulting from this style of parenting are more independent and self-reliant. This style of parenting is most recommended by child-rearing experts. Ozdoemelan and Okafor (2004) maintained that a democratic child-up bringing technique enhanced confidence in children, and encouraged their participation in decision making where cooperation, commitment to duty and consideration for the feelings and rights of others become the order of the day.

3. Indulgent, Permissive or Lenient Parenting

Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them. Gardner (1978), in Olson and Defrain (2000) noted that the degree of flexibility could approach the maximum fringes as to become chaotic in some extreme cases. Parents are nurturing and accepting, and are very responsive to the child's needs and wishes. Indulgent parents are generally nurturing and communicative with their children, often taking on a status of a friend more than that of a parent.

Children of indulgent parents may tend to be more impulsive and as adolescents, may engage more in misconduct and in drug use. It may create a spoiled brats or spoiled sweet children depending on their socio-economic background. The main problem with this style of parenting was the tendency of the child getting out of control where children no longer have regards for

their parents. But in the better cases they are emotionally secure, independent and are willing to learn and accept defect. They mature quickly and are able to live life without the help of someone else.

4. Neglectful, Uninvolved or Dismissive Parenting

The parents are low in warmth and control, are generally not involved in their child's life, are undemanding, low in responsiveness and do not set limits. Blair Jones and Simpson (1975) wrote that children who came from homes in which they were neither loved or valued by parents were considered neglects or abuse children. They further maintained that such treatment from parents threatened the child's need for affection and security where children felt helpless and withdrawn. Neglecting parenting can also mean dismissing the child's emotions and opinions. Parents are emotionally unsupportive of their children, but will still provide their basic needs. In extreme cases, these parents may even reject or neglect the needs of their children due to financial stresses or addiction to harmful substances. Many children of this parenting style often attempt to provide for themselves. They had difficulty in forming genuine attachment for anyone. Lovell (1976) observed that mother's rejection, neglect or repression was associated with later aggressiveness, delinquent and inhibited behavior in children.

2.9 Review of Empirical Studies

Alamu (2001) worked on child abuse in Nigeria: the case study of groundnut hawkers in Samara Zaria Kaduna state. The objective of the study was to examine the validity of child abuse in the form of child labour exploitation. The area of the study was divided into three (3) zones. Survey research method and observation was used. Questionnaire were used to collect relevant data from any passing-by groundnut hawking child who was willing to cooperate and be

interviewed. 30 groundnut hawking children were interviewed at each zone. The data collected were analyzed using frequency and percentage.

The finding from the study shows that most of the children hawking groundnut were sent by somebody usually their mothers who were in “kulle” (purdah). According to the respondents, groundnut hawking enables them to help their mothers accumulate their dowry. The study also revealed that most of the children who hawked on the streets were children of the underprivileged and low-income earners. The finding also show that none of the girls openly admits that she has been sexually abused while hawking however, most of them agreed that they met their husband-to-be while hawking.

The present study is related to this study, because the researcher examines child abuse in the form of child labour exploitation. Furthermore, questionnaire and oral interview was used to collect relevant data; also this study will used the same instrument in collecting relevant data. However the study did not give the population and sample size of the study. But this study have sample size and population of the study area.

Okorodudu and Ossai (2006) carried out a research on causes, consequences and measures for remediation of child abuse in Nigeria. The objective of the study was to determine the causes of child abuse among children and also to identify the consequences of child abuse in Nigeria. A random sampling of 164 subjects was drawn from various locations in Delta state. Questionnaire which centered on the causes, consequences and remediation measure of child abuse in Nigeria was used for the study. Data collected was analyzed using frequencies, percentage and correlation coefficient.

The findings of the study revealed that broken homes and hostile home environment leaves lasting scars on the lives of children. Children, who are mostly abused, are those children who are not living with both their parents, because such parent favors their own children most. The researcher observed that children are 100 times more often abused by non-biological parents than by a biological parent. The study also found out that, rape, educational deprivations, truancy, cultism, violence and stealing behaviours were ranked as the top-most consequences of child abuse in Nigeria. the study only focus on the child abuse in broken Homes, so the generalization of this study will be difficult to determine other abuses in children that stays with their parents.

The present study is related to this research work because the research examines the causes and effect of child abuse in Nigeria. Also the researcher used random sampling to select the respondent from different location; this study will also use random sampling technique to select respondents from the target population. The study also has wider view on child abuse in different perspective like engaging children into begging, hawking and domestic house helpers.

Okonkwo (1997) worked on “The impact of hawking on child education in pakshin Local Government Area in Plateau State. The objective of the study was to establish the prevalence of hawking among children, its causes and implication and educational implication on children. Survey method and observation was used. The population of the study was made up of seventeen communities in pakshin local government Area of plateau State. Questionnaire was used as an instrument to collect relevant data. The data collected were analyzed using chi-square and means.

The result of the study showed that children engaged in hawking before and after school hours have no time to rest or do their homework at home. He interviewed some children and found out

that family economic problems including being orphaned have been identified as contributing factors to child abuse. Child abuse has negative effect on the life of the child, because they usually looked aggressive and stubborn. The finding in the study revealed that children who are sexually abused frequently appeared to have low self-esteem and self-confidence. Unless these children receive adequate treatment, they will not develop the social, psychological, intellectual and emotional skills needed to be healthy, happy, and productive members of our society. The study also revealed that parents in the area of study exploited their children through hawking, scavenging, begging and child labor. The study also showed that children develop some psychological behavior in which the consequences of that behavior are disturbing for the individual or society.

The present study and this study considered child abuse has negative effect on the life of the child, because they usually looked aggressive and stubborn. Furthermore children who are sexually abused frequently appeared to have low-self-esteem and self-confidence.

Another research study carried out by Shumba (2011) was on child abuse among children with disabilities in United State (U.S). The objectives was to determine the form of child abuse perpetrated on children with disabilities; the extent of child abuse; and the causes of child abuse of children with disabilities. A questionnaire of child abuse was adopted 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 out 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 vulnerable to child abuse in their schools. The findings revealed that serious consequences occur when young children are maltreated, including their developmental issues. It was further revealed that neglected children in Foster and adoptive populations manifest different emotional and behavioral reactions to regain lost or secure relationships and are frequently reported to have disorganized attachments and a need to control their environment. The limitation of this study is only the children with disabilities which leaves other children that are not handicapped apart even though they are abuse in one way or the other.

Research was carried out by Ishaya and Yohanna (2003) on Child Abuse and its educational implication in marghi community in Askira local government area, Borno state. The objectives of the study were to establish whether child labour has reached an alarming state in marghi community. A random sample of 10 communities out of seventeen (17) communities units of uba emirate council formed the sample of the study. The study was a survey research, the researcher visit these communities units under study to collect data. Questionnaires were administered to 60 householders who were randomly selected. Percentages and t-test were used to analyze the data collected.

The findings indicated that poverty was a major factor which contributes to child abuse in marghi community. The respondents agreed that the level of education of parents were a factor influencing child abuse. Most poorly educated and illiterate parents involved their children in child abuse. This could be as a result of their poor financial position which hindered their inability to provide adequate school materials for their children. The findings also reveal that abused children tend to show difficulty in enjoying themselves, they show withdrawal, oppositional behavior and learning difficulties at schools.

This study has the same focus with the present study; it considered poverty as a main cause of child abuse in Nigeria. Also it revealed that abused children tend to show difficulty in enjoying themselves. Both the researchers used survey method in conducting the research work also percentages and t-test were used to analyze the data.

Another research study was carry out by Asogwa (2004). Was on parental perception of abuse and its incidences in Nsukka zone in Enugu State. The objective of the study was to find out parental perception of child abuse in Nsukka. Data were obtained from 270 parents randomly through simple random techniques. Percentages and means were used to answer the research questions respectively. The t-test was used to test the hypotheses of non significant different between level of independent variables.

The results obtain from the study showed that child abuse existed in the location of the study. Also the result of the study revealed that parents in the area of study abuse their children through hawking, domestic house help and bus conductors.

2.10 Summary

In pre-colonial days communities were closely knitted and every member within the community was his brother's keeper. In such environment, the task of caring and upbringing of a child was not only that of the parents but that of the entire community at large. The literatures reviewed shows that the type of abuse children are subjected to these days within the same African community is unheard of. It is however regrettable that this sense of communal responsibility is the first casualty of urbanization. Yet all forms of child abuse are said to be punitive measures of stopping the child from some of his bad habits or misbehaviors'. Child abuse is any act intended or mistaken which is carried out and is capable of affecting a child's all round development

socially, physically, intellectually or otherwise, these acts range from constant use of insulting language, frowning or eying to rebuke a child, improper feeding and starvation, depriving the child of clothing beating in such a manner as to inflict pains and body injuries. Unless these children receive adequate treatment, they will not develop the social, psychological, intellectual and emotional skills needed to be happy, healthy and productive members of our society.

The study also revealed that the main causes of child abuse is poverty, is an issue that more and more of our nation's children are coming face to face with; the price that children from low-income families must pay is unbelievably high. The increased prevalence of maltreatment among poor families may be due to the stress of poverty itself, as it places greater pressure on parents to cope with the daily challenges of raising their children. After learning about the impact of parenting styles on child development, you may wonder why all parents simply don't utilize an authoritative parenting style. After all, this parenting style is the most likely to produce happy, confident, and capable children. Social development can actually impact many of the other forms of development a child experiences. A child's ability to interact in a healthy way with people around him can impact everything from learning new words as a toddler, to being able to resist peer pressure as a high school student, to successfully navigating the challenges of adulthood. A school-age child realizes that a peer group member is like himself, he has sense of equality and belonging and as such, he can not deviate from his peer group, they put on various behavior that are good and bad, it is therefore left to the parent and teachers to help them get out from bad behavior exhibited by children both from home and school.

Most of the empirical studies on child abuse focus on one area of child abuse and the other such as hawking, begging, child labour, domestic house help, children with disabilities and children in the broken homes, thereby make their research narrow. The present study filled the gap by

covering all major areas of child abuse which include: types of child abuse, child social behavior and abuse, factor contributing to child abuse and Parenting style that lead to child abuse, to give broader knowledge on child abuse and how it affects children social behaviour.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter explains the research design and methodology for data collection and analysis. The study assessed the correlation between child abuse and social behaviour of school age children from low-income families in Kaduna and Kano states. This chapter was discussed under the following sub-headings:

3.1. Research Design.

3.2. Population of the Study.

3.3. Sample Size and Sampling Procedure.

3.4. Instrument for Data Collection.

3.4.1. Validation of the Instrument.

3.4.2. Pilot Study.

3.4.3. Reliability of the Instrument.

3.5. Procedures for Data Collection.

3.6. Procedures for Data Analysis.

3.1. Research Design

A survey research design was used for the study. This method was considered appropriate, because it provides modality for obtaining information from a sample size and generalizing the findings obtained to the entire population. The use of the survey method has been attested to by Asika (2001) and Osuala (2001) as being a useful means of obtaining data which are derived from questionnaire and interview, and attempt to document current condition to describe what exists at the moment. Also survey method is suitable for studies where the population is scattered over a wide area. This is considered appropriate for this study, since data has to be collected from children and parents who are spread all over Kaduna and Kano states.

3.2. Population of the Study

The population of this study comprises the school-age pupils in public primary school with their parents in Kaduna and Kano states. According to School census report (2014) in Kaduna and

Kano States the population of parents was thirty five thousand two hundred and nine (35,209) and school age children was three million thirty five thousand five hundred and twenty five (3,35525). There are three thousand seven hundred and seventy (3,770) public Primary Schools in Kaduna and Kano States, Nigeria. The breakdown of the population for the study was given in Appendix v and vi. In page 127-128.

Table 3.1 Population of the Study

States	No. of Schools	No. of Pupils	No. of Parents
Kaduna	1,115	1, 32614	11, 070
Kano	2,655	202, 911	24, 139
Total	3, 770	3, 35525	35, 209

Kaduna and Kano State School Census report, (2014)

3.3. Sample Size and Sampling Procedure

Multi-stage sampling technique was used to select the sample of the study. First stage, the purposive sampling procedure was used to select the local government area for the study, out of sixty six (66) local government areas in Kaduna and Kano state, seven (7) were choosing for the study, which include Giwa, Jema'a and Kudan in Kaduna State and Dala, Bichi, Bebeji and Wudil in Kano state. Second stage, a stratified random technique was adopted to select the public primary schools. In this method the schools were divided in to three (3) zones, the northern, southern and central senatorial districts of Kaduna and Kano State. Twenty two (22) public primary schools were selected in a population of four hundred and thirty one (431) schools, in the seven (7) selected local governments of Kaduna and Kano States. The population of the Schools selected in each of the state capital stood at 207 and 224. Therefore, the number of the schools selected was 10 and 11 for Kaduna and Kano states respectively. Third stage is to choose the appropriate respondents for sample size of the study. Proportional sampling technique was used to select the sample size of the study. The sample size of the study was proportionately distributed across the seven local governments used for the study which amounted to 183 and 205 for Kaduna and Kano states. A total of three hundred and eighty eight (388) respondents

were randomly selected, comprising of two hundred and ninety two (292) children and ninety six (96) parents. A Sample size of 388 or 5% of the sample frame of 7762 was used. This was base on the recommendation of Ali, (2006) in Ezugwu (2008) that “for a population of 5000 and above 2-5% of the population suffices as sample”.

Table 3.2 Distribution of Sample Sizes of the Study

STATES	Population of Schools	Number of Schools	Population of Children	Sample size of Children	Population of Parents	Sample Size of Parents
Kaduna						
Giwa	57	3	1103	55	208	10
Jema'a	93	4	649	32	575	29
Kudan	57	3	1048	52	104	5
Kano						
Dala	63	3	931	47	190	10
Bichi	61	3	1090	55	321	16
Bebeji	53	3	520	26	160	8
Wudil	45	2	503	25	360	18
TOTAL	431	21	5844	292	1918	96

3.4. Instrument for Data Collection

The research instrument for this study was self developed questionnaire. The questionnaire is for primary school pupils and their parents. The instrument is divided into five sections. Section (A) was demographic information consisting of four (4) items. Section (B) is low socio-economic status of parent and child abuse, it consists of six (6) items. Section (C) covers child abuse and social behaviour of school-age children and it consist of seven (7) items. Section (D) is concerned with relationship of child abuse and gender of children; it consists of eight (8) items. Section (E) is concerned with parenting style and child abuse, it consist of nine (9) items. The

thirty four items for both children and parents' questionnaire were structure. They were placed on a 4 point rating scale of 'strongly agreed' (SA), 'Agreed' (A), 'Disagree' (D) and 'Strongly Disagree' (SD) and scored as follows: SA = 4, A = 3, D = 2, SD = 1.

3.4.1. Validation of the Instrument

The instruments were validated by three lecturers from the Department of Vocational and Technical Education, Ahmadu Bello University Zaria. They validated instruments were used for the study.

3.4.2. Pilot Test

The pilot study was conducted with the validated instruments to determine the reliability of the instruments in achieving the objectives of the study. A pilot study was conducted in Funtua local government area of Katsina State and Dutse local government area of Jigawa State. Twenty (20) copies of the questionnaire were administered to the children along with their parents. The States were not part of the study area, but the choice was influenced because it shares the same characteristics with the study area in the sense that, both areas has the same language, customs, religion, societal norms, dressing and Food habits. The filled copies of the questionnaire were returned within the stipulated period of one week with the help of the research assistants. The data collected were analyzed using descriptive and inferential statistics, in order to determine the consistency and reliability coefficient of the instrument.

3.4.3. Reliability of Instrument

The data collected from the pilot study was analyzed for reliability coefficient. The Guttman options of the split-half were used to determine the reliability of the instruments. The two instruments were divided into two halves of odd and even numbers. The spearman Correlation Rank Order of Brown prophecy formula was used to calculate reliability coefficient of 0.78 and 0.71 for the children and parents' instruments respectively. This reliability coefficient is high hence, the instrument was considered reliable in line with Nworgu (2006) who stated that a reliability coefficient of 0.6 and above is high and the instrument for which it is calculated is reliable and stable.

3.5. Procedure for Data Collection

The researcher made use of four (4) trained research assistants to administer the structure questionnaire. The study was conducted in the second term of 2014/2015 academic session, to the pupils in primary schools and their parent. Two hundred and ninety two (292) copies of structure questionnaire were administered to the children and ninety six (96) copies of structure questionnaire were also administered to parent respectively. The children randomly selected lead the researcher to their parents for data collection. Before administering of the questionnaire the researcher read the items with the help of the research assistants to make sure the respondents understand the items and to make sure the responses are not mere guesses. The exercise lasted for two weeks in all the States. The total of three hundred and eighty eight (388) questionnaires was distributed to the respondents that were used for analysis.

3.6. Procedure for Data Analysis

The data collected for this study were presented in Tables and subjected to various statistical analyses. Frequency and percentage were used to analyze the demographic data and research questions of the respondents. Pearson Product Moment correlation Coefficient (PPMC) was used to test the null hypotheses I, 2, 3 and 4 this was to determine the relationships between the variables of the study. The significance level for accepting or rejecting each hypothesis was at 0.05 level of significance.

Decision Rule: A mean of 2.50 and above was considered as agreed, while a mean score below 2.50 was considered disagreed. For HO, if the t-value is greater than the critical value, the HO was rejected, otherwise it was retained.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

The research study is correlation between child abuse and social behaviour of school-age children from low-income families in Kaduna and Kano State, Nigeria. Both children and their

parents formed the respondents in this study. The analysis of the data collected was done using Statistical Package for Social Sciences (SPSS) version 22 was used as statistical analysis software to generate the results of the analyses. Out of the 388 copies of questionnaire administered to public Primary School Pupils and their parents, a total of 377 copies were correctly filled and returned. This means that the analysis was based on the returned questionnaire.

The first section of this chapter presents the frequency and percentages of the bio-data variables analysis which include status of children’s respondents, gender, age, level of education and location, parents’ respondents, gender, age, educational qualification, occupation and marital status. The second section presents the answers to research questions using frequency, percentages, mean and standard errors. The third section presents and interprets the four null hypotheses structured along the research objectives by means of inferential statistical techniques of Person Product Moment Correlation sample statistics. All hypotheses were based on, 0.05 alpha level of significance. The chapter is organized under the following sub-headings:

- 4.1 Analyses of Bio-data
- 4.2 Answers to Research Questions
- 4.3 Testing of Null Hypotheses
- 4.4 Summary of Major Findings
- 4.5 Discussion of the Results

4.1 Analysis of Bio-data

Table 4. 1: Percentage Distribution of Children Respondent by Bio-data

Variables	Frequency	Percentage
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Gender		
Male	114	39.0
Female	178	61.0
Total	292	100
Age in years		
8-9years	13	4.5
10-11years	107	36.6
12-13years	172	58.9
Total	292	100
Level of Education		
Primary 4	14	4.8
Primary 5	126	43.2
Primary 6	152	52.0
Total	292	100
Location		
Kaduna		
Boys	52	41.6
Girls	73	58.4
Total	125	100
Kano		
Boys	71	42.5
Girls	96	57.5
Total	167	100

The table above showed that 178(61.0%) were female while 114(39.0%) of the participants were male. Hence, a larger percentage of the participants are female. From the results of the respondent by age in years show that, 172(58.9%) were between 12 -13 years while 107(36.6%)

of the respondents were between 10-11 year, 13(4.5%) were between 8-9years. Hence, a larger percentage of the respondents were between 12-13 years whose are mostly in Primary 6. From the table, the indication is that all the respondents were within the primary school age, which constituted the target of the study. From the results of level of education of the respondents, 152(52.0%), were between primary 6 while 126(43.2%) were between primary 5, while 14(4.8%) of the respondents in the level of education were in between primary 4. Hence, a larger percentage of the respondents were in primary 6. The distribution of respondents by location indicate that, 73(58.4%) respondents were girls in Kaduna state, 96(57.5%) were girls in Kano state, while 52(41.6%) were boys in Kaduna State, and 71(42.5%) were also boys in Kano State. Hence, a larger percentage of the participants were girls from Kano State.

Table 4.2: Percentage Distribution of Parents Respondent by Bio-data

Variables	frequency	Percentage
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Gender		
Male	24	28.2
Female	61	71.8
Total	85	100
Age in years		
20 - 25years	13	15.3
26 - 30years	19	22.4
31 - 40years	37	43.5
41 - above	16	18.8
Total	85	100
Educational qualification		
Non formal	42	49.4
Primary certificate	20	23.5
Secondary certificate	17	20.0
NCE/Diploma	6	7.0
Degree and above	0	0
Total	85	100
Occupation		
Civil servant	9	10.6
Trader	21	24.7
Farmer	37	43.5
Any other business	18	21.2
Total	85	100
Marital Status		
Married	58	68.2
Widow	18	21.2
Divorce/Separated	9	10.9
Total	85	100

The table above showed that 61(71.8%) were female, while 24(28.2%) of the participants were male. Hence, a larger percentage of the participants are female. From the results of the

respondent by age in years show that, 37(43.5%) were between 31 - 40 years while 19(22.4%) of the respondents were between 26 - 30year, 16(18.8%) were between 40 and above years and 13(15.3) were between 20 – 25years. Hence, a larger percentage of the respondents were between 31 - 40years. This result shows that majority of the parents respondents were within the age being adult. From the results of educational qualification of the respondents, 42(49.4%), were had non-formal education, while 20(23.5%) of the respondents have Primary School certificate, while 17(20.0%) of the respondents in the level of education have secondary certificate, this was followed by those with NCE/Diploma with 6(7.0%), no respondents with Degree certificate and above. Hence, a larger percentage of the respondents have no formal education. The distribution of respondents by occupation indicates that, 37(43.5%) respondents were Farmers, 21(24.7%) were Traders, while 18(21.2%) of the respondents where engage in one business and the other, and 9(10.6%) were civil servants whose are relatively small because of low level of education of the respondents. The result of marital status of the respondents revealed that 58(68.2%) of the respondents were married, while 18(21.2%) were widowed. Some relatively few numbers of the respondents were divorce/separated accounting for 9(10.9%). This shows that the larger percentages of the respondents were married.

4.2 Answers to Research Questions

The following research questions were answered

RQS 1: To what extent does the low socio-economic status of parent affect child abuse in Kaduna and Kano states?

To answer this research question, items 1-6 from the children questionnaire in appendix iii are presented in Table 4.3

Table 4.3: Children's Opinion on Low Socio-Economic Status of their Parent and Child Abuse

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Financial difficulties and stress make parent to abuse their children.	90 30.8%	120 41.1%	56 19.2%	26 8.9%	2.93	Agree
2.	Most low-income single parents often find it difficult to meet the financial needs of their children.	87 29.8%	180 61.6%	22 7.5%	3 1.0%	3.20	Agree
3.	Most low-income parents often engage their children in hawking to contribute to family income.	167 57.2%	95 32.5%	20 6.8%	10 3.4%	3.43	Agree
4.	Low-income children often lack proper feeding and good education.	178 61%	97 33.2%	14 4.8%	3 1.0%	3.54	Agree
5.	Unemployed parent involved their children as domestic house helpers to contribute to family income.	115 39.4%	90 30.8%	57 19.5%	30 10.3%	2.99	Agree
6.	Poverty is the main cause that makes parents to abuse their children.	85 29.1%	110 37.7%	55 18.8%	42 14.4%	2.88	Agree
N = 292							

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

The Table 4.3: shows the opinion of children on low socio-economic status of their parents and child abuse. The mean scores of 3.54 of the respondent agreed that, Low-income children often lack proper feeding and good education. The mean score on item 3 showed that most 3.43 of the respondents strongly agreed that most low-income parents often engage their children in

hawking to contribute to family income. Most low-income single parent often find it difficult to meet the financial needs of their children with the mean score of 3.20. In the same vein 2.93 of the respondents agreed that financial difficulties and stress make parents to abuse their children, while 2.99 mean scores of the respondents clearly showed that Unemployed parent involved their children as domestic house helpers to contribute to family income. Majority of the respondents with mean scores of 2.88 strongly agreed that poverty is the main cause that makes parents to abuse their children.

RQS 1: To what extent does the low socio-economic status of parent affect child abuse in Kaduna and Kano states?

To answer this research question, items 1-6 from the Parents questionnaire in appendix iv are presented in Table 4.4

Table 4.4: Parents' Opinion on their Low Socio-Economic Status and Child Abuse

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Financial difficulties and stress make parent to abuse their children.	28 32.9%	45 52.9%	10 11.8%	2 2.4%	3.18	Agree
2.	Most low-income single parents often find it difficult to meet the financial needs of their children.	15 17.6%	50 58.8%	11 12.9%	9 10.7%	3.83	Agree
3.	Most low-income parents often engage their children in hawking to contribute to family income.	60 70.6%	20 23.5%	5 5.9%	0 0%	3.64	Agree
4.	Low-income children often lack proper feeding and good education.	51 60%	20 23.5%	10 11.8%	4 4.7%	3.38	Agree
5.	Unemployed parent involved their children as domestic house helpers to contribute to family income.	49 55.3%	27 31.8%	8 9.4%	3 3.5%	3.48	Agree
6.	Poverty is the main cause that makes parents to abuse their children.	26 30.6%	40 47.1%	14 16.4%	5 5.9%	3.02	Agree
N = 85							

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

The Table 4.4: shows the opinion of parents on their low socio-economic status and child abuse. The mean scores of 3.64 of the respondent agreed that, most low-income parents often engage their children in hawking to contribute to family income. The mean scores of 3.48 of the respondents agreed that unemployed parent involved their children as domestic house helpers to

contribute to family income. Low-income children often lack proper feeding and good education as agreed by 3.38 of the respondents mean scores. In this hierarchy, 3.18 of the respondents mean scores agreed that financial difficulties and stress make parent to abuse their children. While 3.02 of the respondent's average mean scores agreed that poverty is the main cause that makes parents to abuse their children. On the other hand 2.83 of the respondents agreed that most low-income single parent often find it difficult to meet the financial needs of their children.

RQS 2: *what is the relationship between child abuse and social behavior of school-age children in Kaduna and Kano states?*

To answer this research question, items 1-7 from the children questionnaire in appendix iii are presented in Table 4.5

Table 4.5: Children's Opinion on Child Abuse and Social Behaviour

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Abused children are likely to have difficulties in forming relationship with peers.	85 29.1%	135 46.2%	51 17.5%	21 7.2%	2.97	Agree
2.	Abused children are often having low self-esteem.	92 31.5%	140 47.9%	47 16.1%	13 4.5%	3.06	Agree
3.	Abused children often find it difficult to express their feeling with their parents.	120 41.1%	134 45.9%	23 7.9%	15 5.1%	3.22	Agree
4.	Abused children often engage in juvenile delinquencies and truancy.	146 50%	112 38.4%	20 6.8%	14 4.8%	3.33	Agree
5.	Abused children are often engage in fighting and stealing.	172 58.9%	115 39.4%	5 1.7%	0 0%	3.57	Agree
6.	Abused children are often having aggressive behavior when relating with others.	79 27.1%	129 44.2%	67 22.9%	31 10.6%	2.97	Agree
7.	Abused children often don't share their things with their peers.	136 46.6%	78 26.7%	46 15.7%	32 11%	3.08	Agree
N = 292							

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

The Table 4.5: showed the children's opinion on Child abuse and social behaviour majority of the respondents mean scores of 3.57 agreed that abuse children are often engage in fighting and stealing. While 3.33 of the respondents agreed that abused children often engage in juvenile delinquencies and truancy. 3.22 of the respondents agreed that abused children often find it difficult to express their feeling with their parents. The mean scores of the children responses of 3.08 accepted the opinion that Broken home is a factor that contributes to child abuse. While 3.06 of the respondents agreed that abused children are often not emotionally stable. Items 1 and

6 with the same mean scores of 2.97 agreed that abused children are likely to have difficulties in forming relationship with peers as well as child abuse is a social ill that must be stopped and discouraged.

RQS 2: *what is the relationship between child abuse and social behavior of school-age children in Kaduna and Kano states?*

To answer this research question, items 1-7 from the parent questionnaire in appendix iv are presented in Table 4.6

Table 4.6: Parents' Opinion on Child Abuse and Social Behaviour

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Abused children are likely to have difficulties in forming relationship with peers.	21 24.7%	50 58.8%	10 11.8%	4 4.7%	3.03	Agree
2.	Abused children are often having low self-esteem.	19 22.4%	30 35.3%	27 31.8%	9 10.7%	2.69	Agree
3.	Abused children often find it difficult to express their feeling with their parents.	25 29.4%	45 52.9%	10 11.8%	5 5.9%	3.05	Agree
4.	Abused children often engage in juvenile delinquencies and truancy.	15 17.6%	39 45.9%	28 32.9%	3 3.5%	2.77	Agree
5.	Abused children are often engage in fighting and stealing.	51 60%	30 35.3%	4 4.7%	0 0%	3.55	Agree
6.	Abused children are often having aggressive behavior when relating with others.	22 25.9%	50 58.8%	10 11.8%	3 3.5%	3.07	Agree
7.	Abused children often don't share their things with their peers.	24 28.2%	35 41.2%	19 22.4%	7 8.2%	2.89	Agree
N = 85							

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

The Table 4.6: showed the parents opinion on Child abuse and social behaviour majority of the respondents mean scores of 3.55 agreed that abuse children are often engage in fighting and stealing. While 3.07 of the respondents agreed that child abuse is a social ill that must be stopped and discouraged. 3.05 of the respondents agreed that abused children often find it difficult to express their feeling with their parents. The mean scores of the children responses of 3.03 accepted the opinion that abused children are likely to have difficulties in forming relationship with peers. While 2.89 of the respondents agreed that broken home is a factor that contributes to

child abuse. The mean scores of 2.77 agreed that abused children often engage in juvenile delinquencies and truancy. Also the mean scores of 2.69 of the parent's respondents indicate that abused children are often not emotionally stable.

RQS 3: *what is the relationship between child abuse and gender of children in Kaduna and Kano States ?*

To answer this research question, items 1-8 from the children questionnaire in appendix iii are presented in Table 4.7

Table 4.7: Children’s Opinion on Relationship Between Child Abuse and Gender of Children

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Low-income parents do not buy adequate clothing for their children.	97 33.2%	134 45.9%	40 13.7%	21 7.2%	3.05	Agree
2.	Parents only buy clothes for their children during occasion e.g. sallah/Christmas.	91 31.2%	142 48.6%	44 15.1%	15 5.1%	3.05	Agree
3.	Low-income parents do not give their children meat/fish and fruit in their food every day	158 54.1%	90 30.8%	34 11.6%	10 3.5%	3.35	Agree
4.	Low-income parents do not cook food for their children 3times in a day.	97 33.2%	120 41.1%	50 17.1%	25 8.6%	2.98	Agree
5.	Low-income parent often buy drugs in the chemist for their children when they are sick.	89 30.5%	131 44.9%	52 17.8%	20 6.8%	2.98	Agree
6.	Due to financial difficulties of low-income families they seek for traditional herbs to cure their children’s illness.	91 31.2%	135 46.2%	48 16.2%	18 6.2%	3.02	Agree
7.	Low-income parents do not send their children to private school for good education.	183 62.7%	94 32.2%	15 5.1%	0 0%	3.57	Agree
8.	Low-income parents cannot provide individual rooms for privacy between their children.	170 58.2%	99 33.9%	23 7.9%	0 0%	3.50	Agree

N = 292

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

Table 4.7 showed the opinion of children respondents on suggestion on relationship between child abuse and gender of children in Kaduna and Kano States. The result shows the mean scores 3.57 agreed on Low-income parents do not send their children to private school for good education. While 3.50 of the respondents agreed that Low-income parents cannot provide individual rooms for privacy between their children. 3.35 mean scores of the respondents agreed on Low-income parents do not give their children meat/fish and fruit in their food every day, while items 1 and 2 with the same mean score of 3.05 of the respondents agreed with the items in the Column. Following this, 3.02 of the respondent accepted that Due to financial difficulties of low-income families they seek for traditional herbs to cure their children's illness. The respondents average mean score of 2.98 in the items 8and9 agree with the statements. This result means that both male and female children were equally abuse by their parents in terms of meeting their basic needs.

RQS 3: what is the relationship between child abuse and gender of children in Kaduna and Kano States?

To answer this research question, items 1-8 from the parent questionnaire in appendix iv are presented in Table 4.8

Table 4.8: Parents' Opinion on Relationship Between Child Abuse and Gender of Children

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Low-income parents do not buy adequate clothing for their children.	30 35.3%	44 51.8%	11 12.9%	0 0%	3.22	Agree
2.	Parents only buy clothes for their children during occasion e.g. sallah/Christmas.	25 29.4%	50 58.8%	7 8.3%	3 3.5%	3.14	Agree
3.	Low-income parents do not give their children meat/fish and fruit in their food every day	20 23.5%	40 47.1%	15 17.6%	10 11.8%	2.82	Agree
4.	Low-income parents do not cook food for their children 3times in a day.	57 67.1%	24 28.2%	4 4.7%	0 0%	3.62	Agree
5.	Low-income parent often buy drugs in the chemist for their children when they are sick.	45 52.9%	30 35.3%	8 9.4%	2 2.4%	2.98	Agree
6.	Due to financial difficulties of low-income families they seek for traditional herbs to cure their children's illness.	23 27.1%	37 43.5%	20 23.5%	5 5.9%	2.91	Agree
7.	Low-income parents do not send their children to private school for good education.	45 52.9%	30 35.3%	10 11.8%	0 0%	3.41	Agree
8.	Low-income parents cannot provide individual rooms for privacy between their children.	56 65.9%	24 28.2%	4 4.7%	1 1.2%	3.58	Agree
N = 85							

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

Table 4.8 showed the opinion of parent's respondents on suggestion on relationship between child abuse and gender of children in Kaduna and Kano States. The result indicates that the mean scores of 3.62 agreed on Low-income parents do not cook food for their children 3times in a day. While 3.58 of the respondents agreed that Low-income parents cannot provide individual rooms for privacy between their children. 3.41 mean scores of the respondents agreed on Low-income parents do not send their children to private school for good education. While mean of 3.39 of the parents' respondents agreed that low-income parent often buy drugs in the chemist for their children when they are sick. Mean scores 3.22 of the parents agreed that low-income parents do not buy adequate clothing for their children. Item 2 with the mean scores of 3.14 of the parents respondents agreed with the items in the Column. Following this, 2.91 of the respondent accepted that Due to financial difficulties of low-income families they seek for traditional herbs to cure their children's illness. The respondent's average mean scores of 2.82 agreed that Low-income parents do not give their children meat/fish and fruit in their food every day. This result indicate that both male and female children were equally abuse by their parents in terms of meeting their basic needs.

RQS 4: *what is the relationship between child abuse and parenting style in Kaduna and Kano states?*

To answer this research question, items 1-9 from the children questionnaire in appendix iii are presented in Table 4.9

Table 4.9: Children’s Opinion on Child Abuse and Parenting Style

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Parents strictly make their children to obey all standing rules at home.	93 31.8%	147 50.3%	52 17.8%	0 0%	3.14	Agree
2.	Parents often discipline their children with beating and flogging.	79 27.1%	121 41.4%	61 20.9%	31 10.6%	2.84	Agree
3.	Parents’ discusses important matter affecting their children before taking any decision.	17 5.8%	50 17.1%	132 45.2%	93 31.8%	1.96	Disagree
4.	Parents often are friendly with their children and play with them at home	20 6.8%	40 13.8%	142 48.6%	90 30.8%	1.96	Disagree
5.	Parents often allow their children to make their friends instead of the parents to choose for them.	90 30.8%	115 39.4%	57 19.5%	30 10.3%	2.90	Agree
6.	Parents often give their children complete freedom to play around in the environment.	13 4.5%	25 8.6%	108 37.0%	146 50%	3.32	Agree
7.	Parents often give their children whatever they want.	11 3.8%	16 5.5%	125 42.8%	140 47.9%	1.65	Disagree
8.	Parents often do not exercise much control over their children.	22 7.5%	15 5.1%	90 30.8%	165 56.5%	1.63	Disagree
9.	Parents hardly punish their children when they do anything wrong at home.	3 1.0%	10 3.4%	101 34.8%	178 61%	1.44	Disagree

N = 292

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

Table 4.9: above revealed the children's opinion on child abuse and parenting style, the mean scores of 3.14 and 2.84 of the respondents agreed on the items 1-2 that ask questions on authoritarian style of parenting. The average mean scores of 1.96, and 1.96 of the children respondents disagreed that Parents' discuss important matter affecting their children before taking any decision. Also Parents often are friendly to their children and play with them at home, which indicate an authoritative or democratic style of parenting. Item 5-6 indicate indulgent or permissive style of parenting and majority of the respondent mean scores of 2.90 and 3.32 strongly agreed that their parents adopt this style of parenting, which parents are very involved with their children, but placed few demand or control over them. For neglectful or uninvolved style of parenting, items 7-9 indicate the mean scores of 1.65, 1.63 and 1.44 of the respondents disagreed that Parents often give their children complete freedom to do whatever they want, Parents often do not exercise much control over them and Parents hardly punish their children when they do anything wrong at home. This showed that parents adopt more authoritarian and indulgent style of parenting, than democratic and uninvolved style of parenting. This shows that parents did not give their children much freedom neither neglect them.

RQS 4: *what is the relationship between child abuse and parenting style in Kaduna and Kano states?*

To answer this research question, items 1-9 from the parent questionnaire in appendix iv are presented in Table 4.10

Table 4.10: Parents' Opinion on Parenting Style and Child Abuse

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Parents strictly make their children to obey all standing rules at home.	10 11.8%	57 67%	13 15.3%	5 5.9%	2.84	Agree
2.	Parents often discipline their children with beating and flogging.	20 23.5%	40 47.1%	15 17.6%	10 11.8%	2.82	Agree
3.	Parents' discusses important matter affecting their children before taking any decision.	10 11.8%	15 17.6%	30 35.3%	15 17.6%	1.88	Disagree
4.	Parents often are friendly with their children and play with them at home	3 3.5%	5 5.9%	52 61.2%	25 29.4%	1.83	Disagree
5.	Parents often allow their children to make their friends instead of the parents to choose for them.	26 30.6%	40 47.1%	10 11.8%	9 10.7%	2.97	Agree
6.	Parents often give their children complete freedom to play around in the environment.	50 58.8%	22 25.9%	8 9.4%	5 5.9%	3.37	Agree
7.	Parents often give their children whatever they want.	10 11.8%	10 11.8%	41 48.2%	24 28.2%	2.07	Disagree
8.	Parents often do not exercise much control over their children.	8 9.4%	15 17.6%	35 41.2%	2 31.8%	2.04	Disagree
9.	Parents hardly punish their children when they do anything wrong at home.	4 4.7%	10 11.8%	49 57.6%	19 22.4%	2.08	Disagree

N = 85

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

Table 4.10: above revealed the parent's opinion on child abuse and parenting style, the mean scores of 32.84 and 2.82 of the respondents agreed on the items 1-2 that ask questions on

authoritarian style of parenting. The average mean scores of 1.88 and 1.83 of the children respondents disagree that Parents' discuss important matter affecting their children before taking any decision. Also Parents often are friendly to their children and play with them at home, which indicate an authoritative or democratic style of parenting. Item 5 - 6 indicate indulgent or permissive style of parenting and majority of the respondent mean scores of 2.97 and 3.37 agreed that their parents adopt this style of parenting, which parents are very involved with their children, but placed few demand or control over them. For neglectful or uninvolved style of parenting, items 7-9 indicate the mean scores of 2.07, 2.04 and 2.08 of the respondents disagreed that Parents often give their children complete freedom to do whatever they want, Parents often do not exercise much control over their children and Parents hardly punish their children when they do anything wrong at home. This showed that parents adopt more authoritarian and indulgent style of parenting, than democratic and uninvolved style of parenting. This shows that parents did not give their children freedom neither neglect them in their style of parenting.

4.3 Testing of Hypotheses

The second part of this data analysis involves the testing of Null Hypotheses. This is to provide some statistical validation to the solution proffered to the research questions raised in this study.

Pearson Product Moment Correlation (PPMC) to examine relationship between the variables.

Hypothesis One

The Null hypothesis states that there is no significant relationship between child abuse and low socio-economic status of parents in Kaduna and Kano States.

Table 4.11: Pearson Correlation Coefficient Showing Relationship Between Child Abuse and Socio-Economic Status of Parents.

		Child abuse	Low Socio-economic Status
Child abuse	Pearson Correlation	1	.690
	Sig. (2-tailed)		.000
	N	377	377
Socio-economic status	Pearson Correlation	.690	1
	Sig. (2-tailed)	.000	
	N	377	377

** . Correlation is significant at the 0.01 level (2-tailed).

Decision

Reject H_0 : $r(377) = 0.690$, $p = 0.000$

From the table above, Pearson Correlation coefficient (0.690) and P value (0.000) is less than 0.05 of critical value. Therefore null hypothesis is rejected. This means that there is a significant relationship between child abuse and low socio-economic status of parents in Kaduna and Kano States. This showed that socio-economic status of the parents was inversely related to the involvement of their children in child abuse in the state. The negative nature of the relationship simply means that the higher the socio-economic status of parents, the less likely of the parents to abused their children. And the lower the socio-economic status of parents the more likelihood

of their children to be abused. This implies that the correlation between this linear relationships were moderate because it was between $0.5 \leq |r| < 0.8$.

Hypothesis Two

The Null hypothesis states that there is no significant relationship between child abuse and social behaviour of school-age children in Kaduna and Kano States.

Table 4.12: Pearson Correlation Coefficient Showing Relationship Between Child Abuse and Social Behaviour of School-age Children.

		Child abuse	Social Development
Child abuse	Pearson Correlation	1	.695
	Sig. (2-tailed)		.000
	N	377	377
Social Behaviour	Pearson Correlation	.695	1
	Sig. (2-tailed)	.000	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Decision

Reject H_0 : $r(377) = 0.695$, $p = 0.000$

From the table above showed that, Pearson Correlation coefficient (0.695) and P value (0.000) is less than 0.05 of critical value. Therefore null hypothesis is rejected and this means that there is a significant relationship between child abuse and social behaviour of school-age children in Kaduna and Kano States. This result showed that child abuse has influence on the social development of school-age children. The result showed that the correlation between this linear relationship were moderate because it was between $0.5 \leq |r| < 0.8$.

Hypothesis Three

The Null hypothesis states that there is no significant relationship between Child abuse and gender of children in Kaduna and Kano States?

Table 4.13: Pearson Correlation Coefficient Showing Relationship Between Child Abuse and Gender of Children.

		Child abuse	Gender
Child abuse	Pearson Correlation	1	.780
	Sig. (2-tailed)		.000
	N	377	377
Gender	Pearson Correlation	.780	1
	Sig. (2-tailed)	.000	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Decision

Reject H_0 : $r(377) = 0.780$, $p = 0.000$

From the table above, the result of the test showed that, Pearson Correlation coefficient (0.780) and P value (0.00) is less than 0.05 of critical value. Therefore null hypothesis is retained and there is no significant relationship between Child abuse and gender of children in Kaduna and Kano States. This means that the correlation between this linear relationships were moderate because it was between $0.5 \leq |r| < 0.8$

Hypothesis Four

There is no significant relationship between parenting styles and child abuse in Kaduna and Kano States.

Table 4.14: Pearson Correlation Coefficient Showing Relationship Between Child Abuse and Parenting Style.

		Parenting style	child abuse
Parenting style	Pearson	1	.729
	Correlation		
	Sig. (2-tailed)		.000
	N	377	377
child abuse	Pearson	.729	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Decision

Reject H_0 : $r(377) = 0.729$, $p = 0.000$

From the table above, the result showed that Pearson Correlation coefficient (0.729) and P value (0.000) is less than 0.05 of critical value. Therefore null hypothesis was rejected and therefore; there is a significant relationship between parenting styles and child abuse in Kaduna and Kano States. This implies that the correlation between this linear relationship are moderate because it was between $0.5 \leq |r| < 0.8$.

4.4 Summary of Major Findings

The study revealed that:

1. Children and parent responses showed that Low-income families are more involved in child abuse in the States, because the parents do not have enough money to cater for their children's needs.
2. Abused children have poor social skills resulting in poor social behaviour and poor interpersonal relationship among their parents and other adult in the society.
3. Both genders of children were equally involved in child abuse by their parents, because of the high level of unawareness among parents on what constitute child abuse in the states.
4. Children and parent responses showed that children are abused because of Authoritarian and uninvolved parenting style most parents adopt in training their children.

4.5 Discussion of Findings

Children and parent responses showed that Low-income families are more involved in child abuse in the States, because the parents do not have enough money to cater for their children's needs. The findings also revealed that abused children have poor social skills resulting in social behaviour and poor interpersonal relationship among their parents and other adult in the society. Both genders of children were equally involved in child abuse by their parents, because of the high level of unawareness among parents on what constitute child abuse in the states. Also children and parent responses showed that children are abused because of Authoritarian and uninvolved parenting style most parents adopt in training their children.

Most families in Nigeria were poor, to this poor families, the small contribution of the child's income or assistance at home is worth the difference between hunger and survival. Not knowing

that during the process the child is exposed to different type of abuse, such as physical, sexual, emotional and child neglect, by their employers and other adult in the society. The problem here was what Osogwa, (2004) referred to as the serious lack of awareness of what constitute child abuse. For example, most of the respondents did not know that engaging a child in hawking or giving a child away for domestic services in other people homes was a form of child abuse. The study revealed that parents that involved their children in to child abuse practice have common characteristics. First is the socio-economic background of the parents. In most cases, such parents were in low-income group, and were only managing to survive on very low-income, which in some cases is not even regular. Thus child abuse is a mere reflection of the true situation of the commenting on this socio-economic aspect of family life. Seabrook, (2001) therefore attributed the problem to ignorance, which was further compounded by some negative values, beliefs and attitude deeply rooted in culture and traditions of the society. Efajeme (2001) observed that parents in low-income group sometimes send their children to hawk their goods in order to augment the family ending power. Mohammed (2003) view that hawking was seen as been intrinsically a Hausa culture, which was in the blood of the people, consequently, and virtually every household has a hawker. Poverty may reduce a parent's ability to provide for a child's most basic necessities (e.g. food, shelter, medical care). Alternatively, economic hardships may lead to changes in parental mental health, care giving behaviours, or family dynamics that in turn pose a threat to child safety and well-being. Berger (2007) opined that the strong lack of awareness of what constitute child abuse was reflected in the percentage distribution of the respondents who agreed or disagreed with those items in Table 4.3.2. This lack of awareness could be traced to two main factors. One is the socio-economic status of the people. And the other is educational level of the parents on what constitute child abuse.

Other objection of this study was to determine the relationship between child abuse and social behaviour of school-age children in Kaduna and Kano states. In table 4.7, the relationship of child abuse on social behaviour was assessed. There is a common link between domestic violence and child abuse among victims of child abuse. Osofsky (1999) observed that infants and small children who are exposed to violence in the home experience so much added emotional stress that it can harm the development of their brains and impair cognitive and sensory growth. He further said that social development of a child is also damage that some children can lose the ability to feel empathy for others. Others feel socially isolated unable to make friends as easily due to social discomfort or confusion over what is acceptable. The study revealed that children from violent homes exhibit signs of more aggressive behaviour, such as fighting, stealing and bullying. The single best predictor of children becoming either perpetrators or victims of child abuse later in life is whether or not they grow up in a home where there is domestic violence. Children who grow up with abuse in the home, learn early and powerful lessons about the use of violence in interpersonal relationship to dominate others, and might even be encouraged in doing so. This view is also supported by the opinion of Newsons (1968) that children from broken homes are most at risk and likely create problem because their minds are disturbed. Also if parent quarrel, fight, drink or criticize each other in the presence of their children, these acts will have effect on children and even disturb them in relating with others in school or environment where he or she lives.

Families in which child abuse occurs have been characterized by lower levels of overall parent-child relationship. Vulnerability to child abuse whether physical, sexual or emotional depends in part on the child's age and sex. Young children are more at risk of physical abuse, whereas the highest rates of sexual abuse are found among children who have reached puberty or

adolescence. In most places, boys were the victims of beating and physical punishment more often than girls. While girls were at higher risk of infantile, sexual abuse, forced prostitution and educational and nutritional neglect. Kolko, (2002) observed that ill health caused by child abuse forms a significant portion of the global burden of disease. Apart from physical injuries such as bruises and welts, burns and scalds, lacerations and fractures.

Another factor which the parents hold so dearly is the parenting style. Majority of parents believes that strictly discipline their children are the best way of training them to behave well and become a responsible individual in the society. Gardner (2000) held the opinion that parents set up firm and narrow guidelines for behavior and seriously punishes non-compliance. This style of parenting discourages self-expressions and inclination towards independence and autonomy, unknown to many parents children raised in this manner were more likely to become delinquent and emotionally distressed. The best style of parenting is Authoritative or democratic method. As view by Maccoby (1992) this parenting style is likely to produce happy, confident and capable children. Because the parents are more involved with their children and place few demand over them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS:

5.1 Summary

1. The study was carried out to examine the correlation between child abuse and social behaviour of school-age children from low-income families in Kaduna and Kano States, Nigeria. The main objective was to determine the extent to which the low socio-economic status of parent affects child abuse in Kaduna and Kano states. The research question is to what extent does the low socio-economic status of parent affects child abuse in Kaduna and Kano States. And a hypothesis is there is no significant relationship between child abuse and low socio-economic status of families in Kaduna and Kano States. The review of the related literature gave a broad spectrum of various definitions of child abuse, forms of child abuse as well as causes and effect of child abuse. The design used for the study was descriptive research design. The population of the study was seven thousand seven hundred and sixty four (7764) School-age children and their parent in six hundred and forty three public primary Schools in Kaduna and Kano States, Nigeria. The sample size used for the study was three hundred and eighty eight (388) children and their parent respectively. Data collected from the study were analyzed using descriptive and inferential statistical analyses. Four research questions and four null hypotheses were analyzed and tested. Findings of the study were on the outcome of research questions and the results of the tested hypotheses. The result shows that Low-income families are more involved in child abuse in the States, because the parents do not have enough money to cater for their children's needs.

5.2 Contributions to Knowledge

The study established that:

1. Low-economic status of parents significantly has relationship with child abuse, because low-income parents do not have enough money to cater for their children basic needs.
(P = 0.000)
2. Social behaviour of children significantly has relationship with child abuse, because abuse children have difficulties in forming relationships with their peers. (P = 0.000)
3. Child abuse has no significant relationship with gender of children, because both genders of children were equally abused by their parents. (P = 0.000)
4. Authoritarian and uninvolved parenting styles significantly have relationship with child abuse, because most parents adopt these styles of parenting in training their children.
(P = 0.000)

5.3 Conclusion

From the findings of the study it was concluded that, child abuse was commonly noticed among the low-income families. These social menaces tend to demoralize the social, moral, and intellectual development of the child.

5.4 Recommendations

In view of the findings of the study, the following recommendations were made:

1. As low-income constitute a powerful factor that has relationship with child abuse, Parents are hereby encouraged to acquire skills to improve on their low income level in the family.

2. Parents should dedicate more time to the socialization and training of their children, so that the children would have good social behaviour necessary for individual happy life.
3. State government should enforce law, that all genders of children must go to school with appropriate punishment for those that violet the law. Also religious leaders, parents and teachers should create awareness of what constitute child abuse in the society through P.T.A. in schools, media and public places like mosques and churches it will help to reduce child abuse among gender of children in the states.
4. Parents that abused their children due to authoritarian and uninvolved parenting style adopted needs to be re-educated in child discipline and good parenting style by Home Economics, federal, state and local Government through seminar, adult education programmed, ante-natal, post-natal clinics and Medias. Also they should serve as role models at home for their children to emulate.

5.5 Suggestions for Further Study

The following areas are recommended for further studies:

1. Implication of child abuse on physical and emotional development of children.
2. Effect of child abuse on health status of pre-primary school children.
3. Influence of child abuse on children career choice.

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APPENDIX 1
LETTER OF INTRODUCTION



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Your Ref: _____
P15EDVE8026

29th January, 2016

Date: _____

Our Ref: _____

Letter of Introduction

BINTA MUHAMMAD – P15EDVE8026

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Home Economics) in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic: ***Correlation Between Child Abuse and Social Development of School Age Children from Low-Income Families in Kaduna and Kanom States.***

Please, kindly give her every assistance she may require.



Professor E.E. Adamu
HEAD OF DEPARTMENT

APPENDIX II

Department of Voc. and Tech. Education,
Faculty of Education,
Ahmadu Bello University.
Zaria.

Dear respondent.

REQUEST TO FILL A QUESTIONNAIRE

This survey research is to gather information on child abuse and social development among low-income families in Kaduna and Kano states. The study is in partial fulfillment of the requirement for the award of a master degree in Home Economics, Ahmadu Bello University, Zaria.

In completing the questionnaire, please answer all the questions objectively and clearly based on your opinion and experience. Your answers will be treated as confidential and used only for academic purposes.

Thank you for your cooperation.

Yours faithfully,

Binta Muhammed

P14DVE8026

APPENDIX III

CHILDREN'S QUESTIONNAIRE

Instruction:

Please answer all questions in every section, and please tick () as appropriate or mark (x) in the option box provided.

SECTION A: BIODATA

1. Gender
 - a. Male ()
 - b. Female ()

2. Age in years
 - a. 8 - 9years ()
 - b. 10 -11years ()
 - c. 12- 13years ()

3. Level of education
 - a. Primary 4 ()
 - b. Primary 5 ()
 - c. Primary 6 ()

4. Location
 - a. Kaduna ()
 - b. Kano ()

SECTION B

Instruction: please indicate the appropriate response by ticking () in the column that matches the extent of your agreement with each statement. The letters in the column stands for:

SA----- strongly agree

A----- Agree

D----- Disagree

SD----- strongly disagree

Low socio-economic status of parent and child abuse

S/N		SA	A	D	SD
13.	Financial difficulties and stress make parent to abuse their children.				
14.	Single parent often find it difficult to meet the financial needs of their children.				
15.	Most low-income parents often engage their children in hawking to contribute to family income.				
16.	Low-income children often lack proper feeding and good education.				
17.	Unemployed parent involved their children as domestic house helpers to contribute to family income.				
18.	Poverty is the main cause that makes parents to abuse their children.				

SECTION C

Child abuse and social behaviour of school-age children

S/N		SA	A	D	SD
19.	Abused children are likely to have difficulties in forming relationship with peers.				
20.	Abused children are often having low self-esteem.				
21.	Abused children often find it difficult to express their feeling with their parents.				
22.	Abused children often engage in juvenile delinquencies and truancy.				
23.	Abuse children are often engage in fighting and stealing.				
24.	Abused children are often having aggressive behavior when relating with others.				
25.	Abused children often don't share their things with their peers.				

SECTION D

Child abuse among gender of children

S/N		SA	A	D	SD
5.	Low-income parents do not buy adequate clothing for their children.				
6.	Parents only buy clothes for their children during occasion sallah/Christmas.				
7.	Low-income parents do not give their children meat/fish and fruit in their food every day				
8.	Low-income parents do not cook food for their children 3times in a day.				
9.	Low-income parent often buy drugs in the chemist for their children when they are sick.				
10.	Due to financial difficulties of low-income families they seek for traditional herbs to cure their children's illness.				
11.	Low-income parents do not send their children to private school for good education.				
12.	Low-income parents cannot provide individual rooms for privacy between their children.				

SECTION E

Parenting style and child abuse

S/N		SA	A	D	SD
26.	Parents strictly make their children to obey all standing rules at home.				
27.	Parents often discipline their children with beating and flogging.				
28.	Parents' discuss important matter affecting their children before taking any decision.				
29.	Parents often are friendly with their children and play with them at home.				
30.	Parents often allow their children to make their friends instead of the parents to choose for them.				
31.	Parents often give their children complete freedom to play around in the environment.				
32.	Parents often give their children whatever they want.				
33.	Parents often do not exercise much control over their children.				
34.	Parents hardly punish their children when they do anything wrong at home.				

APPENDIX IV

PARENTS' QUESTIONNAIRE

Instruction:

Please answer all questions in every section, and please tick () as appropriate or mark (x) in the option box provided.

SECTION A: BIODATA

1. Gender
 - a. Male ()
 - b. Female ()

2. Age in years
 - a. 20 - 25years ()
 - b. 26 - 30years ()
 - c. 31 - 40years ()
 - d. 41 - Above

3. Educational qualification
 - a. Non formal ()
 - b. Primary certificate ()
 - c. Secondary certificate ()
 - d. NCE/Diploma ()
 - e. Degree and above ()

4. Occupation
 - a. Civil servant ()
 - b. Trader ()
 - c. Farmer ()
 - d. Any other business ()

5. Marital status
 - a. Married ()
 - b. Widow ()
 - c. Divorce/Separated ()

SECTION B

Instruction: please indicate the appropriate response by ticking () in the column that matches the extent of your agreement with each statement. The letters in the column stands for:

SA----- strongly agree

A----- Agree

D----- Disagree

SD----- strongly disagree

Low socio-economic status of parent and child abuse

S/N		SA	A	D	SD
14.	Financial difficulties and stress make parent to abuse their children.				
15.	Single parent often find it difficult to meet the financial needs of their children.				
16.	Most low-income parents often engage their children in hawking to contribute to family income.				
17.	Low-income children often lack proper feeding and good education.				
18.	Unemployed parent involved their children as domestic house helpers to contribute to family income.				
19.	Poverty is the main cause that makes parents to abuse their children.				

SECTION C

Child abuse and social behaviour of school-age children

S/N		SA	A	D	SD
20.	Abused children are likely to have difficulties in forming relationship with peers.				
21.	Abused children are often having low self-esteem.				
22.	Abused children often find it difficult to express their feeling with their parents.				
23.	Abused children often engage in juvenile delinquencies and truancy.				
24.	Abuse children are often engage in fighting and stealing.				
25.	Abused children are often having aggressive behavior when relating with others.				
26.	Abused children often don't share their things with their peers.				

SECTION D

Child abuse among gender of children

S/N		SA	A	D	SD
6.	Low-income parents do not buy adequate clothing for their children.				
7.	Parents only buy clothes for their children during occasion sallah/Christmas.				
8.	Low-income parents do not give their children meat/fish and fruit in their food every day				
9.	Low-income parents do not cook food for their children 3times in a day.				
10.	Low-income parent often buy drugs in the chemist for their children when they are sick.				
11.	Due to financial difficulties of low-income families they seek for traditional herbs to cure their children's illness.				
12.	Low-income parents do not send their children to private school for good education.				
13.	Low-income parents cannot provide individual rooms for privacy between their children.				

SECTION E

Parenting style and child abuse

S/N		SA	A	D	SD
27.	Parents strictly make their children to obey all standing rules at home.				
28.	Parents often discipline their children with beating and flogging.				
29.	Parents' discuss important matter affecting their children before taking any decision.				
30.	Parents often are friendly with their children and play with them at home.				
31.	Parents often allow their children to make their friends instead of the parents to choose for them.				
32.	Parents often give their children complete freedom to play around in the environment.				
33.	Parents often give their children whatever they want.				
34.	Parents often do not exercise much control over their children.				
35.	Parents hardly punish their children when they do anything wrong at home.				

APPENDIX V

Kaduna State Senatorial Districts Parents, Children and School Population with Sample Size

LGA	Parent	5%	Children	5%	School	5%
B/Gwari	919	46	5766	288	45	2
Chikun	433	22	7183	359	33	2
Giwa	208	10	1103	55	57	5
Igabi	414	21	3033	152	47	2
Ikara	598	30	9412	471	29	1
Jaba	415	21	5555	278	38	2
Jema'a	575	29	649	32	93	5
Kubau	528	26	8017	401	45	2
Kachi'a	624	31	5194	250	37	2
K/north	775	39	19550	478	93	5
K/south	969	48	1768	88	21	1
Kagarko	121	6	1805	90	55	3
Kajuru	506	25	9304	465	41	2
Kaura	565	28	7406	370	38	2
Kauru	119	6	2115	106	25	1
Kudan	104	5	1048	52	57	3
Lere	396	20	3934	197	25	1
Makarfi	293	15	4628	231	25	1
S/Gari	111	6	9124	456	69	3
Sanga	482	24	5100	255	33	2
Soba	145	7	9102	455	21	1
Z/kataf	870	44	5728	286	57	3
Zaria	900	45	6090	305	95	5
TOTAL	11070	554	132614	6120	1115	55

Source: Kaduna State National Population Commission (2013)

Kaduna State School Census Report (2014)

APPENDIX VI

Kano State Senatorial Districts Parents, Children and School Population with Sample Size

LGA	Parent	5%	Children	5%	School	5%
Ajingi	880	44	8613	431	77	4
Albasu	452	23	8970	449	45	2
Bagwai	452	23	6230	312	76	4
Bebeji	160	8	520	26	53	3
Bichi	321	16	1090	55	61	2
Bunkure	289	14	7060	353	75	4
Dala	190	10	931	47	65	3
Danbatta	875	44	7093	355	93	5
Dawakin Kudu	693	35	2469	123	36	1
Dawakin Tofa	249	12	4762	238	76	4
Doguwa	780	39	5113	256	51	3
Fagge	889	44	9793	450	65	3
Gabasawa	196	10	1095	55	68	3
Garko	599	30	6190	310	70	3
Garun Mallan	178	9	1631	82	53	2
Gaya	489	24	2527	126	61	2
Gezawa	341	17	4386	219	57	3
Gwale	618	31	8172	409	76	4
Gwarzo	320	16	8366	418	92	5
Kabo	604	30	5322	266	61	3
Kano municipal	794	40	6473	324	55	3
Karaye	549	27	4085	204	67	3
Kibiya	197	10	3653	183	35	1
Kiru	575	29	6420	321	70	3
Kumbotso	447	22	9553	478	67	3
Kunchi	999	50	10011	501	67	3
Kura	387	19	4421	221	55	2
Madobi	697	35	3592	180	53	3
Makoda	612	31	2178	109	51	2
Minjibir	685	34	1310	66	55	2
Nasarawa	712	36	9595	480	41	2
Rano	967	48	4447	222	83	5
Rimin Gado	508	25	4282	214	79	3
Rogo	872	44	2687	134	68	3
Shanono	344	17	4026	201	70	2
Sumaila	318	16	3343	167	75	3
Takai	983	49	2017	101	51	2
Tarauni	688	34	2067	103	48	2
Tofa	838	42	6896	345	57	3
Tsanyawa	760	38	5692	285	25	1
Tudun Wada	621	31	1523	76	36	1
Ungogo	433	22	3112	156	41	2
Warawa	216	11	692	35	50	3
Wudil	360	18	503	25	45	2
TOTAL	24139	1207	202911	10111	2655	121

Source: Kano State National Population Commission (2013)

Kano State School Census Report (2014)

Gerbner (2004) defined child abuse as “non-accidental physical injury or injuries that result from the acts or omission on the part of parents or guardians that violate the community standard concerning the treatment of the child. Based on the researcher view, it can be said that child abuse is when children are over worked and maltreated by adults and at the same time, giving them excessive punishment not considering their age and the nature of offence. Ross (1996) observe that some of the observable signs in an abused child include: the child is frequently absent from school, begs or steals food or money, lacks needed medical treatment, lacks adequate nutrition, is consistently dirty and lacks sufficient clothing for the weather. Most cultures in the world may view child abuse, emotionally and physically, as socially acceptable, which is due to different child rearing practice and belief among different culture. Each culture has their own “range of acceptability” and what one may view as offensive; others may seem as tolerable behaviours that are normal, all depending on the societal norms of that particular country. Akanle, (2007).

Social behaviour is another area of main concern to this study. Social behaviour is explained as the ability of the child to relate well with others as he grows up. The parents are the child first agent of socialization; they can contribute either positively or negatively to the growth and development of the child. Zubairu (2011) is of the view that social behaviour depend on the training the child receives early enough in his life, by his parents and teachers as well as those closer to him which includes his brothers and sisters, care givers or nannies. Zubairu further stated that it is the responsibility of parents to see that their children acquire quite early in life certain social skills and techniques, and certain social understanding and tolerance, necessary for the satisfaction of social needs and leading to whole some social life. Andrew (2000) defined social behaviour as a process by which a child learns to interact with others around him. As

children develop and perceive their own individuality within their community, they also gain skills to communicate with other people. Steve (2004) said that, social development most often refers to how a child develops friendships and other relationships, as well as how a child handles conflict with peers. Fundamentally, the child learns the appropriate behavioral patterns, societal values, cultural demands, attitude and cherished norms from the parents. The failure of the parents to correctly transmit these ideals to the child will affect him negatively in his future life.

The School-age Child is a child between 6-12 years. The child social behaviour begins to reach new levels at this age. This is a point in time when most children spend more hours in a day at school with other children. Herrenkohl (2005) explained that early school-age children should be able to use simple, but complete sentence that average five to seven words. As the child goes through elementary school years, grammars and pronunciation become normal. Children use more complex sentences as they grow. Children who are unable to express themselves well may be more likely to have aggressive behavior or temper-tantrums. Finkelman (1995) explained that peer acceptance become more important during the school-age years. Children may take part in certain behavior to be part of “the group”. Friendship at this age tends to be mainly with members of the same sex. Children become less negative about the opposite sex as they get closer to adolescence.

Low income families are families living below average of \$1.7/day as at 2016. Adekeye (2001) viewed low-income as the conditions of not having enough income to meet the basic needs for food, shelter, clothing and well being for the family. Low income families were unable to meet the basic needs of their children. A child whose parents is not able to meet his needs in terms of food, clothing, shelter and education was exposed to the risk of being abuse in the society. Anooan (2000) opined that difficult economic circumstances in the country generally affect the

living standard of most families. Unemployment and financial difficulties of most low-income families in Nigeria are associated with increase rates of child abuse in the country. Poverty is a reliable predictor of child abuse among low-income families.

Child abuse has adverse effect on social behaviour of school-age children, because abused children have difficulty in forming relationship with their peers. Duruh (2009). Stated that child abuse is more common in low-income families because they lack both social and economic resources and it is difficult for them to access necessities for their children well-being. Low-income families have been found to be associated with higher level of emotional and behavioural difficulties including anxiety, depression and aggression.

1.2 Statement of the Problem

In Nigeria most especially in Kaduna and Kano States, children of school-age are seen begging, hawking and roaming about on the street. The situation of most Nigerian children remains critical due to the unique factors of their low socio-economic status, cultural, and traditional circumstances. Children are compelled by circumstances beyond their control to contribute to family income. In the long run, working children are abused in several ways due to their involvement in all sort of hazardous work which affects their health and developmental process. Child abuse impacts are not only the abused child and other siblings at home, but also have major social and economic implication on the society at large.

Children are being unfairly treated and subjected to different forms of exploitative abuse such as physical punishment, hawking, begging, and ill-treatment by their parents; which make them to be aggressive, and delinquencies and some time may constitute threat to different bullying. Gelles (2001) posited that child abuse are integral part of modern world including African

society, corporal punishment was widely given in the African society for disobedient children, these include caning, beating and in some communities, painful punishment such as rubbing pepper into genital region are practiced. He further stressed that balancing disciplinary responsibilities within parenting is common in many Asian cultures, including China, Japan, Singapore, Vietnam and Korea. The researcher observed that abused children do not always find it easy to establish relationship with others or adapt to societal norms in the society. They are often found to be aggressive, truant and sometime at higher risk to engage in delinquencies, like drug abuse, vandalism and cultism in the society. Such children eventually may constitute part of security problems in the country, and victimize their own children; hence the cycle of violence may extend into generations.

Child abuse is a national problem, which has increased the epidemic proportions; in United States (U.S) more than 2.5 million reports of child abuse are made in the United States annually with hundreds of death related to child abuse. As of 2006, between 25,000 and 50,000 children in Kinshasha, democratic republic of Congo, children had been accused of witchcraft and abandoned. Guardian news paper (2006) pointed out that in Malawi, it is also common practice to accuse children of witchcraft and many children have been abandoned, abused and even killed as a result. Byrne (2011) observe that in the Nigerian States of Akwa Ibom and Cross River about 15,000 children were branded as witches.

The researcher also observed that parents give their children excessive punishment as a way of correcting their misdeed and many children misinterpret excessive punishment on them as lack of love, and many therefore react aggressively towards them. In extreme cases, children may see the home as non-accommodating any longer, and can run away from home, thereby exposing themselves to danger, drug use, stealing and other anti-social behaviors.

The researchers interaction with parents from low-income families also showed that child abuse occur because parent express strong negative feeling towards catering for their children, because they don't have enough money to cater for their children's needs, thereby they abused them and deny them their rights to education, nutrition and proper development. As a result the researcher feels it would affect the children physical, emotional, moral, social and mental development. This prompted the researcher to carry out the research. Child abuse is a serious phenomenon that calls for permanent solutions, most especially bearing in mind its devastating effects to the social behaviour of the child, and society as a whole, this is obvious reason that has made this study pertinent.

1.4 Objectives of the Study

Major Objective

The major objective of the study is to examine the correlation between Child abuse and social behaviour of School-age Children from Low-income families in Kaduna and Kano States.

The specific objectives of this study are to:

5. determine the extent to which Low socio-economic status of parents affect child abuse in Kaduna and Kano states.
6. determine the relationship between child abuse and children's social behaviour in Kaduna and Kano states.
7. determine the relationship between child abuse and gender of children in Kaduna and Kano states.
8. determine the relationship between parenting styles and child abuse in Kaduna and Kano States.

1.9 Research Questions

The following research questions are set for the study:

5. To what extent does low socio-economic status of parent affect child abuse in Kaduna and Kano states?
6. What is the relationship between child abuse and social behaviour of school-age children in Kaduna and Kano states?
7. What is the relationship between child abuse and gender of children in Kaduna and Kano states?
8. What is the relationship between parenting style and child abuse in Kaduna and Kano states?

1.10 Research Hypotheses

The following null hypotheses have been formulated for the research study:

5. There is no significant relationship between child abuse and low socio-economic status of parents in Kaduna and Kano States.
6. There is no significant relationship between child abuse and social behaviour of school-age children in Kaduna and Kano States.
7. There is no significant relationship between child abuse and gender of Children in Kaduna and Kano States?
8. There is no significant relationship between parenting styles and child abuse in Kaduna and Kano States.

1.11 Significance of the Study:

The outcome of the study will educate parents, teachers and those charged with the responsibilities of raising children. It will be useful to Federal, state and local government

agencies, such as police, social workers and health agencies charge with the responsibility of curbing child abuse in the society. Also it will benefit the student on research work similar to this study.

This study will be useful to parents and teachers by increasing their awareness on the nature and consequences of child abuse problems on children social behaviour, both parents and teachers would be more aware of the research findings through parent-teachers association and guidance and counseling services organized in the schools. It will also be useful to Federal, state and local government agencies, such as police, social workers and health agencies, need to be better prepared to help both victims and perpetrators of child abuse through formal intervention by checking and investigating the abused cases thoroughly and should be resolved once and for all, with appropriate punishment on the perpetrator. The finding of this study will contribute to knowledge on child abuse, which will be beneficial not only to Kaduna and Kano state people but also to parent and individuals who engage their children in child abuse practice in the country. Finally, the study will serve as a point of reference for further research studies.

1.12 Basic Assumption

This study assumed that:

7. Child abuse is associated with behaviour and psychological problems throughout individual's life.
8. Child abuse has adverse effect on children's social behaviour, because they have difficulties in forming relationship with peers.
9. Low Socio-economic status of parent can affects social behaviour of school-age children.

1.13 Delimitation of the Study.

The study is delimited to the correlation between child abuse and social behaviour of school-age children from low-income families in Kaduna and Kano states. The study covered children from all local government public primary school in Kaduna and Kano states were the subject of the study. This study is delimited to children and parents in central, southern and northern senatorial districts of Kaduna and Kano state, which comprised Giwa, Jema'a and Kudan in Kaduna state also Dala, Bichi, Bebeji and Wudil in Kano state. It is also delimited to school age children who are victims of child abuse practice, because of their parent low socio-economic status. Even though child abuse occurs at all levels, of income, low-socio-economic status families are more likely to be labeled as abusive, because they usually do not have a network of support from friends and family, and it is difficult for them to access necessities for their children's well being.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literatures to the study under the following sub-headings:

- 2.1 Theoretical Framework
- 2.2 Concept of Child Abuse
- 2.3 Child Development and Abuse
- 2.4 Factors Contributing to Child Abuse
- 2.5 Effect of Child Abuse on School-age Children
- 2.6 Child Abuse and Social Behaviour
- 2.7 Socio-Economic Status of Families and Child Abuse
- 2.8 Parenting Style and Child Abuse
- 2.9 Review of Empirical Studies
- 2.10 Summary

2.1 Theoretical Framework

The theoretical framework was based on Robert Sears Behavioural theory and Erik Erickson theory of psychosocial stages of development, whose ideas have contributed directly or indirectly, to the field of child development and abuse. Over the years there has been a substantial amount of research done trying to understand the origins and causes of child abuse. A human development theory is a way of describing what happens as individuals move from infancy through adulthood, identifying significant events commonly experienced by all people and explaining why changes occur as they do described the theories. The discussion that follows

includes a brief description of each theory and how they apply to the study of correlation between child abuse and social behaviour of school-age children from low-income families.

Robert Sears Behavioural Theory

Robert Sears (1959) an American child psychologist, provides a behavioural approach to the study of child development. Behavioural approach lays emphasis on learning experiences of the child which involve stimulus-response associations that may result from either classical or operant conditioning procedures. Sears theory of child development suggests that development is a process of observable social behaviour. He divided human development into three broad phases. *Phase 1: rudimentary behaviour.* It starts from birth and continue up to sixteen months. During this period the behaviour of the infant is activated by innate needs which create tension and in order to reduce tension, the infant is motivated for action which gratifies his needs. For example, hunger motivates the infant for action (crying) and he requires the bottle or breast for the gratification of his need. *Phase 2: secondary behavioural system.* The training for socialization of the child begins in this phase in the family. The child is motivated by basic requirement of life and secondary dependency needs. *Phase 3: secondary motivational system.* During this phase, the social boundary of the child expands beyond the four walls of the home. The child comes into contact with other families and process of socialization is accelerated.

This developmental theory can be used to examine the correlation between child abuse and social behavior of school-age children from low-income families, because different developmental periods of child social behavior experience disruption in relationship with parents and care givers, the experience of child abuse is of significant risk for the children at any point of their developmental stages. Parent should reinforce desirable behaviour of children; severe

punishments should be avoided because it creates behaviour problems. The behaviourist believes that children are not inherently problematic but are made so by parents who are problematic through social influences and child abuses in the social environment. To understand the problems of deviant behaviours in children one has to investigate the child's upbringing and the extent to which the child's basic physical and psychological needs have been satisfied.

Erickson's Theory of Psychosocial Development

Erik Erickson (1902-1994), beginning his career in the early decades of last century in central Europe, was a follower of Sigmund Freud. Erikson refined aspect of Freud's theory into his psychosocial theory. According to Erikson, each stage of development is defined by a conflict, which leads to opportunities for personal growth. Erickson's psychosocial development consists of eight stages in individuals' social and emotional development, from infancy to adulthood. It is also regarded as a process of socialization of man. Other researchers regard it as a theory of psychosocial crisis. This is because crisis arises at every stage and needs to be resolved before one can successfully move to the next level of development.

The first stage of development begins at infancy, from (0-2years); the child develops "Trust versus mistrust" depending on how well he is handle, love and nurtured. The second psychosocial stage begins during early childhood from (2-4years); the child faces mixed and contradicting choices of "Autonomy versus shame," A well parented child would emerge from this stage, sure of himself and happy rather than ashamed. The third psychosocial stage, called the pre-school age or play age from (4-6years); the child paces a crisis of choices of "Initiative versus Guilt". The well developed child learn to be initiative, skillful and imaginative, but a child whose development is abused would feel fearful guilty of oneself, and disorganized in

thought and feelings. The fourth stage, from (6-12years); involves a choice between “Industries versus Inferiority”. The child, if successful, would develop competence and mastery in art and Arithmetic, if abused develops feelings of inferiority and no sense of mastery. The fifth stage, from (13-20years); is considered as the stage of the adolescence. Here the child faces a very critical choice of “Identity versus Role Confusion”. It is considered as the most important and most difficult of all the psychosocial stages of development, because rapid and enormous changes take place here. It is at this stage that the adolescent begins to understand oneself, what to do and what not to do with one’s life. But even the well adjusted adolescent some time experience role confusion. For example, the adolescent considers himself as a well grown up person who will enjoy absolute autonomy, but his culture, parent, teachers and adult around him still treating him as a child. In his attempt to justify his position the adolescent tries to rebel against some established norms and experience some form of delinquencies and conflicts at home and school. Thus this stage is referred to as the period of “storm and stress”. If the stage is well handled, the adolescent becomes well adjusted and grows into a well successful adult. But if abused, the adolescent may extend his delinquencies beyond home and school and becomes a problem to the society and tries to experiment with some criminality. The sixth stage is (Early adult); it involves a choices between “Intimacy versus Isolation”. This is the stage of early adulthood. Erickson considers social interaction as fundamental and unavoidable influence on personality development. During this stage, the individual moves away from parental control into the ever-expanding variegated community. When identity is developed, one seeks someone to share. The success leads to development of intimacy whereas failure will develop isolation. The seventh stage is (young and middle adult); which is “Generativity versus Stagnation”. Generativity incorporates productivity and creativity. During middle adult the individual is

concern with his offspring and also with action. Regression from generativity often leads to pseudointimacy and to the impoverishment of relationships. It is the fear of stagnation that keeps the people productive. During this stage the person wants to have control over others and is ready to help the junior colleagues. The last stage is (Late adulthood); it is the old age involved “Integrity versus despair”. The person reflects upon the life lived and sometimes integrates even death into that pattern. Having successfully established identity and intimacy, the individual experiences a sense of fulfillment. If the person feels that he has successfully resolved the crisis, a sense of integrity will develop otherwise the person will develop a sense of despair.

This theory is related to the topic as it emphasizes the fact that, development takes place at different rates, and problems must arise at every stage of man’s growth, and that difficulties in development and adjustment are inevitable at every stage. Thus parent, care givers and teachers need to devote extra attention to the developmental needs of the child, and need to be aware of the psychosocial crisis involved in the causes of human development so that a child will not be violated or abused. Psychosocial theory emphasizes on healthy development of individual’s physical, social, emotional, proper child care and incentives from infancy to childhood which enables the individual to properly grows and develop into a successful adolescence and adult life as well. The unresolved needs of the child and demands of his developmental task in most cases result into individual maladjustment. Additionally, factors such as social support, parental warmth, and the victim’s healthy relationship with a supportive adult can influence the child’s healthy development and avoidance of delinquent behavior in children.

2.2 Concept of Child Abuse

The concept of child abuse is as old as when human existentialism attained the knowledge of formal or informal documentation of positive and negative accounts, established law and order by persons or people of a given community or society. It assumed notorious dimensions in countries at civil wars or inter-country wars. However, as a social phenomenon, child abuse has been defined by various authorities or institutions. Basically, human society is a complex environment where one can find different forms of social phenomena in which a society develops and operates simultaneously, though human society still undergoes setbacks in terms of social development in one form or the other. One major phenomenon that is responsible for the setback in development of human society is “child abuse”. This is a global phenomenon that over the years has attracted the attention of both governmental and non-governmental organizations in Nigeria; this social problem has been dwelling in the country and requires quick attention. Child abuse is one of the fundamental global problems facing developing countries today is the fact that the incidences of school-age children who work outside the family to earn a living or to support their families' income are increasing every day.

Barnett (2011) defined child abuse as an act of a caretaker that brings harm to a child or has the potential to bring harm to a child. Generally, the conception of child abuse is important for the appreciation of the problem of abused children in Nigeria. It should be noted that part of a child's right is the need to cater for their needs, a healthy dose of love, care, discipline, nurturing and support so that they will develop into a confident and well-adjusted young adult. The future of a child is indeed important to be catered for, so as to socialize him into a befitting human society; monitoring children well and guiding them properly from social hazards could do this.

Olok-Ake (2000) views child abuse as a concept that describes all sorts of injustice, abnormality and inhuman treatment given to the young feeble ones by the adult generation. Child abuse as a

social problem is not a new historical phenomenon. Dzurgba (2002) believed that child abuse can occur in a child's home, or in organizations, schools or communities with whom the child interacts. Kalu (2006) opined that child abuse can be basically summarized as experience which constitutes acts developed or commissioned to inflict harm directly on a participating child to reduce chances of the child developing potentials as a human being and in complete disregard to basic right and protection of a child. Olaidi (2007) view that child abuse is any kind of inhuman act that jeopardizes the physical, psychological growth along with the futurity of the child either intentionally or unintentionally. Child neglect may mean the denial of basic rights and need of the child, by parents, school, peers, government and cultural community occurring as acts of commission or omission Olson, (2000).

Kalu (2006) opined that child abuse can be basically summarized as experience which constitutes acts developed or commissioned to inflict harm directly on a participating child to reduce chances of that child in developing potentials as a human being and in complete disregard to basic rights and protection of a child. Majority of Nigerian parents believe that children are God-sent-helpers both economically and for other purposes. It is this notion that led many families into producing many children especially in the Nigerian agrarian society. This belief has become so accepted in the thinking that few or no attempt has been made to question its validity. Vinolia and Fabara (2001) observed that Child labour depends on the normative attitude towards children in the society and the culturally determined roles and functions of the socialization process. This implies that the type of work children do in a given society is determined by the institutional roles and functions of children in the society (Naidu, 2009).

Sean (2012) opined that vast majority of the population lack access to basic things required for providing a decent childhood for children like decent homes, gainful employment, electricity,

education and healthcare. In countries like Nigeria where doctors and teachers go on strike due to the fact that government at different levels are not taking their welfare as well as that of other workers seriously, quality education and health care is not guaranteed. Child abuse is a key obstacle to the advancement of leadership in this country, it is often said that while leaders are born, some are groomed or made. How can a child with low esteem or a child that lacks self-confidence and quality education lead a country? Again the most destructive element of nation building is child abuse, because it destroys the roots of the child's existence and future. Children have variously described as the leaders of tomorrow, man's ticket of continuity on earth. If these children are not catered for, it constitutes a threat to nation building, because it tend to deprive millions of children of their rights, hopes, emotional, social and mental depression and will seriously undermined Nigeria's hope for economic uplift.

Children are used as economic asset and they are deprived the basic necessities for life, that is clothing, food, education and recreational facilities. Johnson (1996) stated that "the way a society treats its children is the most telling testimony to its humanity and liberty. This social problem which is of great and serious concern to many Nigerians has been observed in most part of the country. This trend if allowed to continue may have adverse effect on the growth and development of children and the nation at large. Child abuse is an international phenomenon; poverty and substance abuse are common widespread international issues and no matter the location, show a similar trend in the child abuse. Although these issues can likely contribute to child maltreatment, differences in cultural perspectives play a significant role in the treatment of children. In certain nations of the world, the battle for equality within the sexes plays a large part in a child's upbringing. Sebre (2004) stress that during the Soviet period, there were conflicts regarding the traditional housewife versus the emphasis on equality within sexes. Some women

felt a considerable amount of pressure to carry out their motherly duties, obtaining an “authoritarian” parenting style, acting dominating and emotionally distant towards their children while overly involved in her own career. Many were encouraged to use more firm and direct disciplinary methods, as well as be overbearing and over protective of their children. While controlling parenting may be less of a concern, financial difficulty, unemployment and substance abuse still remain to be dominating factors in child abuse through Eastern Europe.

Lau (2006) noted that the communist era has ended, there are many positive changes being put into place while there is a new openness and acceptance regarding parenting styles and close relationships with children, child abuse still remains a serious concern, although it is now more publicly recognized, it has certainly not cease to exist. Wolfe (1991) pointed out that substance abuse can be a major contributing factor to child abuse. Hughes (2009) viewed that unemployment and financial difficulties are associated with increased rates of child abuse. A (2009) article in the CNN 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.

Asian parenting perceptives, specifically, hold different ideals from American culture. Many have described their traditions are including physical and emotional closeness that ensures a lifelong bond between parent and child, as well as establishing parental authority and child obedience, through harsh discipline. Lau (2006) opined that over 12 million children of school-age are not in school, a big proportion of these are girls. Girl child and disabled children are often more likely to be out of school due to poverty and lack of adequate facilities that are needed for their education. Efforts have been on increase in Nigeria over the years, to investigate

not only the possible causes of child abuse, but also to identify, rehabilitate, treat and prevent child abuse in whatever form. And also to enlighten the perpetrators on the evils and consequences of child abuse, provide counseling and supportive services as well.

2.3 Child Development and Abuse

Every child passes through different stages of development, this development is patterned, and each stage is marked by certain characteristic features. Individuals, however, grow and develop at varying rates. Elizabeth (2008) defined growth as an increase in the physical size of the whole body or any of its parts. Elizabeth added that Development refers to an increase in skill and complexity of function. It is important to understand the pattern of growth and development of the normal child. This understanding will enable us to provide children with the conditions necessary for normal growth and development.

2. Physical Development

Ugwu (2006) opined that the child's physical well-being will depend a lot on how his parents take care of his physical needs which includes food, shelter, cloth, protection from disease, being kept clean, and neat with adequate rest. One major factor that contributes to adequate physical development of a child which almost lies solely on parents is the need for adequate dieting which is a source of proteins, vitamins and minerals. Parents should realize that malnutrition during early stages of child development retards physical growth and development with low resistance to disease. The physical development of a child includes the development of his internal organs as well as external organs. Physical development is the development of the muscles and the cognizing system of their controls that takes places in a growing child. It is a period of general growth of the muscles and bones (Kemba, 2001).

Alhassan, (2000) in Zubairu (2010) posits that parent are also required to protect their children from diseases such as fever, mumps, measles, whooping cough, pneumonia, cholera, chicken pox and other deadly diseases in addition to seeing to safety from accident and other dangerous conditions that can retard his physical development and lead to deformity, or even death. This is achieved by means of timely and adequate immunization on different programmes.

2. Social Development

Social development is the ability of the child to relate well with others as he grows. Zubairu (2011) noted that social development depends on the training the child receives early enough in life by his parents and teachers as well as those closer to him, which includes his brothers and sisters, care givers or nannies. Ugwu (2006) opinion that it is the responsibility of parents to see to it that their children acquire certain social skills and techniques early in life and certain social understanding and tolerance, necessary for the satisfaction of social needs and leading a wholesome social life. Interpersonal relationship on the other hand, is when people learn how to relate with the general public and other people they meets later in life. The basic process of socialization training however, is when parents and teachers teach the children about the importance of such things as greeting adult, how to be generous and cheerful, how to eat with good manners, cooperating with others etc.

Some parents since from childhood, they don't allow their children to mix with others outside the home. They don't allow them to play with their peers or other children in the neighborhood. They deny them friends and playmates necessary for proper social development. Mummy may always say, "I don't want you to have anything to do with those kids, they are bad not like us". This type of habit is also regard as social abuse. Children need to interact, to play and to get

alone with other kind of people, they need experience that broaden, not narrow their outlook on life. (Theoklitou, 2011).

Parents are also expected to provide their children with basic things such as food, clothes, shelter, love and learning materials as parental deprivation can lead to social instability which in turn leads to aggressive or withdrawn behaviour. Effort should be made to share things equitably among siblings to avoid ill-feelings at that early age. This is in the opinion of Medinnus and Johnson (1976) as contained in Ugwu (2006) who said that children of submissive parents are inclined towards disobedience, irresponsibility and lack of interest in school work, but are sensitive, shy, self-conscious, seclusive, retiring and more submissive when compared with those given freedom. And since studies shown that most social skills are acquired through observation, imitation and practice of what has been observed, incessant display of aggression by parents who engage in physical combat is therefore a bad behaviour that the child can emulate quickly, this need to be avoided.

3. Moral Development

Morality as contained in Ugwu (2006) refers to the inbuilt or internalized urge in an individual to acquire and conform to the norms and values of his society. Some of the basic moral behaviors are honesty, respect for elders and for constituted authority. Inculcation of moral attitude for children as early as possible is necessary for moral development. Zubairu (2011) noted that moral development is achieved through instruction, rewards, punishment, indirect method of benefiting from the experiences of others and unconscious absorption of the lessons of morality and good manners inculcated in the numerous folk tales and proverbs.

Parents and teachers therefore, play major roles as models in the moral development of the children. The child acquires most moral behaviours through the observations and imitation of his parents, and teachers who he identifies with and this he does without conscious effort, teacher and parents should strive to display acceptably good moral behaviour at all times for the children to emulate.

10. Emotional Development

Emotion refers to outward expressions of inner feelings, which are aroused by your behaviour or that of others. Kemba (2001) stated that “emotion is a reaction that accompanies a drive or disorganized responses to stimulus. Emotions are both pleasant and unpleasant. The pleasant emotions are those which give a child pleasure and personal satisfaction such as joy, affection, happiness, love, seniority etc. The unpleasant expression of emotions includes hostility, aggression, cringe, thumb sucking, sadness, hatred, jealousy etc. which needs to be tackled if a child’s emotional development is to be positive. Parents should strive to encourage and sustain pleasant emotions and erase unpleasant ones, this is achieved by showing a child intimate human attention with love.

Alhassan (2000) reported that the emotional development of the child is one of the necessary requirements for the proper growth and development of the child which can either be positively or negatively affects the rhythm of his emotions as he grows and learns new concepts. Mendnus and Johnson (1976) as contained in Ugwu (2006) stressed that “deprivation of parental love has a lot of psychological effects as the child feels inferior and unsecured, because to him if he is not worthy of parental love, he is evidently worthless”. The basic means of promoting emotional development in children could also include encouraging the child to mix with others, share

things together, have open mind about others, share tolerance etc. parents should also avoid outburst which could arouse fear in young children. Parents should also encourage the acquisition of defensive skills that instill confidence in the child.

11. Intellectual Development

Intellectual development is characterized by the ability to master and remember events and stimuli, deal with symbols, interact with several alternatives simultaneously. Durojaiye (1976) in Ugwu (2006) noted that it was traditionally practiced in Africa that parents, expose their children to intellectual activities through observation, imitation and participation. The child acquires knowledge about the local geography through exploration. He also becomes familiar with hills, fertile and non-fertile soil, rainy and dry seasons, in his environment where he lives grow and developed. Local history is also taught oral stories of historical events, while botony is taught through observation and instructions with intermittent demonstrations. Proverbs, poetic verses, riddles and tonge twisters are therefore intense intellectual exercises used to enhance the child's reasoning power and skills in decision making. As generally believed, children from the ages of one to seven (1-7) years learn through activities and manipulation of object and cannot think in abstractions, as such parents and teachers should encourage them by allowing their participation in group activities, and display of proper behaviour worthy of emulation. This is because, by allowing children to participate in group activities which involve the manipulation of objects, their intellectual ability will be enhanced.

Anyakoha (2008) define mental development as the activities which involved thinking, understanding or perceiving, problem solving. These activities are ordinarily referred to as intellectual activities. Before a child develops mentally or has the capacity to understand, he has

to be mentally mature. As generally believed, children from the ages of one to seven (1-7) years learn through activities and manipulation of objects and cannot think in abstraction, as such parents and teachers should encourage them by allowing their participation in group activities, and display of proper behavior worthy of emulation.

12. Language Development

Newman (2010) in Zubairu (2011) observe that language development does not suddenly appear to some pre-determined age in some pre-determined fashion, but rather emerges after a child had begun to engage with his or her caregivers in such co-regulated activities as sharing, requesting, imitation, playing, naming etc. To effectively develop language, parents and teachers are encouraged to rely on such things as modeling and imitation because they play a major role in the acquisition of language, parents are expected to always expand and recast children's utterances at home. As observed by Ugwu (2006) however, the extent to which parents can carry out these responsibilities effectively depends on a number of factors. These include the extent to which parents and children interacts, the level of proficiency of language etc. as a matter of importance, in order to enhance language development, parents are encouraged to have more interaction and engage in language oriented activities with their children as it will afford an opportunity for the children to have higher quality and quantity of language. Also they should try to identify children's language problems early enough and subject such a child to various tests and exercises.

As children entre the school-age years, they begin to show signs of a budding independence. This period of growth is also marked by the active pursuit of, and genuine appreciation for, new relationships. Parents, or caregivers, continue to be the most important people in their child's

life, but relationships with peers become increasingly important, in fact, the appearance of a “best friend” is considered a universal feature of the school-age years.

Other significant, and often defining, characteristics of this phase of development are a child’s capacity to control their urges and conform to an appropriate standard of behavior without direct supervision.

3.1 Characteristics of School-Age Child include:

1. School age is a period of general growth of the muscles and bones, if the child is poorly feed it may result to retardation in growth.
2. Withstand their peer group; they interact with the widening world.
3. Loose milk teeth and have permanent ones.
4. During this period boy tends to be slightly taller and heavier than girl.
5. The mental development of school age child tends to be more rapid than before. He curiosity increases and there are thirst of knowledge.
6. His speech also developed with vocabulary of about 900 words and speeches are more in proper sentences.
7. They use different senses to perceived, his reason from assumptions.
8. School age child plays his role according to his sex i.e. the boy does the job of a male while a girl does the work of her mother.
9. He thinks and asks questions that are scientific in nature.

10. A school age child cannot concentrate on one thing for a long time. A 6 year old should be able to focus on a task for at least 15 minutes. By age 9, a child should be able to focus attention for about an hour.

3.2 Right's of Nigerian Child

The Child's Rights 2003 was enacted by the National Assembly of the Federal Republic of Nigeria. It is 'an act to provide and protect the rights of a Nigerian child; and other related matters.' The Nigerian Child refers to that young human being between the birth and puberty who grows into a fully fledged man or woman with time. Egenti (2011) defines a child as a person who has not attained the age of eighteen (18) years. In every action concerning a child, whether undertaken by an individual, public or court of law, the best interest of the child shall be the primary consideration. A child shall be given such protection and care as is necessary for the well-being of the child, taking into account the rights and duties of the child's parents, legal guardians, or other individuals, legally responsible for the child. (Hot-Angel, 2005).

Okoro (1993), in Okafor (2013), observed that Children have also been severely affected by the economic crises faced by the country in 1999, which has led to an increase in the number of children living in poverty or extreme poverty. Among other dangerous consequences, poverty made more children to live and work in the street and has increased their vulnerability to being abused. The legal rights of the Nigerian child are contained in various municipal laws and international instruments. These laws are based on certain fundamental principles relating to the promotion of human survival, prevention of harm, promotion and sustenance of human dignity and the enhancement of human development. These principles recognize the basic concept that the child is the foundation of the society and he or she assures its continuity. Accordingly, the survival and continuity of the human society depends upon the protection, preservation, nurture

and development of the child. The Constitution of the Federal Republic of Nigeria, 2003 guarantees certain Fundamental Rights to every Nigerian person including children. These rights are contained in Chapter IV of the Constitution, (Section 33-46). These include:

14. Every child has the right to survival and development.
15. Every child has the right to a name and, accordingly, shall be given a name on his birth or on such other date as is dictated by the culture of his parents or guardian.
16. Every child has the right to freedom of association and peaceful assembly in conformity with the law and in accordance with the necessary guidance and directions of his parents or guardians.
17. Every child has the right to freedom of thought, conscience and religion. Parents and, where applicable, legal guardians shall provide guidance and direction in the exercise of these rights having regard to the evolving capacities and best interest of the child.
18. Every child is entitled to his privacy, family life, home, correspondence, telephone conversation and telegraphic communications.
19. Every child is entitled to freedom of movement subject to parental control which is not harmful to the child.
20. A child shall not be subjected to any form of discrimination merely by reason of his belonging to a particular community or ethnic group or by reason of his place of origin, sex, religion or political opinion.
21. Every child is entitled to rest and leisure and to engage in play, sports and recreational activities appropriate to this age.
22. Every child is entitled to enjoy the best attainable state of physical, mental and spiritual health.

23. Every child has a right to parental care and, protection and accordingly, no child shall be separated from his parents against the wish of the child except for the purpose of his education and welfare. Every child has the right to maintenance by his parents or guardians in accordance with the extent of their means.
24. Every child has the right to free, compulsory and universal basic education and it shall be the duty of the Government in Nigeria to provide such education. Every parent or guardian shall ensure that his child or ward attends and completes his primary school education; and junior secondary education.
25. Every child who is in need of special protection measures has the right to such measure of protection as is appropriate to his physical, social, economic, emotional and mental needs and under conditions which ensure his dignity, promote his self-reliance and active participation in the affairs of the community.
26. No person shall tattoo or make a skin mark or cause any tattoo or skin mark to be made on a child.

3.3 Types of Child Abuse

There are many types of child abuse in our society. Akinola (1992) when giving the sample of the different types of child abuse in the Nigerian society said “*child abuse*” can range from child labor, sexual abuse, physical violence, prostitution, kidnapping and emotional abuse. Child abuse can broadly be classified into four categories, which include physical abuse, sexual abuse, psychological/emotional abuse and child neglect.

5. Physical Abuse

Physical abuses involve physical aggression directed at a child by an adult. Most nations with child-abuse laws consider the deliberate infliction of serious injuries, or actions that place the child at obvious risk of serious injury or death, to be illegal. Theoklitou (2011) view that physical abuse is the intentional or non-accidental production of a physical injury, which include bruises, scratches, burn, broken bones, laceration as well as repeated “mishaps” and rough treatment that could cause physical injury.

Haeuser (1990) observed that physical punishment can cause a lasting scar or mark on the child body. In Nigeria, corporal punishment followed by verbal abuse is the most common disciplinary measures adopted by parents, teachers and care givers. Some professionals claim that cultural norms that sanction physical punishment are one of the causes of child abuse and have undertaken campaigns to redefine such norms.

Generally, physical abuse is characterized by physical injury, such as bruises and fractures that result from Punching, Beating, Kicking, Biting, Shaking, Throwing, Stabbing, Choking, Hitting with a hand, stick, strap, or other object. Although an injury resulting from physical abuse is not accidental, the parent or caregiver may not have intended to hurt the child. The injury may have resulted from severe discipline, including injurious spanking, or physical punishment that is inappropriate to the child’s age or condition. The injury may be the result of a single episode or of repeated episodes and can range in severity from minor marks and bruising to death. Some cultural practices are generally not defined as physical abuse, but may result in physically hurting children. For example: Moxabustion—an Asian folkloric remedy that burns the skin. As Dubowitz (2000). A leading researcher in the field, explains: “While cultural practices are generally respected, if the injury or harm is significant, professionals typically work with parents to discourage harmful behavior and suggest preferable alternatives.

6. Sexual Abuse

Child sexual abuse is in which an adult or older adolescents abuses a child for sexual stimulation. Durant (1996) refers sexual abuse as the participation of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act. Theoklitou (2011) noted that forms of child sexual abuse include asking or pressuring a child to engage in sexual activities, indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact or using a child to produce child pornography. (Martin 1993) noted that Sexual abuse may begin with kissing or fondling and progresses to more intrusive sexual acts such as oral sex and vaginal or oral penetration.

Child sexual abuse generally refers to sexual acts, sexually motivated behaviors involving children, or sexual exploitation of children. Department of Health and Human Services, Administration on Children, Youth and Families. (2002). Described Child sexual abuse includes a wide range of behaviors, such as:

- Oral, anal, or genital penile penetration;
- Anal or genital digital or other penetration;
- Genital contact with no intrusion;
- Fondling of a child's breasts or buttocks;
- Indecent exposure;
- Inadequate or inappropriate supervision of a child's voluntary sexual activities;

- Use of a child in prostitution, pornography, Internet crimes, or other sexually exploitative activities.

Sexual abuse includes both touching offenses (fondling or sexual intercourse) and non touching offenses (exposing a child to pornographic materials) and can involve varying degrees of violence and Emotional trauma. The most commonly reported cases involve incest i.e sexual abuse occurring among family members, including those in biological families, adoptive families, and step-families. Berliner, L. (2000). Opined that incest most often occurs within a father-daughter relationship; however, mother-son, father-son, and sibling-sibling incest also occurs. Sexual abuse is also sometimes committed by other relatives or caretakers, such as aunts, uncles, grandparents, cousins, or the boyfriend or girlfriend of a parent.

7. Psychological/Emotional Abuse

Emotional abuse is defined as the production of psychological and social deficits in the growth of a child as a result of behaviour such as loud yelling, coarse and rude attitude, inattention, harsh criticism and denigration of the child's personality. Barth (1994) defined emotional neglect as refers to emotional deprivation; it is lack of caring, loving and empathic attention towards a child. In most cases, the mother ignores the child and not allow him express himself in a socially manner where children are to be seen and heard. The danger of emotional abuse is mental retardation. Messman (2000), postulated that the victims of emotional abuse may react by distancing themselves from the abusers, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment development, a tendency for victims to blame themselves (self-blame) for the abuse, learned helplessness and overly passive behaviour.

Psychological abuse also known as emotional abuse refers to “a repeated pattern of caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another’s needs.” English, D. (2010). Psychological abuse include: Spurning (e.g., belittling, hostile rejecting, ridiculing); Terrorizing (e.g., threatening violence against a child, placing a child in a recognizably dangerous situation); Isolating (e.g., confining the child, placing unreasonable limitations on the child’s freedom of movement, restricting the child from social interactions); Exploiting or corrupting (e.g., modeling antisocial behavior such as criminal activities, encouraging prostitution, permitting substance abuse); Denying emotional responsiveness (e.g., ignoring the child’s attempts to interact, failing to express affection); Mental health, medical, and educational neglect (e.g., refusing to allow or failing to provide treatment for serious mental health or medical problems, ignoring the need for services for serious educational needs).

Egeland, (2003). View that Psychological abuse is the most difficult form of child abuse to identify. In part, the difficulty in detection occurs because the effects of psychological abuse, such as lags in development, learning problems, and speech disorders, are often evident in both children who have experienced and those who have not experienced abuse. Additionally, the effects of psychological abuse may only become evident in later developmental stages of the child’s life. Although any of the forms of child abuse may be found alone, they often occur in combination. Psychological abuse is almost always present when other forms are identified. (Hart & Brassard 2007).

8. Child Neglect

Child neglect is the failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter and medical care, to the degree that the child's health, safety and well-being are threatened with harm. Fontana (1984) view neglect also as lack of attention from the people surrounding a child, and the non-provision of the relevant and adequate necessities for the child's survival, which would be a lacking in attention, love and nurture. Kabitis (2011) stress that some of the observable signs in a neglected child include: the child frequently absent from school, begs or steals food or money, lacks needed medical and dental care, is consistently dirty, and lacks sufficient clothing for the weather.

Lesa (1999) view that neglected children may experience delay in physical and psychosocial development, possibly resulting in psychopathology and impaired neuropsychological functions including executive function, attention, processing speed, language, memory and social skills. Golden (2009) opined that children who are victims of neglect have a more difficult time forming and maintaining relationship such as romantic or friendship, later in life due to the lack of attachment they had in their earlier stages of life.

Child neglect, the most common form of child abuse, is generally characterized by omissions in care resulting in significant harm or risk of significant harm. Neglect is frequently defined in terms of a failure to provide for the child's basic needs—deprivation of adequate food, clothing, shelter, supervision, or medical care. Neglect laws often exclude circumstances in which a child's needs are not met because of poverty or an inability to provide. In addition, many States establish religious exemptions for parents who choose not to seek medical care for their children due to religious beliefs that may prohibit medical intervention. Zuravin, (2004). Defined Physical Neglect are Refusal of health care the failure to provide or allow needed care in accordance with recommendations of a competent health care professional for a physical injury,

illness, medical condition, or impairment. He also delay in health care and failure to seek timely and appropriate medical care for a serious health problem that any reasonable layman would have recognized as needing professional medical attention. Unsupervised or inadequately supervised for extended periods of time or allowing the child to remain away from home overnight without the parent or caretaker knowing or attempting to determine the child's whereabouts is also a physical neglect.

There are several forms of child abuse which cause physical, sexual, or emotional types of child abuse in Nigeria in general and Kaduna and Kano state in specific. These major forms of child abuse include hawking, domestic work/ house help and Almajiri system which boys and girls are engage into.

4. Hawking

Hawking is a process of selling goods on the street or at the door of a house especially while moving from place to place. Akpan (1990) in an interview with the Nigerian economics narrated that "hawking have a diverse effect on the growth of children, Akpan further stress that it exposes innocent children to corrupt social influence particularly in the case of girls who are opened to the temptation. Peter (1990) stated that despite the influence of good home training, hawking stimulate young children sexually and gave them an air of freedom, exposed them to material and social rewards in exchange for sex. The girls who often hawk has low self esteem will willingly obey to have the sex.

Ishaya and Yohanna (2003) said that hawking entailed carrying wares about for sale. It may include the hawkers offering the goods from door to door or the children have made street their working place. Children of school age were found hawking one thing or another in the street,

market place, motor parks and many other places to earn their daily needs. Arnaldo (2001) and Adeyanju (2004) observe that hawking was another way through which a child sold goods. The children often seen in traffic jam displaying their items to rich folk in moving vehicles. Consumers, who might have forgotten certain things when shopping, bought from these hawkers. Some passengers took advantage of these moving vehicles and did not pay for collected items. The children were sometimes knocked down by other moving vehicles when they pursued dubious customers. They are usually exposed to harsh sun and torrential rains. Unfortunately, some are attacked by thieves and armed robbers.

Musa (2005) noted that hawking has been on for decades, but it has taken an ugly dimension as children often got molested. There was no control over their interaction with people who may be of questionable inclinations whom they met in the process of hawking. Okonkwo (1997) showed that hawking or trading served as marriage preparation for children, since they were expected to meet their boyfriends/suitors during trading and to help their mothers accumulate money, without which marriage loses esteem. The issue of hawking which was mainly associated with the girls has been quite problematic in Kaduna state. It was therefore common to see child hawkers often roaming the streets in the name of selling all sorts of items.

5. Domestic Work/House Help

Baker and Knaul (1991) pointed out that child who worked as domestic servants often did so under extreme exploitative conditions, work may be done as long as 12-15 hours a day and very few were paid except in kind. Learning no skills the children ill equipped to face the world as adults. Domestic work is an employment which is mainly in an urban area where children could

become house boys/girls or nannies and are paid wages either directly or to the parents. On the other hand, some unfortunate child-servants may be exploited by being over worked, underpaid, subjected to physical abuse and if they are girls, their employers may even subject them into co-habitation. Madunagu (1999) opined that domestic work/house help that is the most common form of child abuse in Nigeria; where children of school-age were employed to give domestic service. He observed that this work need not to be hazardous, but most often they are. Venern (1999) asserted that urban poor and unemployed parent gives out their children to highly employed workers and well to do people as domestic workers; these children stayed with their employers or relatives and were paid low wages.

Hutchinson (2001) described the domestic work in the form of house help in Ghana as another form of child abuse. Children normally between the ages of eight and sixteen years were sent into certain homes to serve as house helps, all sorts of jobs or chores are given by their masters or mistresses. And what exacerbate concerned people most was that these children did not get the right treatment from their employers. The children were often molested and sometime sexually abused by their masters. A research on domestic servants by Ogundipe (2005) showed the numbers of young domestic servants were not known because of its hidden, invisible nature. These young children often carried out the domestic chores of the houses and often combined these with trading activities on behalf of their employers.

6. Almajiri System

Almajiri system can be said to be another form of child abuse, in the sense that children are exposed to laborious work at tender age normally children between the ages of seven and twenty. Their teachers cannot provide the necessities of life for them therefore they embark on begging

or labored work in order to survive. African network for prevention against child abuse and neglect (ANPPCAN) Nigerian Chapter (2000) defined almajiri as a young learner of Qur'an. The learners are children between 7-15 years. They come from rural areas to urban centre's to seek for knowledge of Qur'an under the agreement of their parents or guardians. However, the agreement between parents and the Qur'anic teacher (Mallam) does not bind on feeding and clothing of the learner (almajiri), because the tradition has been to teach these young learners free of charge and Allah would reward the teacher. Nevertheless the arrangement deficiency provides the Qur'anic teacher the opportunity to ask the pupils to go and beg for aims, mostly food, money and clothes whichever is offered voluntarily will be shared with the mallan, as well as offer him free labour on his farm. These children suffered severe psychological consequences of engaging in such dehumanizing activities and encounter with the general public. Such children (almajirai) are usually aggressive as they are exposed to different forms of pressure, hunger and hard jobs that demand several times their energy and weight before the job is complete.

Social psychologists also noted that when a child is exposed to labor at a tender age and deprived with little or no benefit and entertainment, such child normally develops the habit of loneliness and thus lead to *Schizophrenia*. Therefore children's right must be protected, preserved and maintained; similarly they should be given equal rights and privilege as adult, for a brighter future. The primary or basic children's needs are rights to education, health, entertainment, association, interaction, shelter and nutrition. Once these essential needs are provided, there is no doubt that they can perform wonderfully in their undertakings and can deliver as leaders of tomorrow.

3.2 Causes of Child Abuse

Child abuse is a complex phenomenon with multiple of causes. Understanding the causes of abuse is crucial to addressing the problem of child abuse. Finkelman (1995) there are a lot of factors that constitute child abuse in Nigeria, however, there are basic problems of poverty, unemployment and corruption which have affected Nigerian economy and are responsible for the growing child abuse in the country.

1. Parents who physically abuse their spouses are more likely than others to physically abuse their children. Ross (1996) opined that Parents with a past history of abuse may repeat their own experience with their children.

2. Children resulting from unintended pregnancies are more likely to be abused or neglected. Unintended pregnancies are more likely than intended pregnancies to be associated with abuse relationships and lower mother-child relationship quality (Hathaway 2000).

3. Substance abuse can be a major contributing factor to child abuse. One united state (U.S.) study found that parents with documented substance abuse. Most commonly alcohol, cocaine and heroin, were much more likely to mistreat their children and were also much more likely to reject court-ordered services and treatments. 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

4. Unemployment is another cause of child abuse. According to Garsden (2009) maintained that unemployment and financial difficulties are associated with increased rates of child abuse.

5. Similarly another cause of child abuse is broken home whereby the mother is not together with the father. In this case some of the children stay with the father, while some with the mother and others with relatives. In most cases children don't get love and affection and good training from

one parent who may be living with another husband or wife. Some stepmothers are cruel to the children of the former wife and would not hesitate to abuse such children.

6. Poverty: Majority of the parents are poor they could not afford to maintain or take good care of their children. This is why some teenagers male and females being taken away outside the country serving as labourers, and prostitute risking their lives to all types of dangerous disease associated with illegal and premature sex.

7. Neglect by busy parents: The children may become neglected or abused because the parents claim to be too busy to find and spare time with the child and supervise him. Ebigho (2002) noted that it occurs most commonly in homes in which all material needs and more have been provided. The ever busy parents discover too late that the children have found alternative pursuits often involving crimes and drugs.

2.4 Factors Contributing to Child Abuse

There is no single known cause of child abuse. Nor is there any single description that captures all families in which children are victims of abuse and neglect. Child abuse occurs across socio-economic, religious, cultural, racial, and ethnic groups. Rycus, (1998). While no specific causes definitively have been identified that lead a parent or other caregiver to abuse or neglect a child, research on (Child Abuse and Prevention, 1996) has recognized a number of risk factors or attributes commonly associated with child abuse. Children within families and environments in which these factors exist have a higher probability of experiencing abuse. It must be emphasized, however, that while certain factors often are present among families where abuse occurs, this does not mean that the presence of these factors will always result in child abuse and neglect. The factors that may contribute to child abuse in one family may not result in child

abuse and neglect in another family. Risk factors associated with child abuse can be grouped in to four domains:

- Parent or caregiver factors
- Family factors
- Child factors
- Environmental factors

5. Parents Factors

Parent or caregiver factors potentially contributing to child abuse, no consistent set of characteristics or personality traits has been associated with abusing parents or caregivers. Some characteristics frequently identified in those who are physically abusive or neglectful include low self-esteem, an external locus of control (i.e., belief that events are determined by chance or outside forces beyond one's personal control), depression, anxiety, and antisocial behavior. National Research Council. (1993); in their research findings revealed that, some abuse parents or caregivers experience behavioral and emotional difficulties, but severe mental disorders are not common. Chalk (1998); stated that A parent's childhood history plays a large part in how he or she may behave as a parent. Individuals with poor parental role models or those who did not have their own needs met may find it very difficult to meet the needs of their children. While the estimated number varies, child abuse literature commonly supports the finding that some abuse parents or caregivers were victims of abuse and themselves as children. Kaufman (2010). One review of the relevant research on child abuse suggested that about one-third of all individuals who were abuse will subject their children to abuse. Kaufman (2010). Children who either experienced child abuse or witnessed violence between their parents or caregivers may learn violent behavior and may also learn to justify violent behavior as appropriate. Gelles (2009)

this is to say that abused child will always grow up to become an abusive parent. But there are individuals who have not been abused as children who become abusive, as well as individuals who have been abused as children and do not subsequently abuse their own children. It is not known why some parents or caregivers who were abuse as children abuse or neglect their own children and others with a similar history do not. While every individual is responsible for his or her actions. National Research Council. (1993). suggests the presence of emotionally supportive relationships may help lessen the risk of the intergenerational cycle of abuse.

Parental substance abuse is reported to be a contributing factor for between one- and two-thirds of abusing children in the child welfare system. Young (1998). Substance abuse can interfere with a parent's mental functioning, judgment, inhibitions, and protective capacity. Parents significantly affected by the use of drugs and alcohol may neglect the needs of their children, spend money on drugs instead of household expenses, or get involved in criminal activities that jeopardize their children's health or safety. Zuckerman (1994). Also, substance abuse can influence parental discipline choices and childrearing styles. U.S. Department of Health and Human Services. (1999); Over the past decade, revealed that prenatal exposure of children to drugs and alcohol during their mother's pregnancy and its potentially negative, developmental consequences has been an issue of particular concern. The number of children born each year exposed to drugs or alcohol is estimated to be between 550,000 and 750,000.³⁵ while this issue has received much attention, children who are exposed prenatally represent only a small proportion of children negatively affected by parental substance abuse. Landdeck-Sisco (1997). Pointed that the number and complexity of co-occurring family problems often makes it difficult to understand the full impact of substance abuse on child abuse. Substance abuse and child abuse often co-occur with other problems, including mental illness, HIV/AIDS or other health

problems, domestic violence, poverty, and prior child abuse. These co-occurring problems produce extremely complex situations that can be difficult to resolve. Because many of the problems may be important and urgent, it can be difficult to prioritize what services to provide. Additionally, identifying and obtaining appropriate resources to address these needs is a challenge in many communities.

Black (2001). In their research described Negative attitudes and attributions about a child's behavior and inaccurate knowledge about child development may play a contributing role in child abuse. For example, some studies have found that mothers who physically abuse their children have both more negative and higher than normal expectations of their children, as well as less understanding of appropriate developmental norms. Not all research, however, has found differences in parental expectations. A parent's lack of knowledge about normal child development may result in unrealistic expectations. Unmet expectations can culminate in inappropriate punishment (e.g., a parent hitting a one-year-old for soiling his pants). Other parents may become frustrated with not knowing how to manage a child's behavior and may lash out at the child. Still others may have attitudes that devalue children or view them as property.

Caretaker age may be a risk factor for some forms of child abuse, although research findings are inconsistent. Schumacher (2000). Asserted that some studies of physical abuse, in particular, have found that mothers who were younger at the birth of their child exhibited higher rates of child abuse than did older mothers. He also noted that other contributing factors, such as lower economic status, lack of social support, and high stress levels may influence the link between younger childbirth particularly teenage parenthood and child abuse.

6. Family Factors

Specific life situations of some families such as marital conflict, domestic violence, single parenthood, unemployment, financial stress, and social isolation may increase the likelihood of child abuse. While these factors by themselves may not cause child abuse, but they frequently contribute to negative patterns of family functioning. Children living with single parents may be at higher risk of experiencing physical, sexual abuse and neglect than children living with their two biological parents. Sedlak (2010). Single parent households are substantially more likely to have incomes below the poverty line. (Lower income), the increased stress associated with the sole burden of family responsibilities, and fewer supports are thought to contribute to the risk of single parents abusing their children. The rate of child abuse in single parent households is 27.3 children per 1,000, which is nearly twice the rate of child abuse in two parent households (15.5 children per 1,000). An analysis of child abuse cases in a nationally representative sample of (42) counties found that children from single parent families are more likely to be victims of physical and sexual abuse than children who live with both biological parents. Compared to their peers living with both parents, children in single parent homes had:- 77 percent greater risk of being physically abused:- 87 percent greater risk of being harmed by physical neglect:- 165 percent greater risk of experiencing notable physical neglect:- 74 percent greater risk of suffering from emotional neglect:- 80 percent greater risk of suffering serious injury as a result of abuse:- 120 percent greater risk of experiencing some type of maltreatment overall. A national survey of nearly 1,000 parents found that 7.4 percent of children who lived with one parent had been sexually abused, compared to only 4.2 percent of children who lived with both biological parents. Using data from 1,000 students tracked from seventh or eighth grade in 1988 through high school in 1992, researchers determined that only 3.2 percent of the boys and girls who were raised with both biological parents had a history of child abuse. However, a full 18.6 percent of

those in other family situations had been abused. A study of 156 victims of child sexual abuse found that the majority of the children came from disrupted or single-parent homes; only 31 percent of the children lived with both biological parents. Although stepfamilies make up only about 10 percent of all families, 27 percent of the abused children in this study lived with either a stepfather or the mother's boyfriend. (National Research Council, 1993).

Children in violent homes may witness parental violence, may be victims of physical abuse themselves, and may be neglected by parents who are focused on their partners or unresponsive to their children due to their own fears. Edelson (2013). A child who witnesses parental violence is at risk for also being abused, but, even if the child is not abused, he or she may experience harmful emotional consequences from witnessing the parental violence. (Margolin 2011).

Stress is also thought to play a significant role in family functioning, although its exact relationship with child abuse is not fully understood. Whipple (1991). Asserted that Physical abuse has been associated with stressful life events, parenting stress, and emotional distress. Similarly, some studies have found that neglectful families report more day-to-day stress than non-neglectful families. Williamson (2014). Noted that, It is not clear, however, whether maltreating parents actually experience more life stress or, rather, perceive more events and life experiences as being stressful.⁵⁶ In addition, specific stressful situations (e.g., losing a job, physical illness, marital problems, or the death of a family member) may exacerbate certain characteristics of the family members affected, such as hostility, anxiety, or depression, and that may also aggravate the level of family conflict and maltreatment. (Milner 2000).

Families involved in child abuse seldom recognize or reward their child's positive behaviors, while having strong responses to their child's negative behaviors. Rycus, & Hughes (2014). abusive parents have been found to be less supportive, affectionate, playful, and responsive with

their children than parents who do not abuse their children. Garbarino (2004). Researches on abusive parents, particularly physically abusive mothers, found that these parents were more likely to use harsh discipline strategies (e.g., hitting, prolonged isolation) and verbal aggression and less likely to use positive parenting strategies (e.g., using time outs, reasoning, recognizing and encouraging the child's successes).

7. Child Factors

Children are not responsible for being victims of abuse. Certain factors, however, can make some children more vulnerable to abuse behavior. The child's age and physical, mental, emotional, and social development may increase the child's vulnerability to abuse, depending on the interactions of these characteristics with the parental factors previously discussed. The relationship between a child's age and abuse is not clear cut and may differ by type of abuse. In 2000, for example, the rate of documented abuse was highest for children between birth and 3 years of age (15.7 victims per 1,000 children of this age in the population) and declined as age increased. Finkelho (2009). Stated that The inverse relationship between age and abuse is particularly strong for neglect, but not as evident for other types of abuse (physical, emotional, or sexual abuse). Infants and young children, due to their small physical size, early developmental status, and need for constant care, can be particularly vulnerable to child abuse. Very young children are more likely to experience certain forms of child abuse, such as shaken baby syndrome and nonorganic failure to thrive. Teenagers, on the other hand, are at greater risk for sexual abuse. (Crosse 2013).

Children with physical, cognitive, and emotional disabilities appear to experience higher rates of abuse than do other children. Ammerman (1996). A national study, completed in 1993, found that children with disabilities were 1.7 times more likely to be maltreated than children without

disabilities. Sobsey (2010). To date, the full degree to which disabilities precede or are a result of abuse is unclear. In general, children who are perceived by their parents as “different” or who have special needs including children with disabilities, as well as children with chronic illnesses or children with difficult temperaments may be at greater risk of being abuse. Steinberg (2011). The demands of caring for these children may overwhelm their parents. Disruptions may occur in the bonding or attachment processes, particularly if children are unresponsive to affection or if children are separated by frequent hospitalizations. Smith & Heyman (2001). Stated that Children with disabilities also may be vulnerable to repeated abuse because they may not understand that the abusive behaviors are inappropriate, and they may be unable to escape or defend themselves in abusive situations. Vissing (1991). Pointed out that some researchers and advocates have suggested that some societal attitudes, practices, and beliefs that devalue and depersonalize children with disabilities sanction abusive behavior and contribute to their higher risk of abuse. For instance, there may be greater tolerance of a caregiver verbally berating or physically responding to a disabled child’s inability to accomplish a task or act in an expected way than there would be if similar behavior was directed at a normally able child.

While some studies suggest that infants born prematurely or with low birth-weight may be at increased risk for abuse, other studies do not. The relationship between low birth-weight and abuse may be attributable to higher maternal stress heightened by high caregiver demands, but it also may be related to poor parental education about low birth-weight, lack of accessible prenatal care, and other factors, such as substance abuse or domestic violence. Zuravin (2005). Child factors such as aggression, attention deficits, difficult temperaments, and behavior problems or the parental perceptions of such problems have been associated with increased risk for all types of child abuse. He stress that these factors may contribute indirectly to child maltreatment when

interacting with certain parental characteristics, such as poor coping skills, poor ability to empathize with the child, or difficulty controlling emotions. In addition, these same child characteristics may be reinforced by the child abuse (e.g., a physically abused child may develop aggressive behaviors that elicit harsh reactions from others) and create conditions that can lead to recurring maltreatment.

8. Environmental Factors

Environmental factors are often found in combination with parent, family, and child factors, as highlighted above on this topic. Environmental factors include poverty, unemployment, social isolation, and community characteristics. It is important to reiterate that most parents or caregivers who live in these types of environments are not abusive. Poverty and unemployment show strong associations with child abuse, particularly neglect. Paradise (1994); stated that the children from families with annual incomes below \$15,000 in 1993 were more than 22 times more likely to be harmed by child abuse and neglect as compared to children from families with annual incomes above \$30,000. He also noted that, it is important to underscore that most poor people do not abuse their children. However, poverty, particularly when interacting with other risk factors such as depression, substance abuse, and social isolation can increase the likelihood of child abuse. Some studies indicate that compared to other parents, parents who abuse their children report experiencing greater isolation, more loneliness, and less social support. Drake & Pandy (2001). Social isolation may contribute to child abuse because parents have less material and emotional support, do not have positive parenting role models, and feel less pressure to conform to conventional standards of parenting behaviors. Broadhurst (2010). Noted that It is not clear, however, whether social isolation in some cases precedes and serves as a contributing factor to child abuse or whether it is a consequence of the behavioral dynamics of abuse.

Children living in dangerous neighborhoods have been found to be at higher risk than children from safer neighborhoods for severe neglect and physical abuse, as well as child sexual victimization. Needham (2007). Said that some risk may be associated with the poverty found in dangerous neighborhoods, however, concerns remain that violence may seem an acceptable response or behavior to individuals who witness it more frequently. Societal attitudes and the promotion of violence in cultural norms and the media have been suggested as risk factors for physical abuse. Jones (1990). In addition, while the research is controversial, some studies show a positive relationship between televised violence and aggressive behaviors, particularly for individuals who watch substantial amounts of television.

2.5 Effect of Child Abuse on School-age Children

The effects of child abuse in Nigeria like other third world nations are devastating and outrageous. It is a social problem that afflicts all societies. From medical angle, it causes physical damage and injuries. Daudu (2008) believed that the effects may be emotional, physical, psychological as well as social; it could result in the loss of self esteem and personality disorder on the child. A child may also have constant strong feeling of guilt and rejection.

Children who have a history of neglect or physical abuse are at risk of developing *psychiatric problems* of a disorganized attachment style. Solomon (1999) further said that disorganized attachment is associated with a number of developmental problems including dissociative symptoms as well as anxiety, depressive and acting out symptoms. Victims of childhood abuse, it is also claimed to suffer from different types of physical health problems later in life. Some reportedly suffer from chronic head, abdominal, pelvic or muscular pain with no identifiable reason. (Takele, 1996).

Lyons–Ruth (1996) states that children who are physically abused are likely to receive bone fractures, particularly rib fractures and may have a higher risk of developing cancer. He further said that children who experience child abuse and neglect are 59% more likely to be arrested as juveniles, 28% more likely to be arrested as adults and 30% more likely to commit violent crime. The immediate physical effects of abuse or neglect can be relatively minor (bruises or cuts) or severe (broken bones, hemorrhage or even death). In some cases the physical effects are temporary; however, the pain and suffering they cause a child should not be discounted. Unfortunately, the effects of child abuse last a life time. Psychologist conducted a study in the United State (U.S) in (2010) have proven the negative effects of child abuse are more than skin deep, and can have permanent physical, intellectual and psychological consequences throughout adolescence and adulthood.

Douglas (2005) remarked that child abuse fatality occurs when a child’s death is the result of abuse or neglect or when abuse and neglect are contributing factors to a child’s death. A number of policies and programs have been put in place in the U.S. to better understand and to prevent child abuse fatalities such as safe-haven laws, child fatality review teams, shaken baby syndrome and child abuse death laws which mandate harsher sentencing for taking the life of a child.

The effects of sexual child abuse may include fear, anxiety, depression, anger, hostility, inappropriate sexual behavior, poor self-esteem, substance abuse and difficulty with close relationships. A typical instance of such phenomena of sexual abuse in young children is the cause of those hawking for their parents, especially small girls, who usually fall easy victim to adult just for a token gift.

Carlson (2010) stated that emotional abuse causes some of the most significant long term psychological damage. People who suffer emotional abuse, also known as psychological maltreatment, are forever altered in their ability to create stable emotional, psychological and/or social development. The effect of emotional abuse may include insecurity, poor self-esteem, destructive behavior, withdrawal, poor development of basic skills, alcohol or drug abuse, suicide, difficulty forming relationships and instability in holding a job.

The consequences of child abuse can be profound and may endure long after the abuse or neglect occurs. The effects can appear in childhood, adolescence, or adulthood, and may affect various aspects of an individual's development (e.g., physical, cognitive, psychological, and behavioral). These effects range in consequence from minor physical injuries, low self-esteem, attention disorders, and poor peer relations to severe brain damage, extremely violent behavior, and death. (National Research Council. 1993).

- Health and physical effects
- Intellectual and cognitive development
- Emotional, psychological, and behavioral consequences

While abuse children have a higher risk of certain problems, it cannot be concluded that any given consequence will always occur. Not all children who have been maltreated will suffer severe consequences. A number of factors may influence the effects of abuse, including the child's age and developmental status at the time of the abuse, as well as the type, the frequency, the duration, and the severity of the abuse and co-occurring problems. (Gelles, 2010).

Health and physical effects can include the immediate effects of bruises, burns, lacerations, and broken bones and also longer-term effects of brain damage, hemorrhages, and permanent disabilities. Negative effects on physical development can result from physical trauma (e.g., blows to the head or body, violent shaking, scalding with hot water, or asphyxiation). Infants and young children are particularly vulnerable to the physical effects of child abuse. Shaking an infant may result in bruising, bleeding, and swelling in the brain. The health consequences of “shaken baby syndrome” can range from vomiting or irritability to more severe effects, such as concussions, respiratory distress, seizures, and death. Conway (2008). Stated that other possible consequences include partial loss of vision or blindness, learning disabilities, mental retardation, and cerebral palsy, or paralysis. He also said that Infants who have been neglected and malnourished may experience a condition known as “nonorganic failure to thrive.” With this condition, the child’s weight, height, and motor development fall significantly below age-appropriate ranges with no medical or organic cause. The death of the child is the end result in extreme cases. Nonorganic failure to thrive can result in continued growth retardation as well as cognitive and psychological problems. (Wallace 2009).

Even with treatment, the long-term consequences can include continued growth problems, diminished cognitive abilities, retardation, and socio-emotional deficits such as poor impulse control. Effects on Brain Development Over the last decade, researchers have enhanced the field’s understanding of the adverse effects of abuse on early brain development. An abused infant or young child, for example, may not be exposed to stimuli that would activate important regions of the brain and strengthen cognitive pathways. Consequently, the connections among neurons in these inactivated regions can literally wither away, hampering the individual’s later functioning. If the regions responsible for emotional regulation are not activated, the child may

have trouble controlling his or her emotions and behaving or interacting appropriately (e.g., impulsive behavior, difficulties in social interactions, or a lack of empathy). (Greenough, 2013).

Child abuse may affect an individual's health in a number of direct and indirect ways. Victims of sexual abuse, for example, may become infected with sexually transmitted diseases including syphilis and human immunodeficiency virus (HIV). Studies have found that women who had experienced sexual abuse were more likely to experience ongoing health problems such as chronic pelvic pain and other gynecologic problems, gastrointestinal problems, headaches, and obesity. Moeller, (2012). Adults who were abused as children show higher levels of many health problems not typically associated with abuse and neglect—heart disease, cancer, chronic lung disease, and liver disease. The link between child abuse and these diseases may be depression, which can influence the immune system and may lead to higher risk behaviors such as smoking, alcohol and drug use, and overeating. (Felitti, et al. 2012).

Current research differs on findings related to the consequences of maltreatment on cognitive development, verbal abilities, and problem-solving skills. Some studies find evidence of lowered intellectual and cognitive functioning in abused children as compared to children who had not been abused, Perry, (2011). All types of abuse, physical abuse, sexual abuse, neglect, and psychological or emotional abuse can affect a child's emotional and psychological well-being and lead to behavioral problems. These consequences may appear immediately after the abuse or years later. There is no single set of behaviors that is characteristic of all children who have been abused and neglected; the presence of emotional and psychological problems among many abused children is well documented. Clinicians and researchers report behaviors that range from passive and withdrawn to active and aggressive. Egeland, (2005). Physically and sexually abused children often exhibit both internalizing and externalizing problems. Trickett, (2008). Observed

that, Emotional and psychosocial problems identified among individuals who were abused as children include: Low self-esteem, depression and anxiety, post-traumatic stress disorder (PTSD), attachment difficulties, eating disorders, poor peer relations, Self-injurious behavior (e.g., suicide attempts).

Abused children who developed insecure attachments to caregivers may become more mistrustful of others and less ready to learn from adults. They also may experience difficulties in understanding the emotions of others, regulating their own emotions, and in forming and maintaining relationships with peers. Morrison, (2010). View that violence, Substance Abuse, and Other Problem Behaviors Individuals victimized by child abuse are more likely than people who were not abused to engage in juvenile delinquency, adult criminality, and violent behavior. Widom, (1992). Stated that a study sponsored by the National Institute of Justice followed cases from childhood through adulthood and compared arrest records of a group of substantiated cases of child abuse with a comparison group composed of individuals who were not officially recorded as abused. While most members of both groups had no juvenile or adult criminal records, being abused or neglected as a child increased the likelihood of arrest as a juvenile by 53 percent and as a young adult by 38 percent. Allen, (2010). View that it must be underscored, however, that while the risk is higher, most abused and neglected children will not become delinquent, experience adolescent problem behaviors, or become involved in violent crime.

2.6 Child abuse and Social Behaviour

A child social behaviour encompasses all the aspect of human growth from birth to adolescence. These include the progressive elaboration of the child's intellectual skills, personality development, stage by stage, development of the body and socialization, by which children adjust to society and its demands. Generally, some psychologist has advocated that children develop within a social matrix. Hence, the nature of the matrix influences what he learns and how he/she feels about it even though the process by which learning take place may be the same in all societies. Stevenson (2001) noted that children grow up and socialized through their peers. Stevenson added that the influence of peer groups in relation to child abuse during their daily routine on hawking, begging, and domestic work has resulted into deviant behaviour that are against the social norms, moral and values of the society. Apart from stealing that is noticeable among homeless children, some imitates bad behaviors like smoking, drinking and sexual immorality, due to disposition and neglect. Street children have an exceptionally harsh and hazardous way of life during their social interaction with ill-treated peers

Prior to the child social behavioour, the primary context for the care of young children is the home. However, the high cost and poor service of public health services and unhealthy environmental conditions including over-crowding, inadequate access to portable water, sanitation facilities, refuse collection and pollution, particularly in the towns and cities have negative impact on the child's social behaviour into a fasting society where anti-social behaviour are commonly exhibited among teenagers and young children; who are of school age. (Leventhal 2005).

Donli (1988) noted that parents may also hinder the development of their child by giving the child too much attention and love than is necessary for his healthy development. These smother loves prevent the child from assuming his own responsibilities and sometimes hinder social

development of the child in subtle ways. Donli also added that some parents fail to join their children in constructive pursuits especially among rich parents. Donli further stated that obnoxious culture/ignorance of the society are also source of child abuse, child neglect and exploitation of children. Some cultures do not take seriously to the training of their male children to schools, rather they are sent to the farm to train as farmers or to engage in other forms of trade. Adesina (1988) pointed out that a visit to primary schools in the rural areas during the rainy season would give one the impression that the schools were on vacation. Many children stayed away from schools to serve as farm hands on their parents' farms. Some offered cheap labour on the farm for money to meet their basic needs. These made the children stayed away from school for one term and later return to continue with their education.

2.7 Socio-Economic Status of Families and Child Abuse

Socio-economic status (SES) is an economic and sociological combined total measures of person's work experience and of an individual family's economics and social position relative to others, based on income, education and occupation. Socio-economic status is typically into three categories high SES, middle SES and low SES. When placing a family or individual into one of these categories any or all of the three variables i.e. income, education and occupation can be assessed. The economic status of a person is dictated by how rich or poor a person is. A rich man is regarded as belonging to the higher economic status, while the poor were regarded as belonging to lower economic status. It determines ones attitude to things, how he interacts in the society, and the taste he has. Income is a commonly used measure of socio-economic status, because it is relatively easy to figure out for most individuals. Anyakoha (2008) defined income of a family as a flow of commodities and services including money available to the family, for the satisfaction of family's needs and wants over a given period of time. Money income is the

purchasing or buying power that a family has at a given period of time. Osigwe (2000) view economic status as how one is place in the society, rich, poor, or otherwise.

Fontana (2006) stated that in every society there are different classes of people and this is largely based on their economic and social status. There are three main family types; the upper class, the middle class and the lower class or poor class. The upper class would afford to provide for their children to the excess while the middle class can moderately afford for their children and the low class could not afford to provide the basic needs of their children. Akinade (1999) remarked that child abuse is indispensable to the survival of many rural poor families. The family is the basic unit of any society. A society is made up of many families, thus the welfare of any nation depends on that of each individual families there in. The family is often composed of a man, his wife and their children. Okeke (2009) stated that, a family consists of a group of people who live together and are united by ties of marriage, blood or adoption. When it comes to child labour involvement, lower class children are more likely to be involved than middle class, and children in rural areas spend more time working than those in urban areas. Bassey (1999) stated that upper class parents usually help their children progress in schools. The relatively intellectual atmosphere of higher class home, complements the formal education of the school. The situation for school-age children from lower class families was frequently the opposite. The parents usually have so many social and economic problems of their own that they wanted to solve, they often did not know how. The low social level and absence of intellectual interest in the usual low-class home have a negative day to day effect on the educational development of its children.

Efajeme (2001) opined that the majority of parents in the low-income group sent their children as maid to hawk their goods in order to augment the family spending power. United Nation Children's Emergency Fund UNICEF (2001) stated that the parents of scavenging children were

among the poorest of the urban poor, residing in the most squalid slums or even living on the street. Single parents were not detached from punishing children through child labour that helped in sustaining their life. Those women, who did not cope to satisfy their needs, use their children as part of food providers. Many people wonder why poverty is linked to child abuse. Aluwaong (2007). Perceived poverty as a condition of being poor, unproductiveness, it is about men, women and children undergoing unimaginable hardships which stop them from achieving their goals and fulfilling their basic human rights.

The well placed parents who have sufficient income will not send their children out to hawk, no matter their attitudes or the inclination of the child. Family economics problems including loss of parents have been identified as contributing factors to child abuse. Grant (1991) cited in Children Especially with Difficult Circumstances (CEDC), children from broken homes, victims of early marriages, orphans, foster children and abandoned children whose parents were not available to protect them are mostly highly engaged in child abuse.

2.8 Parenting Style and Child Abuse

Parenting is the activity of bringing up and looking after a child. A parenting style is a psychological construct representing standard strategies that parents use in child rearing. Most parents learn parenting practices from their parents. The disinclination of family values and roles in child-upbringing has resulted in breeding irresponsible children who now engaged in crimes and other anti-social behaviors. What are some reasons why parenting styles might vary? Some potential causes of these differences include culture, personality, family size, parental background, socioeconomic status, educational level, and religion, of course, the parenting styles of individual parents also combine to create a unique blend in each and every family. For

example, the mother may display an authoritative style while the father favors a more permissive approach. In order to create a cohesive approach to parenting, it is essential that parents learn to cooperate as they combine various elements of their unique parenting styles.

5. Authoritarian Parenting also called strict Parenting

This style of parenting, children are expected to follow the strict rules established by the parents. Blair, Jones and Simpson (1975), maintained that authoritarian mothers set rules without consulting children and allow little or no autonomy, and use physical techniques for reinforcing discipline. Authoritarian parents make their children to follow their directives and to respect their work and efforts, failure to follow such rules usually result in punishment. Authoritarian parents fail to explain the reasoning behind their rules, if asked to explain, the parent might simply reply, because I said so. These parents have high demands but are not responsive to their children's demand. Gardner (1978) held the opinion that parents set up firm and narrow guidelines for behavior and seriously punishes non-compliance. It discourages self-expression and inclination toward independence and autonomy. Children raised in this manner were more likely to become delinquent, and emotionally distressed. Outwardly, such children could be submissive, while they are really frustrated and resentful. The children may have less social competence because the parent generally tells the child what to do, instead of allowing the child to choose by himself.

6. Authoritative Parenting also called Assertive or Democratic Parenting

This style of parenting is demanding and responsive. Authoritative or democratic parenting is characterized by a child-centered approach that holds high expectations of maturity. This type of parenting encourages children to be independent but still places control and limits on their actions. Douvan and Adelson (2000) in Blair, Jones and Simpson (1975) reported that democratic parents allow much autonomy, with the child being a part of important decisions

affecting him. The authors observed that, this social atmosphere produced children who were usually self-reliant, poised and effective, free with parents, but maintained warm relationship with one another. Gardner (2004) referred to this style of parenting with some degree of comfort. While reviewing earlier studies done between the late 1950s and early 1970s he reported the consensus among psychologists that the outcomes of this upbringing style produced children that are interestingly lively, obedient, and polite generally conforming. An authoritative or democratic parenting style mainly results when there is high parental responsiveness and high parental demands. Children resulting from this style of parenting are more independent and self-reliant. This style of parenting is most recommended by child-rearing experts. Ozdoemelan and Okafor (2004) maintained that a democratic child-up bringing technique enhanced confidence in children, and encouraged their participation in decision making where cooperation, commitment to duty and consideration for the feelings and rights of others become the order of the day.

7. Indulgent, Permissive or Lenient Parenting

Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them. Gardner (1978), in Olson and Defrain (2000) noted that the degree of flexibility could approach the maximum fringes as to become chaotic in some extreme cases. Parents are nurturing and accepting, and are very responsive to the child's needs and wishes. Indulgent parents are generally nurturing and communicative with their children, often taking on a status of a friend more than that of a parent.

Children of indulgent parents may tend to be more impulsive and as adolescents, may engage more in misconduct and in drug use. It may create a spoiled brats or spoiled sweet children depending on their socio-economic background. The main problem with this style of parenting was the tendency of the child getting out of control where children no longer have regards for

their parents. But in the better cases they are emotionally secure, independent and are willing to learn and accept defect. They mature quickly and are able to live life without the help of someone else.

8. Neglectful, Uninvolved or Dismissive Parenting

The parents are low in warmth and control, are generally not involved in their child's life, are undemanding, low in responsiveness and do not set limits. Blair Jones and Simpson (1975) wrote that children who came from homes in which they were neither loved or valued by parents were considered neglects or abuse children. They further maintained that such treatment from parents threatened the child's need for affection and security where children felt helpless and withdrawn. Neglecting parenting can also mean dismissing the child's emotions and opinions. Parents are emotionally unsupportive of their children, but will still provide their basic needs. In extreme cases, these parents may even reject or neglect the needs of their children due to financial stresses or addiction to harmful substances. Many children of this parenting style often attempt to provide for themselves. They had difficulty in forming genuine attachment for anyone. Lovell (1976) observed that mother's rejection, neglect or repression was associated with later aggressiveness, delinquent and inhibited behavior in children.

2.9 Review of Empirical Studies

Alamu (2001) worked on child abuse in Nigeria: the case study of groundnut hawkers in Samara Zaria Kaduna state. The objective of the study was to examine the validity of child abuse in the form of child labour exploitation. The area of the study was divided into three (3) zones. Survey research method and observation was used. Questionnaire were used to collect relevant data from any passing-by groundnut hawking child who was willing to cooperate and be

interviewed. 30 groundnut hawking children were interviewed at each zone. The data collected were analyzed using frequency and percentage.

The finding from the study shows that most of the children hawking groundnut were sent by somebody usually their mothers who were in “kulle” (purdah). According to the respondents, groundnut hawking enables them to help their mothers accumulate their dowry. The study also revealed that most of the children who hawked on the streets were children of the underprivileged and low-income earners. The finding also show that none of the girls openly admits that she has been sexually abused while hawking however, most of them agreed that they met their husband-to-be while hawking.

The present study is related to this study, because the researcher examines child abuse in the form of child labour exploitation. Furthermore, questionnaire and oral interview was used to collect relevant data; also this study will used the same instrument in collecting relevant data. However the study did not give the population and sample size of the study. But this study have sample size and population of the study area.

Okorodudu and Ossai (2006) carried out a research on causes, consequences and measures for remediation of child abuse in Nigeria. The objective of the study was to determine the causes of child abuse among children and also to identify the consequences of child abuse in Nigeria. A random sampling of 164 subjects was drawn from various locations in Delta state. Questionnaire which centered on the causes, consequences and remediation measure of child abuse in Nigeria was used for the study. Data collected was analyzed using frequencies, percentage and correlation coefficient.

The findings of the study revealed that broken homes and hostile home environment leaves lasting scars on the lives of children. Children, who are mostly abused, are those children who are not living with both their parents, because such parent favors their own children most. The researcher observed that children are 100 times more often abused by non-biological parents than by a biological parent. The study also found out that, rape, educational deprivations, truancy, cultism, violence and stealing behaviours were ranked as the top-most consequences of child abuse in Nigeria. the study only focus on the child abuse in broken Homes, so the generalization of this study will be difficult to determine other abuses in children that stays with their parents.

The present study is related to this research work because the research examines the causes and effect of child abuse in Nigeria. Also the researcher used random sampling to select the respondent from different location; this study will also use random sampling technique to select respondents from the target population. The study also has wider view on child abuse in different perspective like engaging children into begging, hawking and domestic house helpers.

Okonkwo (1997) worked on “The impact of hawking on child education in pakshin Local Government Area in Plateau State. The objective of the study was to establish the prevalence of hawking among children, its causes and implication and educational implication on children. Survey method and observation was used. The population of the study was made up of seventeen communities in pakshin local government Area of plateau State. Questionnaire was used as an instrument to collect relevant data. The data collected were analyzed using chi-square and means.

The result of the study showed that children engaged in hawking before and after school hours have no time to rest or do their homework at home. He interviewed some children and found out

that family economic problems including being orphaned have been identified as contributing factors to child abuse. Child abuse has negative effect on the life of the child, because they usually looked aggressive and stubborn. The finding in the study revealed that children who are sexually abused frequently appeared to have low self-esteem and self-confidence. Unless these children receive adequate treatment, they will not develop the social, psychological, intellectual and emotional skills needed to be healthy, happy, and productive members of our society. The study also revealed that parents in the area of study exploited their children through hawking, scavenging, begging and child labor. The study also showed that children develop some psychological behavior in which the consequences of that behavior are disturbing for the individual or society.

The present study and this study considered child abuse has negative effect on the life of the child, because they usually looked aggressive and stubborn. Furthermore children who are sexually abused frequently appeared to have low-self-esteem and self-confidence.

Another research study carried out by Shumba (2011) was on child abuse among children with disabilities in United State (U.S). The objectives was to determine the form of child abuse perpetrated on children with disabilities; the extent of child abuse; and the causes of child abuse of children with disabilities. A questionnaire of child abuse was adopted 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 out 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 vulnerable to child abuse in their schools. The findings revealed that serious consequences occur when young children are maltreated, including their developmental issues. It was further revealed that neglected children in Foster and adoptive populations manifest different emotional and behavioral reactions to regain lost or secure relationships and are frequently reported to have disorganized attachments and a need to control their environment. The limitation of this study is only the children with disabilities which leaves other children that are not handicapped apart even though they are abuse in one way or the other.

Research was carried out by Ishaya and Yohanna (2003) on Child Abuse and its educational implication in marghi community in Askira local government area, Borno state. The objectives of the study were to establish whether child labour has reached an alarming state in marghi community. A random sample of 10 communities out of seventeen (17) communities units of uba emirate council formed the sample of the study. The study was a survey research, the researcher visit these communities units under study to collect data. Questionnaires were administered to 60 householders who were randomly selected. Percentages and t-test were used to analyze the data collected.

The findings indicated that poverty was a major factor which contributes to child abuse in marghi community. The respondents agreed that the level of education of parents were a factor influencing child abuse. Most poorly educated and illiterate parents involved their children in child abuse. This could be as a result of their poor financial position which hindered their inability to provide adequate school materials for their children. The findings also reveal that abused children tend to show difficulty in enjoying themselves, they show withdrawal, oppositional behavior and learning difficulties at schools.

This study has the same focus with the present study; it considered poverty as a main cause of child abuse in Nigeria. Also it revealed that abused children tend to show difficulty in enjoying themselves. Both the researchers used survey method in conducting the research work also percentages and t-test were used to analyze the data.

Another research study was carry out by Asogwa (2004). Was on parental perception of abuse and its incidences in Nsukka zone in Enugu State. The objective of the study was to find out parental perception of child abuse in Nsukka. Data were obtained from 270 parents randomly through simple random techniques. Percentages and means were used to answer the research questions respectively. The t-test was used to test the hypotheses of non significant different between level of independent variables.

The results obtain from the study showed that child abuse existed in the location of the study. Also the result of the study revealed that parents in the area of study abuse their children through hawking, domestic house help and bus conductors.

2.10 Summary

In pre-colonial days communities were closely knitted and every member within the community was his brother's keeper. In such environment, the task of caring and upbringing of a child was not only that of the parents but that of the entire community at large. The literatures reviewed shows that the type of abuse children are subjected to these days within the same African community is unheard of. It is however regrettable that this sense of communal responsibility is the first casualty of urbanization. Yet all forms of child abuse are said to be punitive measures of stopping the child from some of his bad habits or misbehaviors'. Child abuse is any act intended or mistaken which is carried out and is capable of affecting a child's all round development

socially, physically, intellectually or otherwise, these acts range from constant use of insulting language, frowning or eyeing to rebuke a child, improper feeding and starvation, depriving the child of clothing beating in such a manner as to inflict pains and body injuries. Unless these children receive adequate treatment, they will not develop the social, psychological, intellectual and emotional skills needed to be happy, healthy and productive members of our society.

The study also revealed that the main causes of child abuse is poverty, is an issue that more and more of our nation's children are coming face to face with; the price that children from low-income families must pay is unbelievably high. The increased prevalence of maltreatment among poor families may be due to the stress of poverty itself, as it places greater pressure on parents to cope with the daily challenges of raising their children. After learning about the impact of parenting styles on child development, you may wonder why all parents simply don't utilize an authoritative parenting style. After all, this parenting style is the most likely to produce happy, confident, and capable children. Social development can actually impact many of the other forms of development a child experiences. A child's ability to interact in a healthy way with people around him can impact everything from learning new words as a toddler, to being able to resist peer pressure as a high school student, to successfully navigating the challenges of adulthood. A school-age child realizes that a peer group member is like himself, he has sense of equality and belonging and as such, he can not deviate from his peer group, they put on various behavior that are good and bad, it is therefore left to the parent and teachers to help them get out from bad behavior exhibited by children both from home and school.

Most of the empirical studies on child abuse focus on one area of child abuse and the other such as hawking, begging, child labour, domestic house help, children with disabilities and children in the broken homes, thereby make their research narrow. The present study filled the gap by

covering all major areas of child abuse which include: types of child abuse, child social behavior and abuse, factor contributing to child abuse and Parenting style that lead to child abuse, to give broader knowledge on child abuse and how it affects children social behaviour.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter explains the research design and methodology for data collection and analysis. The study assessed the correlation between child abuse and social behaviour of school age children from low-income families in Kaduna and Kano states. This chapter was discussed under the following sub-headings:

3.1. Research Design.

3.2. Population of the Study.

3.3. Sample Size and Sampling Procedure.

3.4. Instrument for Data Collection.

3.4.1. Validation of the Instrument.

3.4.2. Pilot Study.

3.4.3. Reliability of the Instrument.

3.5. Procedures for Data Collection.

3.6. Procedures for Data Analysis.

3.1. Research Design

A survey research design was used for the study. This method was considered appropriate, because it provides modality for obtaining information from a sample size and generalizing the findings obtained to the entire population. The use of the survey method has been attested to by Asika (2001) and Osuala (2001) as being a useful means of obtaining data which are derived from questionnaire and interview, and attempt to document current condition to describe what exists at the moment. Also survey method is suitable for studies where the population is scattered over a wide area. This is considered appropriate for this study, since data has to be collected from children and parents who are spread all over Kaduna and Kano states.

3.2. Population of the Study

The population of this study comprises the school-age pupils in public primary school with their parents in Kaduna and Kano states. According to School census report (2014) in Kaduna and

Kano States the population of parents was thirty five thousand two hundred and nine (35,209) and school age children was three million thirty five thousand five hundred and twenty five (3,35525). There are three thousand seven hundred and seventy (3,770) public Primary Schools in Kaduna and Kano States, Nigeria. The breakdown of the population for the study was given in Appendix v and vi. In page 127-128.

Table 3.1 Population of the Study

States	No. of Schools	No. of Pupils	No. of Parents
Kaduna	1,115	1, 32614	11, 070
Kano	2,655	202, 911	24, 139
Total	3, 770	3, 35525	35, 209

Kaduna and Kano State School Census report, (2014)

3.3. Sample Size and Sampling Procedure

Multi-stage sampling technique was used to select the sample of the study. First stage, the purposive sampling procedure was used to select the local government area for the study, out of sixty six (66) local government areas in Kaduna and Kano state, seven (7) were choosing for the study, which include Giwa, Jema'a and Kudan in Kaduna State and Dala, Bichi, Bebeji and Wudil in Kano state. Second stage, a stratified random technique was adopted to select the public primary schools. In this method the schools were divided in to three (3) zones, the northern, southern and central senatorial districts of Kaduna and Kano State. Twenty two (22) public primary schools were selected in a population of four hundred and thirty one (431) schools, in the seven (7) selected local governments of Kaduna and Kano States. The population of the Schools selected in each of the state capital stood at 207 and 224. Therefore, the number of the schools selected was 10 and 11 for Kaduna and Kano states respectively. Third stage is to choose the appropriate respondents for sample size of the study. Proportional sampling technique was used to select the sample size of the study. The sample size of the study was proportionately distributed across the seven local governments used for the study which amounted to 183 and 205 for Kaduna and Kano states. A total of three hundred and eighty eight (388) respondents

were randomly selected, comprising of two hundred and ninety two (292) children and ninety six (96) parents. A Sample size of 388 or 5% of the sample frame of 7762 was used. This was base on the recommendation of Ali, (2006) in Ezugwu (2008) that “for a population of 5000 and above 2-5% of the population suffices as sample”.

Table 3.2 Distribution of Sample Sizes of the Study

STATES	Population of Schools	Number of Schools	Population of Children	Sample size of Children	Population of Parents	Sample Size of Parents
Kaduna						
Giwa	57	3	1103	55	208	10
Jema'a	93	4	649	32	575	29
Kudan	57	3	1048	52	104	5
Kano						
Dala	63	3	931	47	190	10
Bichi	61	3	1090	55	321	16
Bebeji	53	3	520	26	160	8
Wudil	45	2	503	25	360	18
TOTAL	431	21	5844	292	1918	96

3.4. Instrument for Data Collection

The research instrument for this study was self developed questionnaire. The questionnaire is for primary school pupils and their parents. The instrument is divided into five sections. Section (A) was demographic information consisting of four (4) items. Section (B) is low socio-economic status of parent and child abuse, it consists of six (6) items. Section (C) covers child abuse and social behaviour of school-age children and it consist of seven (7) items. Section (D) is concerned with relationship of child abuse and gender of children; it consists of eight (8) items. Section (E) is concerned with parenting style and child abuse, it consist of nine (9) items. The

thirty four items for both children and parents' questionnaire were structure. They were placed on a 4 point rating scale of 'strongly agreed' (SA), 'Agreed' (A), 'Disagree' (D) and 'Strongly Disagree' (SD) and scored as follows: SA = 4, A = 3, D = 2, SD = 1.

3.4.1. Validation of the Instrument

The instruments were validated by three lecturers from the Department of Vocational and Technical Education, Ahmadu Bello University Zaria. They validated instruments were used for the study.

3.4.2. Pilot Test

The pilot study was conducted with the validated instruments to determine the reliability of the instruments in achieving the objectives of the study. A pilot study was conducted in Funtua local government area of Katsina State and Dutse local government area of Jigawa State. Twenty (20) copies of the questionnaire were administered to the children along with their parents. The States were not part of the study area, but the choice was influenced because it shares the same characteristics with the study area in the sense that, both areas has the same language, customs, religion, societal norms, dressing and Food habits. The filled copies of the questionnaire were returned within the stipulated period of one week with the help of the research assistants. The data collected were analyzed using descriptive and inferential statistics, in order to determine the consistency and reliability coefficient of the instrument.

3.4.3. Reliability of Instrument

The data collected from the pilot study was analyzed for reliability coefficient. The Guttman options of the split-half were used to determine the reliability of the instruments. The two instruments were divided into two halves of odd and even numbers. The spearman Correlation Rank Order of Brown prophecy formula was used to calculate reliability coefficient of 0.78 and 0.71 for the children and parents' instruments respectively. This reliability coefficient is high hence, the instrument was considered reliable in line with Nworgu (2006) who stated that a reliability coefficient of 0.6 and above is high and the instrument for which it is calculated is reliable and stable.

3.5. Procedure for Data Collection

The researcher made use of four (4) trained research assistants to administer the structure questionnaire. The study was conducted in the second term of 2014/2015 academic session, to the pupils in primary schools and their parent. Two hundred and ninety two (292) copies of structure questionnaire were administered to the children and ninety six (96) copies of structure questionnaire were also administered to parent respectively. The children randomly selected lead the researcher to their parents for data collection. Before administering of the questionnaire the researcher read the items with the help of the research assistants to make sure the respondents understand the items and to make sure the responses are not mere guesses. The exercise lasted for two weeks in all the States. The total of three hundred and eighty eight (388) questionnaires was distributed to the respondents that were used for analysis.

3.6. Procedure for Data Analysis

The data collected for this study were presented in Tables and subjected to various statistical analyses. Frequency and percentage were used to analyze the demographic data and research questions of the respondents. Pearson Product Moment correlation Coefficient (PPMC) was used to test the null hypotheses I, 2, 3 and 4 this was to determine the relationships between the variables of the study. The significance level for accepting or rejecting each hypothesis was at 0.05 level of significance.

Decision Rule: A mean of 2.50 and above was considered as agreed, while a mean score below 2.50 was considered disagreed. For HO, if the t-value is greater than the critical value, the HO was rejected, otherwise it was retained.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

The research study is correlation between child abuse and social behaviour of school-age children from low-income families in Kaduna and Kano State, Nigeria. Both children and their

parents formed the respondents in this study. The analysis of the data collected was done using Statistical Package for Social Sciences (SPSS) version 22 was used as statistical analysis software to generate the results of the analyses. Out of the 388 copies of questionnaire administered to public Primary School Pupils and their parents, a total of 377 copies were correctly filled and returned. This means that the analysis was based on the returned questionnaire.

The first section of this chapter presents the frequency and percentages of the bio-data variables analysis which include status of children’s respondents, gender, age, level of education and location, parents’ respondents, gender, age, educational qualification, occupation and marital status. The second section presents the answers to research questions using frequency, percentages, mean and standard errors. The third section presents and interprets the four null hypotheses structured along the research objectives by means of inferential statistical techniques of Person Product Moment Correlation sample statistics. All hypotheses were based on, 0.05 alpha level of significance. The chapter is organized under the following sub-headings:

- 4.1 Analyses of Bio-data
- 4.2 Answers to Research Questions
- 4.3 Testing of Null Hypotheses
- 4.4 Summary of Major Findings
- 4.5 Discussion of the Results

4.1 Analysis of Bio-data

Table 4. 1: Percentage Distribution of Children Respondent by Bio-data

Variables	Frequency	Percentage
------------------	------------------	-------------------

Gender		
Male	114	39.0
Female	178	61.0
Total	292	100
Age in years		
8-9years	13	4.5
10-11years	107	36.6
12-13years	172	58.9
Total	292	100
Level of Education		
Primary 4	14	4.8
Primary 5	126	43.2
Primary 6	152	52.0
Total	292	100
Location		
Kaduna		
Boys	52	41.6
Girls	73	58.4
Total	125	100
Kano		
Boys	71	42.5
Girls	96	57.5
Total	167	100

The table above showed that 178(61.0%) were female while 114(39.0%) of the participants were male. Hence, a larger percentage of the participants are female. From the results of the respondent by age in years show that, 172(58.9%) were between 12 -13 years while 107(36.6%)

of the respondents were between 10-11 year, 13(4.5%) were between 8-9years. Hence, a larger percentage of the respondents were between 12-13 years whose are mostly in Primary 6. From the table, the indication is that all the respondents were within the primary school age, which constituted the target of the study. From the results of level of education of the respondents, 152(52.0%), were between primary 6 while 126(43.2%) were between primary 5, while 14(4.8%) of the respondents in the level of education were in between primary 4. Hence, a larger percentage of the respondents were in primary 6. The distribution of respondents by location indicate that, 73(58.4%) respondents were girls in Kaduna state, 96(57.5%) were girls in Kano state, while 52(41.6%) were boys in Kaduna State, and 71(42.5%) were also boys in Kano State. Hence, a larger percentage of the participants were girls from Kano State.

Table 4.2: Percentage Distribution of Parents Respondent by Bio-data

Variables	frequency	Percentage
------------------	------------------	-------------------

Gender		
Male	24	28.2
Female	61	71.8
Total	85	100
Age in years		
20 - 25years	13	15.3
26 - 30years	19	22.4
31 - 40years	37	43.5
41 - above	16	18.8
Total	85	100
Educational qualification		
Non formal	42	49.4
Primary certificate	20	23.5
Secondary certificate	17	20.0
NCE/Diploma	6	7.0
Degree and above	0	0
Total	85	100
Occupation		
Civil servant	9	10.6
Trader	21	24.7
Farmer	37	43.5
Any other business	18	21.2
Total	85	100
Marital Status		
Married	58	68.2
Widow	18	21.2
Divorce/Separated	9	10.9
Total	85	100

The table above showed that 61(71.8%) were female, while 24(28.2%) of the participants were male. Hence, a larger percentage of the participants are female. From the results of the

respondent by age in years show that, 37(43.5%) were between 31 - 40 years while 19(22.4%) of the respondents were between 26 - 30year, 16(18.8%) were between 40 and above years and 13(15.3) were between 20 – 25years. Hence, a larger percentage of the respondents were between 31 - 40years. This result shows that majority of the parents respondents were within the age being adult. From the results of educational qualification of the respondents, 42(49.4%), were had non-formal education, while 20(23.5%) of the respondents have Primary School certificate, while 17(20.0%) of the respondents in the level of education have secondary certificate, this was followed by those with NCE/Diploma with 6(7.0%), no respondents with Degree certificate and above. Hence, a larger percentage of the respondents have no formal education. The distribution of respondents by occupation indicates that, 37(43.5%) respondents were Farmers, 21(24.7%) were Traders, while 18(21.2%) of the respondents where engage in one business and the other, and 9(10.6%) were civil servants whose are relatively small because of low level of education of the respondents. The result of marital status of the respondents revealed that 58(68.2%) of the respondents were married, while 18(21.2%) were widowed. Some relatively few numbers of the respondents were divorce/separated accounting for 9(10.9%). This shows that the larger percentages of the respondents were married.

4.2 Answers to Research Questions

The following research questions were answered

RQS 1: To what extent does the low socio-economic status of parent affect child abuse in Kaduna and Kano states?

To answer this research question, items 1-6 from the children questionnaire in appendix iii are presented in Table 4.3

Table 4.3: Children's Opinion on Low Socio-Economic Status of their Parent and Child Abuse

S/N	Items	SA	A	D	SD	Mean	Decision
7.	Financial difficulties and stress make parent to abuse their children.	90 30.8%	120 41.1%	56 19.2%	26 8.9%	2.93	Agree
8.	Most low-income single parents often find it difficult to meet the financial needs of their children.	87 29.8%	180 61.6%	22 7.5%	3 1.0%	3.20	Agree
9.	Most low-income parents often engage their children in hawking to contribute to family income.	167 57.2%	95 32.5%	20 6.8%	10 3.4%	3.43	Agree
10.	Low-income children often lack proper feeding and good education.	178 61%	97 33.2%	14 4.8%	3 1.0%	3.54	Agree
11.	Unemployed parent involved their children as domestic house helpers to contribute to family income.	115 39.4%	90 30.8%	57 19.5%	30 10.3%	2.99	Agree
12.	Poverty is the main cause that makes parents to abuse their children.	85 29.1%	110 37.7%	55 18.8%	42 14.4%	2.88	Agree

N = 292

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

The Table 4.3: shows the opinion of children on low socio-economic status of their parents and child abuse. The mean scores of 3.54 of the respondent agreed that, Low-income children often lack proper feeding and good education. The mean score on item 3 showed that most 3.43 of the respondents strongly agreed that most low-income parents often engage their children in

hawking to contribute to family income. Most low-income single parent often find it difficult to meet the financial needs of their children with the mean score of 3.20. In the same vein 2.93 of the respondents agreed that financial difficulties and stress make parents to abuse their children, while 2.99 mean scores of the respondents clearly showed that Unemployed parent involved their children as domestic house helpers to contribute to family income. Majority of the respondents with mean scores of 2.88 strongly agreed that poverty is the main cause that makes parents to abuse their children.

RQS 1: To what extent does the low socio-economic status of parent affect child abuse in Kaduna and Kano states?

To answer this research question, items 1-6 from the Parents questionnaire in appendix iv are presented in Table 4.4

Table 4.4: Parents' Opinion on their Low Socio-Economic Status and Child Abuse

S/N	Items	SA	A	D	SD	Mean	Decision
7.	Financial difficulties and stress make parent to abuse their children.	28 32.9%	45 52.9%	10 11.8%	2 2.4%	3.18	Agree
8.	Most low-income single parents often find it difficult to meet the financial needs of their children.	15 17.6%	50 58.8%	11 12.9%	9 10.7%	3.83	Agree
9.	Most low-income parents often engage their children in hawking to contribute to family income.	60 70.6%	20 23.5%	5 5.9%	0 0%	3.64	Agree
10.	Low-income children often lack proper feeding and good education.	51 60%	20 23.5%	10 11.8%	4 4.7%	3.38	Agree
11.	Unemployed parent involved their children as domestic house helpers to contribute to family income.	49 55.3%	27 31.8%	8 9.4%	3 3.5%	3.48	Agree
12.	Poverty is the main cause that makes parents to abuse their children.	26 30.6%	40 47.1%	14 16.4%	5 5.9%	3.02	Agree
N = 85							

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

The Table 4.4: shows the opinion of parents on their low socio-economic status and child abuse. The mean scores of 3.64 of the respondent agreed that, most low-income parents often engage their children in hawking to contribute to family income. The mean scores of 3.48 of the respondents agreed that unemployed parent involved their children as domestic house helpers to

contribute to family income. Low-income children often lack proper feeding and good education as agreed by 3.38 of the respondents mean scores. In this hierarchy, 3.18 of the respondents mean scores agreed that financial difficulties and stress make parent to abuse their children. While 3.02 of the respondent's average mean scores agreed that poverty is the main cause that makes parents to abuse their children. On the other hand 2.83 of the respondents agreed that most low-income single parent often find it difficult to meet the financial needs of their children.

RQS 2: *what is the relationship between child abuse and social behavior of school-age children in Kaduna and Kano states?*

To answer this research question, items 1-7 from the children questionnaire in appendix iii are presented in Table 4.5

Table 4.5: Children's Opinion on Child Abuse and Social Behaviour

S/N	Items	SA	A	D	SD	Mean	Decision
8.	Abused children are likely to have difficulties in forming relationship with peers.	85 29.1%	135 46.2%	51 17.5%	21 7.2%	2.97	Agree
9.	Abused children are often having low self-esteem.	92 31.5%	140 47.9%	47 16.1%	13 4.5%	3.06	Agree
10.	Abused children often find it difficult to express their feeling with their parents.	120 41.1%	134 45.9%	23 7.9%	15 5.1%	3.22	Agree
11.	Abused children often engage in juvenile delinquencies and truancy.	146 50%	112 38.4%	20 6.8%	14 4.8%	3.33	Agree
12.	Abused children are often engage in fighting and stealing.	172 58.9%	115 39.4%	5 1.7%	0 0%	3.57	Agree
13.	Abused children are often having aggressive behavior when relating with others.	79 27.1%	129 44.2%	67 22.9%	31 10.6%	2.97	Agree
14.	Abused children often don't share their things with their peers.	136 46.6%	78 26.7%	46 15.7%	32 11%	3.08	Agree
N = 292							

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

The Table 4.5: showed the children's opinion on Child abuse and social behaviour majority of the respondents mean scores of 3.57 agreed that abuse children are often engage in fighting and stealing. While 3.33 of the respondents agreed that abused children often engage in juvenile delinquencies and truancy. 3.22 of the respondents agreed that abused children often find it difficult to express their feeling with their parents. The mean scores of the children responses of 3.08 accepted the opinion that Broken home is a factor that contributes to child abuse. While 3.06 of the respondents agreed that abused children are often not emotionally stable. Items 1 and

6 with the same mean scores of 2.97 agreed that abused children are likely to have difficulties in forming relationship with peers as well as child abuse is a social ill that must be stopped and discouraged.

RQS 2: *what is the relationship between child abuse and social behavior of school-age children in Kaduna and Kano states?*

To answer this research question, items 1-7 from the parent questionnaire in appendix iv are presented in Table 4.6

Table 4.6: Parents' Opinion on Child Abuse and Social Behaviour

S/N	Items	SA	A	D	SD	Mean	Decision
8.	Abused children are likely to have difficulties in forming relationship with peers.	21 24.7%	50 58.8%	10 11.8%	4 4.7%	3.03	Agree
9.	Abused children are often having low self-esteem.	19 22.4%	30 35.3%	27 31.8%	9 10.7%	2.69	Agree
10.	Abused children often find it difficult to express their feeling with their parents.	25 29.4%	45 52.9%	10 11.8%	5 5.9%	3.05	Agree
11.	Abused children often engage in juvenile delinquencies and truancy.	15 17.6%	39 45.9%	28 32.9%	3 3.5%	2.77	Agree
12.	Abused children are often engage in fighting and stealing.	51 60%	30 35.3%	4 4.7%	0 0%	3.55	Agree
13.	Abused children are often having aggressive behavior when relating with others.	22 25.9%	50 58.8%	10 11.8%	3 3.5%	3.07	Agree
14.	Abused children often don't share their things with their peers.	24 28.2%	35 41.2%	19 22.4%	7 8.2%	2.89	Agree
N = 85							

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

The Table 4.6: showed the parents opinion on Child abuse and social behaviour majority of the respondents mean scores of 3.55 agreed that abuse children are often engage in fighting and stealing. While 3.07 of the respondents agreed that child abuse is a social ill that must be stopped and discouraged. 3.05 of the respondents agreed that abused children often find it difficult to express their feeling with their parents. The mean scores of the children responses of 3.03 accepted the opinion that abused children are likely to have difficulties in forming relationship with peers. While 2.89 of the respondents agreed that broken home is a factor that contributes to

child abuse. The mean scores of 2.77 agreed that abused children often engage in juvenile delinquencies and truancy. Also the mean scores of 2.69 of the parent's respondents indicate that abused children are often not emotionally stable.

RQS 3: *what is the relationship between child abuse and gender of children in Kaduna and Kano States ?*

To answer this research question, items 1-8 from the children questionnaire in appendix iii are presented in Table 4.7

Table 4.7: Children’s Opinion on Relationship Between Child Abuse and Gender of Children

S/N	Items	SA	A	D	SD	Mean	Decision
9.	Low-income parents do not buy adequate clothing for their children.	97 33.2%	134 45.9%	40 13.7%	21 7.2%	3.05	Agree
10.	Parents only buy clothes for their children during occasion e.g. sallah/Christmas.	91 31.2%	142 48.6%	44 15.1%	15 5.1%	3.05	Agree
11.	Low-income parents do not give their children meat/fish and fruit in their food every day	158 54.1%	90 30.8%	34 11.6%	10 3.5%	3.35	Agree
12.	Low-income parents do not cook food for their children 3times in a day.	97 33.2%	120 41.1%	50 17.1%	25 8.6%	2.98	Agree
13.	Low-income parent often buy drugs in the chemist for their children when they are sick.	89 30.5%	131 44.9%	52 17.8%	20 6.8%	2.98	Agree
14.	Due to financial difficulties of low-income families they seek for traditional herbs to cure their children’s illness.	91 31.2%	135 46.2%	48 16.2%	18 6.2%	3.02	Agree
15.	Low-income parents do not send their children to private school for good education.	183 62.7%	94 32.2%	15 5.1%	0 0%	3.57	Agree
16.	Low-income parents cannot provide individual rooms for privacy between their children.	170 58.2%	99 33.9%	23 7.9%	0 0%	3.50	Agree

N = 292

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

Table 4.7 showed the opinion of children respondents on suggestion on relationship between child abuse and gender of children in Kaduna and Kano States. The result shows the mean scores 3.57 agreed on Low-income parents do not send their children to private school for good education. While 3.50 of the respondents agreed that Low-income parents cannot provide individual rooms for privacy between their children. 3.35 mean scores of the respondents agreed on Low-income parents do not give their children meat/fish and fruit in their food every day, while items 1 and 2 with the same mean score of 3.05 of the respondents agreed with the items in the Column. Following this, 3.02 of the respondent accepted that Due to financial difficulties of low-income families they seek for traditional herbs to cure their children's illness. The respondents average mean score of 2.98 in the items 8and9 agree with the statements. This result means that both male and female children were equally abuse by their parents in terms of meeting their basic needs.

RQS 3: what is the relationship between child abuse and gender of children in Kaduna and Kano States?

To answer this research question, items 1-8 from the parent questionnaire in appendix iv are presented in Table 4.8

Table 4.8: Parents' Opinion on Relationship Between Child Abuse and Gender of Children

S/N	Items	SA	A	D	SD	Mean	Decision
9.	Low-income parents do not buy adequate clothing for their children.	30 35.3%	44 51.8%	11 12.9%	0 0%	3.22	Agree
10.	Parents only buy clothes for their children during occasion e.g. sallah/Christmas.	25 29.4%	50 58.8%	7 8.3%	3 3.5%	3.14	Agree
11.	Low-income parents do not give their children meat/fish and fruit in their food every day	20 23.5%	40 47.1%	15 17.6%	10 11.8%	2.82	Agree
12.	Low-income parents do not cook food for their children 3times in a day.	57 67.1%	24 28.2%	4 4.7%	0 0%	3.62	Agree
13.	Low-income parent often buy drugs in the chemist for their children when they are sick.	45 52.9%	30 35.3%	8 9.4%	2 2.4%	2.98	Agree
14.	Due to financial difficulties of low-income families they seek for traditional herbs to cure their children's illness.	23 27.1%	37 43.5%	20 23.5%	5 5.9%	2.91	Agree
15.	Low-income parents do not send their children to private school for good education.	45 52.9%	30 35.3%	10 11.8%	0 0%	3.41	Agree
16.	Low-income parents cannot provide individual rooms for privacy between their children.	56 65.9%	24 28.2%	4 4.7%	1 1.2%	3.58	Agree
N = 85							

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

Table 4.8 showed the opinion of parent's respondents on suggestion on relationship between child abuse and gender of children in Kaduna and Kano States. The result indicates that the mean scores of 3.62 agreed on Low-income parents do not cook food for their children 3times in a day. While 3.58 of the respondents agreed that Low-income parents cannot provide individual rooms for privacy between their children. 3.41 mean scores of the respondents agreed on Low-income parents do not send their children to private school for good education. While mean of 3.39 of the parents' respondents agreed that low-income parent often buy drugs in the chemist for their children when they are sick. Mean scores 3.22 of the parents agreed that low-income parents do not buy adequate clothing for their children. Item 2 with the mean scores of 3.14 of the parents respondents agreed with the items in the Column. Following this, 2.91 of the respondent accepted that Due to financial difficulties of low-income families they seek for traditional herbs to cure their children's illness. The respondent's average mean scores of 2.82 agreed that Low-income parents do not give their children meat/fish and fruit in their food every day. This result indicate that both male and female children were equally abuse by their parents in terms of meeting their basic needs.

RQS 4: *what is the relationship between child abuse and parenting style in Kaduna and Kano states?*

To answer this research question, items 1-9 from the children questionnaire in appendix iii are presented in Table 4.9

Table 4.9: Children’s Opinion on Child Abuse and Parenting Style

S/N	Items	SA	A	D	SD	Mean	Decision
10.	Parents strictly make their children to obey all standing rules at home.	93 31.8%	147 50.3%	52 17.8%	0 0%	3.14	Agree
11.	Parents often discipline their children with beating and flogging.	79 27.1%	121 41.4%	61 20.9%	31 10.6%	2.84	Agree
12.	Parents’ discusses important matter affecting their children before taking any decision.	17 5.8%	50 17.1%	132 45.2%	93 31.8%	1.96	Disagree
13.	Parents often are friendly with their children and play with them at home	20 6.8%	40 13.8%	142 48.6%	90 30.8%	1.96	Disagree
14.	Parents often allow their children to make their friends instead of the parents to choose for them.	90 30.8%	115 39.4%	57 19.5%	30 10.3%	2.90	Agree
15.	Parents often give their children complete freedom to play around in the environment.	13 4.5%	25 8.6%	108 37.0%	146 50%	3.32	Agree
16.	Parents often give their children whatever they want.	11 3.8%	16 5.5%	125 42.8%	140 47.9%	1.65	Disagree
17.	Parents often do not exercise much control over their children.	22 7.5%	15 5.1%	90 30.8%	165 56.5%	1.63	Disagree
18.	Parents hardly punish their children when they do anything wrong at home.	3 1.0%	10 3.4%	101 34.8%	178 61%	1.44	Disagree

N = 292

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

Table 4.9: above revealed the children's opinion on child abuse and parenting style, the mean scores of 3.14 and 2.84 of the respondents agreed on the items 1-2 that ask questions on authoritarian style of parenting. The average mean scores of 1.96, and 1.96 of the children respondents disagreed that Parents' discuss important matter affecting their children before taking any decision. Also Parents often are friendly to their children and play with them at home, which indicate an authoritative or democratic style of parenting. Item 5-6 indicate indulgent or permissive style of parenting and majority of the respondent mean scores of 2.90 and 3.32 strongly agreed that their parents adopt this style of parenting, which parents are very involved with their children, but placed few demand or control over them. For neglectful or uninvolved style of parenting, items 7-9 indicate the mean scores of 1.65, 1.63 and 1.44 of the respondents disagreed that Parents often give their children complete freedom to do whatever they want, Parents often do not exercise much control over them and Parents hardly punish their children when they do anything wrong at home. This showed that parents adopt more authoritarian and indulgent style of parenting, than democratic and uninvolved style of parenting. This shows that parents did not give their children much freedom neither neglect them.

RQS 4: *what is the relationship between child abuse and parenting style in Kaduna and Kano states?*

To answer this research question, items 1-9 from the parent questionnaire in appendix iv are presented in Table 4.10

Table 4.10: Parents' Opinion on Parenting Style and Child Abuse

S/N	Items	SA	A	D	SD	Mean	Decision
10.	Parents strictly make their children to obey all standing rules at home.	10 11.8%	57 67%	13 15.3%	5 5.9%	2.84	Agree
11.	Parents often discipline their children with beating and flogging.	20 23.5%	40 47.1%	15 17.6%	10 11.8%	2.82	Agree
12.	Parents' discusses important matter affecting their children before taking any decision.	10 11.8%	15 17.6%	30 35.3%	15 17.6%	1.88	Disagree
13.	Parents often are friendly with their children and play with them at home	3 3.5%	5 5.9%	52 61.2%	25 29.4%	1.83	Disagree
14.	Parents often allow their children to make their friends instead of the parents to choose for them.	26 30.6%	40 47.1%	10 11.8%	9 10.7%	2.97	Agree
15.	Parents often give their children complete freedom to play around in the environment.	50 58.8%	22 25.9%	8 9.4%	5 5.9%	3.37	Agree
16.	Parents often give their children whatever they want.	10 11.8%	10 11.8%	41 48.2%	24 28.2%	2.07	Disagree
17.	Parents often do not exercise much control over their children.	8 9.4%	15 17.6%	35 41.2%	2 31.8%	2.04	Disagree
18.	Parents hardly punish their children when they do anything wrong at home.	4 4.7%	10 11.8%	49 57.6%	19 22.4%	2.08	Disagree

N = 85

Decision Rule: mean scores of 2.5 and above were considered agreed, while the mean scores below 2.5 were considered disagreed.

Table 4.10: above revealed the parent's opinion on child abuse and parenting style, the mean scores of 32.84 and 2.82 of the respondents agreed on the items 1-2 that ask questions on

authoritarian style of parenting. The average mean scores of 1.88 and 1.83 of the children respondents disagree that Parents' discuss important matter affecting their children before taking any decision. Also Parents often are friendly to their children and play with them at home, which indicate an authoritative or democratic style of parenting. Item 5 - 6 indicate indulgent or permissive style of parenting and majority of the respondent mean scores of 2.97 and 3.37 agreed that their parents adopt this style of parenting, which parents are very involved with their children, but placed few demand or control over them. For neglectful or uninvolved style of parenting, items 7-9 indicate the mean scores of 2.07, 2.04 and 2.08 of the respondents disagreed that Parents often give their children complete freedom to do whatever they want, Parents often do not exercise much control over their children and Parents hardly punish their children when they do anything wrong at home. This showed that parents adopt more authoritarian and indulgent style of parenting, than democratic and uninvolved style of parenting. This shows that parents did not give their children freedom neither neglect them in their style of parenting.

4.3 Testing of Hypotheses

The second part of this data analysis involves the testing of Null Hypotheses. This is to provide some statistical validation to the solution proffered to the research questions raised in this study.

Pearson Product Moment Correlation (PPMC) to examine relationship between the variables.

Hypothesis One

The Null hypothesis states that there is no significant relationship between child abuse and low socio-economic status of parents in Kaduna and Kano States.

Table 4.11: Pearson Correlation Coefficient Showing Relationship Between Child Abuse and Socio-Economic Status of Parents.

		Child abuse	Low Socio-economic Status
Child abuse	Pearson Correlation	1	.690
	Sig. (2-tailed)		.000
	N	377	377
Socio-economic status	Pearson Correlation	.690	1
	Sig. (2-tailed)	.000	
	N	377	377

** . Correlation is significant at the 0.01 level (2-tailed).

Decision

Reject H_0 : $r(377) = 0.690$, $p = 0.000$

From the table above, Pearson Correlation coefficient (0.690) and P value (0.000) is less than 0.05 of critical value. Therefore null hypothesis is rejected. This means that there is a significant relationship between child abuse and low socio-economic status of parents in Kaduna and Kano States. This showed that socio-economic status of the parents was inversely related to the involvement of their children in child abuse in the state. The negative nature of the relationship simply means that the higher the socio-economic status of parents, the less likely of the parents to abused their children. And the lower the socio-economic status of parents the more likelihood

of their children to be abused. This implies that the correlation between this linear relationships were moderate because it was between $0.5 \leq |r| < 0.8$.

Hypothesis Two

The Null hypothesis states that there is no significant relationship between child abuse and social behaviour of school-age children in Kaduna and Kano States.

Table 4.12: Pearson Correlation Coefficient Showing Relationship Between Child Abuse and Social Behaviour of School-age Children.

		Child abuse	Social Development
Child abuse	Pearson	1	.695
	Correlation		
	Sig. (2-tailed)		.000
	N	377	377
Social Behaviour	Pearson	.695	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Decision

Reject H_0 : $r(377) = 0.695$, $p = 0.000$

From the table above showed that, Pearson Correlation coefficient (0.695) and P value (0.000) is less than 0.05 of critical value. Therefore null hypothesis is rejected and this means that there is a significant relationship between child abuse and social behaviour of school-age children in Kaduna and Kano States. This result showed that child abuse has influence on the social development of school-age children. The result showed that the correlation between this linear relationship were moderate because it was between $0.5 \leq |r| < 0.8$.

Hypothesis Three

The Null hypothesis states that there is no significant relationship between Child abuse and gender of children in Kaduna and Kano States?

Table 4.13: Pearson Correlation Coefficient Showing Relationship Between Child Abuse and Gender of Children.

		Child abuse	Gender
Child abuse	Pearson Correlation	1	.780
	Sig. (2-tailed)		.000
	N	377	377
Gender	Pearson Correlation	.780	1
	Sig. (2-tailed)	.000	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Decision

Reject H_0 : $r(377) = 0.780$, $p = 0.000$

From the table above, the result of the test showed that, Pearson Correlation coefficient (0.780) and P value (0.00) is less than 0.05 of critical value. Therefore null hypothesis is retained and there is no significant relationship between Child abuse and gender of children in Kaduna and Kano States. This means that the correlation between this linear relationships were moderate because it was between $0.5 \leq |r| < 0.8$

Hypothesis Four

There is no significant relationship between parenting styles and child abuse in Kaduna and Kano States.

Table 4.14: Pearson Correlation Coefficient Showing Relationship Between Child Abuse and Parenting Style.

		Parenting style	child abuse
Parenting style	Pearson	1	.729
	Correlation		
	Sig. (2-tailed)		.000
	N	377	377
child abuse	Pearson	.729	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Decision

Reject H_0 : $r(377) = 0.729$, $p = 0.000$

From the table above, the result showed that Pearson Correlation coefficient (0.729) and P value (0.000) is less than 0.05 of critical value. Therefore null hypothesis was rejected and therefore; there is a significant relationship between parenting styles and child abuse in Kaduna and Kano States. This implies that the correlation between this linear relationship are moderate because it was between $0.5 \leq |r| < 0.8$.

8.4 Summary of Major Findings

The study revealed that:

5. Children and parent responses showed that Low-income families are more involved in child abuse in the States, because the parents do not have enough money to cater for their children's needs.
6. Abused children have poor social skills resulting in poor social behaviour and poor interpersonal relationship among their parents and other adult in the society.
7. Both genders of children were equally involved in child abuse by their parents, because of the high level of unawareness among parents on what constitute child abuse in the states.
8. Children and parent responses showed that children are abused because of Authoritarian and uninvolved parenting style most parents adopt in training their children.

4.5 Discussion of Findings

Children and parent responses showed that Low-income families are more involved in child abuse in the States, because the parents do not have enough money to cater for their children's needs. The findings also revealed that abused children have poor social skills resulting in social behaviour and poor interpersonal relationship among their parents and other adult in the society. Both genders of children were equally involved in child abuse by their parents, because of the high level of unawareness among parents on what constitute child abuse in the states. Also children and parent responses showed that children are abused because of Authoritarian and uninvolved parenting style most parents adopt in training their children.

Most families in Nigeria were poor, to this poor families, the small contribution of the child's income or assistance at home is worth the difference between hunger and survival. Not knowing

that during the process the child is exposed to different type of abuse, such as physical, sexual, emotional and child neglect, by their employers and other adult in the society. The problem here was what Osogwa, (2004) referred to as the serious lack of awareness of what constitute child abuse. For example, most of the respondents did not know that engaging a child in hawking or giving a child away for domestic services in other people homes was a form of child abuse. The study revealed that parents that involved their children in to child abuse practice have common characteristics. First is the socio-economic background of the parents. In most cases, such parents were in low-income group, and were only managing to survive on very low-income, which in some cases is not even regular. Thus child abuse is a mere reflection of the true situation of the commenting on this socio-economic aspect of family life. Seabrook, (2001) therefore attributed the problem to ignorance, which was further compounded by some negative values, beliefs and attitude deeply rooted in culture and traditions of the society. Efajeme (2001) observed that parents in low-income group sometimes send their children to hawk their goods in order to augment the family ending power. Mohammed (2003) view that hawking was seen as been intrinsically a Hausa culture, which was in the blood of the people, consequently, and virtually every household has a hawker. Poverty may reduce a parent's ability to provide for a child's most basic necessities (e.g. food, shelter, medical care). Alternatively, economic hardships may lead to changes in parental mental health, care giving behaviours, or family dynamics that in turn pose a threat to child safety and well-being. Berger (2007) opined that the strong lack of awareness of what constitute child abuse was reflected in the percentage distribution of the respondents who agreed or disagreed with those items in Table 4.3.2. This lack of awareness could be traced to two main factors. One is the socio-economic status of the people. And the other is educational level of the parents on what constitute child abuse.

Other objection of this study was to determine the relationship between child abuse and social behaviour of school-age children in Kaduna and Kano states. In table 4.7, the relationship of child abuse on social behaviour was assessed. There is a common link between domestic violence and child abuse among victims of child abuse. Osofsky (1999) observed that infants and small children who are exposed to violence in the home experience so much added emotional stress that it can harm the development of their brains and impair cognitive and sensory growth. He further said that social development of a child is also damage that some children can lose the ability to feel empathy for others. Others feel socially isolated unable to make friends as easily due to social discomfort or confusion over what is acceptable. The study revealed that children from violent homes exhibit signs of more aggressive behaviour, such as fighting, stealing and bullying. The single best predictor of children becoming either perpetrators or victims of child abuse later in life is whether or not they grow up in a home where there is domestic violence. Children who grow up with abuse in the home, learn early and powerful lessons about the use of violence in interpersonal relationship to dominate others, and might even be encouraged in doing so. This view is also supported by the opinion of Newsoms (1968) that children from broken homes are most at risk and likely create problem because their minds are disturbed. Also if parent quarrel, fight, drink or criticize each other in the presence of their children, these acts will have effect on children and even disturb them in relating with others in school or environment where he or she lives.

Families in which child abuse occurs have been characterized by lower levels of overall parent-child relationship. Vulnerability to child abuse whether physical, sexual or emotional depends in part on the child's age and sex. Young children are more at risk of physical abuse, whereas the highest rates of sexual abuse are found among children who have reached puberty or

adolescence. In most places, boys were the victims of beating and physical punishment more often than girls. While girls were at higher risk of infantile, sexual abuse, forced prostitution and educational and nutritional neglect. Kolko, (2002) observed that ill health caused by child abuse forms a significant portion of the global burden of disease. Apart from physical injuries such as bruises and welts, burns and scalds, lacerations and fractures.

Another factor which the parents hold so dearly is the parenting style. Majority of parents believes that strictly discipline their children are the best way of training them to behave well and become a responsible individual in the society. Gardner (2000) held the opinion that parents set up firm and narrow guidelines for behavior and seriously punishes non-compliance. This style of parenting discourages self-expressions and inclination towards independence and autonomy, unknown to many parents children raised in this manner were more likely to become delinquent and emotionally distressed. The best style of parenting is Authoritative or democratic method. As view by Maccoby (1992) this parenting style is likely to produce happy, confident and capable children. Because the parents are more involved with their children and place few demand over them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS:

5.1 Summary

2. The study was carried out to examine the correlation between child abuse and social behaviour of school-age children from low-income families in Kaduna and Kano States, Nigeria. The main objective was to determine the extent to which the low socio-economic status of parent affects child abuse in Kaduna and Kano states. The research question is to what extent does the low socio-economic status of parent affects child abuse in Kaduna and Kano States. And a hypothesis is there is no significant relationship between child abuse and low socio-economic status of families in Kaduna and Kano States. The review of the related literature gave a broad spectrum of various definitions of child abuse, forms of child abuse as well as causes and effect of child abuse. The design used for the study was descriptive research design. The population of the study was seven thousand seven hundred and sixty four (7764) School-age children and their parent in six hundred and forty three public primary Schools in Kaduna and Kano States, Nigeria. The sample size used for the study was three hundred and eighty eight (388) children and their parent respectively. Data collected from the study were analyzed using descriptive and inferential statistical analyses. Four research questions and four null hypotheses were analyzed and tested. Findings of the study were on the outcome of research questions and the results of the tested hypotheses. The result shows that Low-income families are more involved in child abuse in the States, because the parents do not have enough money to cater for their children's needs.

5.2 Contributions to Knowledge

The study established that:

5. Low-economic status of parents significantly has relationship with child abuse, because low-income parents do not have enough money to cater for their children basic needs.
(P = 0.000)
6. Social behaviour of children significantly has relationship with child abuse, because abuse children have difficulties in forming relationships with their peers. (P = 0.000)
7. Child abuse has no significant relationship with gender of children, because both genders of children were equally abused by their parents. (P = 0.000)
8. Authoritarian and uninvolved parenting styles significantly have relationship with child abuse, because most parents adopt these styles of parenting in training their children.
(P = 0.000)

5.3 Conclusion

From the findings of the study it was concluded that, child abuse was commonly noticed among the low-income families. These social menaces tend to demoralize the social, moral, and intellectual development of the child.

5.4 Recommendations

In view of the findings of the study, the following recommendations were made:

5. As low-income constitute a powerful factor that has relationship with child abuse, Parents are hereby encouraged to acquire skills to improve on their low income level in the family.

6. Parents should dedicate more time to the socialization and training of their children, so that the children would have good social behaviour necessary for individual happy life.
7. State government should enforce law, that all genders of children must go to school with appropriate punishment for those that violet the law. Also religious leaders, parents and teachers should create awareness of what constitute child abuse in the society through P.T.A. in schools, media and public places like mosques and churches it will help to reduce child abuse among gender of children in the states.
8. Parents that abused their children due to authoritarian and uninvolved parenting style adopted needs to be re-educated in child discipline and good parenting style by Home Economics, federal, state and local Government through seminar, adult education programmed, ante-natal, post-natal clinics and Medias. Also they should serve as role models at home for their children to emulate.

5.5 Suggestions for Further Study

The following areas are recommended for further studies:

4. Implication of child abuse on physical and emotional development of children.
5. Effect of child abuse on health status of pre-primary school children.
6. Influence of child abuse on children career choice.

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APPENDIX 1
LETTER OF INTRODUCTION



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY ZARIA, NIGERIA.
FACULTY OF EDUCATION

VICE CHANCELLOR: **Prof. Ibrahim Garba** (B.Sc., M.Sc. (ABU) Ph.D (London) D.I.C)

Telephone: 069-51755, 50692

HEAD OF DEPARTMENT: **Prof. E.E. Adamu, OND** (Kad Poly), B.Sc (Hons) ISU (USA) PGDE (ABU) M.ED (ABU) Ph.D. (ABU)

Your Ref: _____
P15EDVE8026

29th January, 2016

Date: _____

Our Ref: _____

Letter of Introduction

BINTA MUHAMMAD – P15EDVE8026

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Home Economics) in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic: ***Correlation Between Child Abuse and Social Development of School Age Children from Low-Income Families in Kaduna and Kanom States.***

Please, kindly give her every assistance she may require.



Professor E.E. Adamu
HEAD OF DEPARTMENT

APPENDIX II

Department of Voc. and Tech. Education,
Faculty of Education,
Ahmadu Bello University.
Zaria.

Dear respondent.

REQUEST TO FILL A QUESTIONNAIRE

This survey research is to gather information on child abuse and social development among low-income families in Kaduna and Kano states. The study is in partial fulfillment of the requirement for the award of a master degree in Home Economics, Ahmadu Bello University, Zaria.

In completing the questionnaire, please answer all the questions objectively and clearly based on your opinion and experience. Your answers will be treated as confidential and used only for academic purposes.

Thank you for your cooperation.

Yours faithfully,

Binta Muhammed

P14DVE8026

APPENDIX III

CHILDREN'S QUESTIONNAIRE

Instruction:

Please answer all questions in every section, and please tick () as appropriate or mark (x) in the option box provided.

SECTION A: BIODATA

5. Gender

c. Male ()

d. Female ()

6. Age in years

d. 8 - 9years ()

e. 10 -11years ()

f. 12- 13years ()

7. Level of education

d. Primary 4 ()

e. Primary 5 ()

f. Primary 6 ()

8. Location

c. Kaduna ()

d. Kano ()

SECTION B

Instruction: please indicate the appropriate response by ticking () in the column that matches the extent of your agreement with each statement. The letters in the column stands for:

SA----- strongly agree

A----- Agree

D----- Disagree

SD----- strongly disagree

Low socio-economic status of parent and child abuse

S/N		SA	A	D	SD
13.	Financial difficulties and stress make parent to abuse their children.				
14.	Single parent often find it difficult to meet the financial needs of their children.				
15.	Most low-income parents often engage their children in hawking to contribute to family income.				
16.	Low-income children often lack proper feeding and good education.				
17.	Unemployed parent involved their children as domestic house helpers to contribute to family income.				
18.	Poverty is the main cause that makes parents to abuse their children.				

SECTION C

Child abuse and social behaviour of school-age children

S/N		SA	A	D	SD
19.	Abused children are likely to have difficulties in forming relationship with peers.				
20.	Abused children are often having low self-esteem.				
21.	Abused children often find it difficult to express their feeling with their parents.				
22.	Abused children often engage in juvenile delinquencies and truancy.				
23.	Abuse children are often engage in fighting and stealing.				
24.	Abused children are often having aggressive behavior when relating with others.				
25.	Abused children often don't share their things with their peers.				

SECTION D

Child abuse among gender of children

S/N		SA	A	D	SD
5.	Low-income parents do not buy adequate clothing for their children.				
6.	Parents only buy clothes for their children during occasion sallah/Christmas.				
7.	Low-income parents do not give their children meat/fish and fruit in their food every day				
8.	Low-income parents do not cook food for their children 3times in a day.				
9.	Low-income parent often buy drugs in the chemist for their children when they are sick.				
10.	Due to financial difficulties of low-income families they seek for traditional herbs to cure their children's illness.				
11.	Low-income parents do not send their children to private school for good education.				
12.	Low-income parents cannot provide individual rooms for privacy between their children.				

SECTION E

Parenting style and child abuse

S/N		SA	A	D	SD
26.	Parents strictly make their children to obey all standing rules at home.				
27.	Parents often discipline their children with beating and flogging.				
28.	Parents' discuss important matter affecting their children before taking any decision.				
29.	Parents often are friendly with their children and play with them at home.				
30.	Parents often allow their children to make their friends instead of the parents to choose for them.				
31.	Parents often give their children complete freedom to play around in the environment.				
32.	Parents often give their children whatever they want.				
33.	Parents often do not exercise much control over their children.				
34.	Parents hardly punish their children when they do anything wrong at home.				

APPENDIX IV

PARENTS' QUESTIONNAIRE

Instruction:

Please answer all questions in every section, and please tick () as appropriate or mark (x) in the option box provided.

SECTION A: BIODATA

5. Gender

a. Male ()

b. Female ()

6. Age in years

e. 20 - 25years ()

f. 26 - 30years ()

g. 31 - 40years ()

h. 41 - Above

7. Educational qualification

f. Non formal ()

g. Primary certificate ()

h. Secondary certificate ()

i. NCE/Diploma ()

j. Degree and above ()

8. Occupation

a. Civil servant ()

b. Trader ()

c. Farmer ()

d. Any other business ()

5. Marital status

a. Married ()

b. Widow ()

c. Divorce/Separated ()

SECTION B

Instruction: please indicate the appropriate response by ticking () in the column that matches the extent of your agreement with each statement. The letters in the column stands for:

SA----- strongly agree

A----- Agree

D----- Disagree

SD----- strongly disagree

Low socio-economic status of parent and child abuse

S/N		SA	A	D	SD
14.	Financial difficulties and stress make parent to abuse their children.				
15.	Single parent often find it difficult to meet the financial needs of their children.				
16.	Most low-income parents often engage their children in hawking to contribute to family income.				
17.	Low-income children often lack proper feeding and good education.				
18.	Unemployed parent involved their children as domestic house helpers to contribute to family income.				
19.	Poverty is the main cause that makes parents to abuse their children.				

SECTION C

Child abuse and social behaviour of school-age children

S/N		SA	A	D	SD
20.	Abused children are likely to have difficulties in forming relationship with peers.				
21.	Abused children are often having low self-esteem.				
22.	Abused children often find it difficult to express their feeling with their parents.				
23.	Abused children often engage in juvenile delinquencies and truancy.				
24.	Abuse children are often engage in fighting and stealing.				
25.	Abused children are often having aggressive behavior when relating with others.				
26.	Abused children often don't share their things with their peers.				

SECTION D

Child abuse among gender of children

S/N		SA	A	D	SD
6.	Low-income parents do not buy adequate clothing for their children.				
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SECTION E

Parenting style and child abuse

S/N		SA	A	D	SD
27.	Parents strictly make their children to obey all standing rules at home.				
28.	Parents often discipline their children with beating and flogging.				
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31.	Parents often allow their children to make their friends instead of the parents to choose for them.				
32.	Parents often give their children complete freedom to play around in the environment.				
33.	Parents often give their children whatever they want.				
34.	Parents often do not exercise much control over their children.				
35.	Parents hardly punish their children when they do anything wrong at home.				

APPENDIX V

Kaduna State Senatorial Districts Parents, Children and School Population with Sample Size

LGA	Parent	5%	Children	5%	School	5%
B/Gwari	919	46	5766	288	45	2
Chikun	433	22	7183	359	33	2
Giwa	208	10	1103	55	57	5
Igabi	414	21	3033	152	47	2
Ikara	598	30	9412	471	29	1
Jaba	415	21	5555	278	38	2
Jema'a	575	29	649	32	93	5
Kubau	528	26	8017	401	45	2
Kachi'a	624	31	5194	250	37	2
K/north	775	39	19550	478	93	5
K/south	969	48	1768	88	21	1
Kagarko	121	6	1805	90	55	3
Kajuru	506	25	9304	465	41	2
Kaura	565	28	7406	370	38	2
Kauru	119	6	2115	106	25	1
Kudan	104	5	1048	52	57	3
Lere	396	20	3934	197	25	1
Makarfi	293	15	4628	231	25	1
S/Gari	111	6	9124	456	69	3
Sanga	482	24	5100	255	33	2
Soba	145	7	9102	455	21	1
Z/kataf	870	44	5728	286	57	3
Zaria	900	45	6090	305	95	5
TOTAL	11070	554	132614	6120	1115	55

Source: Kaduna State National Population Commission (2013)

Kaduna State School Census Report (2014)

APPENDIX VI

Kano State Senatorial Districts Parents, Children and School Population with Sample Size

LGA	Parent	5%	Children	5%	School	5%
Ajingi	880	44	8613	431	77	4
Albasu	452	23	8970	449	45	2
Bagwai	452	23	6230	312	76	4
Bebeji	160	8	520	26	53	3
Bichi	321	16	1090	55	61	2
Bunkure	289	14	7060	353	75	4
Dala	190	10	931	47	65	3
Danbatta	875	44	7093	355	93	5
Dawakin Kudu	693	35	2469	123	36	1
Dawakin Tofa	249	12	4762	238	76	4
Doguwa	780	39	5113	256	51	3
Fagge	889	44	9793	450	65	3
Gabasawa	196	10	1095	55	68	3
Garko	599	30	6190	310	70	3
Garun Mallan	178	9	1631	82	53	2
Gaya	489	24	2527	126	61	2
Gezawa	341	17	4386	219	57	3
Gwale	618	31	8172	409	76	4
Gwarzo	320	16	8366	418	92	5
Kabo	604	30	5322	266	61	3
Kano municipal	794	40	6473	324	55	3
Karaye	549	27	4085	204	67	3
Kibiya	197	10	3653	183	35	1
Kiru	575	29	6420	321	70	3
Kumbotso	447	22	9553	478	67	3
Kunchi	999	50	10011	501	67	3
Kura	387	19	4421	221	55	2
Madobi	697	35	3592	180	53	3
Makoda	612	31	2178	109	51	2
Minjibir	685	34	1310	66	55	2
Nasarawa	712	36	9595	480	41	2
Rano	967	48	4447	222	83	5
Rimin Gado	508	25	4282	214	79	3
Rogo	872	44	2687	134	68	3
Shanono	344	17	4026	201	70	2
Sumaila	318	16	3343	167	75	3
Takai	983	49	2017	101	51	2
Tarauni	688	34	2067	103	48	2
Tofa	838	42	6896	345	57	3
Tsanyawa	760	38	5692	285	25	1
Tudun Wada	621	31	1523	76	36	1
Ungogo	433	22	3112	156	41	2
Warawa	216	11	692	35	50	3
Wudil	360	18	503	25	45	2
TOTAL	24139	1207	202911	10111	2655	121

Source: Kano State National Population Commission (2013)

Kano State School Census Report (2014)