



Effects of child abuse on the academic performance of school aged children in bauchi metropolis of bauchi state, Nigeria

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Abstract

The research was carried out to investigate the effect of child abuse on academic performance of primary school pupils in Bauchi Metropolis, of Bauchi State, Nigeria. Structural questionnaires were design and administered accordingly, which comprises the causes of child abuse on academic performance, the effects of child abuse and the overall performance of the pupils. The total of 197 pupils were selected and identified randomly within the study areas. The results obtained from the research was significant which revealed that child abuse has enormous effects on the academic performance of most primary school students in the study area. It is therefore recommended that, child abuse and its policy should receive attention in educational policy.

Keywords: children, structural, therefore, recommended

1. Introduction

Child abuse is not a new phenomenon in the history of man. In Africa, particularly Nigeria, what constitute abuse today has never been regarded as abuse. It is a normal process that children from birth are exposed to a variety of experiences from parents, caregivers and other adults in the society. This is to enable the children require the necessary basic norms and skills for effective participation in the society where they belong and for their personal growth and development. Child abuse is found in all societies and social classes. It is found in the rich or poor family. The parents abuse their children by frequently using them in farm work, hard labour, trade and other businesses. This is to help and support the income of the homes and sometimes to provide for children needs (Falaye, 2013) [2].

The children are sometimes ask by their parents to do some menial jobs such as house helps, cooks, babysitting and gardeners in order to help and improve the income of the family (Apebode *et al.*, 2010) [1]. The term child abuse is seen as the process by which children are exposed to maltreatments by parents or guardian (Umoren *et al.*, 2010) [1]. An abuse according to Isanghede (2004) could be seen in three perspectives, physical, emotional, and sexual.

2. Research Methodology

2.1 research design

The research design used for the study was survey design. The structural questionnaires were design comprehensively and administered to the target respondents. They were distributed randomly within the study areas (Cortyl, 2012).

2.2 Population of the Study

The population of the study are 195 public primary school students in Bauchi Metropolis, of Bauchi State, Nigeria. This is under Universal Basic Education Board (BSUBEB) in the year 2013.

2.3 Data Collection

The close-ended questionnaires were used to elicit data from respondents, this is to facilitate quicker recording of options and gives a clear and easy analytical procedure. The data generated from the structural questionnaires were subjected to one-way analysis of variance ANOVA.

3. Results and Discussion

Table 1: Response rate for field survey

Questionnaire	Copies	Percent
Administered	1100	100
Returned	1027	93.4
Returned but Unused properly	81	7.4
Returned and Used	946	86.0

Source: Field Survey, 2017/2018

Table 2: Distribution of respondent's base on sex

Sex	Frequency	Percentage	Valid %	Cumulative %
Male	509	59.4	59.4	59.4
Female	348	40.6	40.6	
Total	857	100.0	100.0	100.0

Source: Field Survey, 2017/2018

Table 3: Distribution of Respondents base on cases of child abuse encountered

Cases of Abuse recorded	Frequency	Percentage	Valid %	Cumulative %
Few encounters	36	40.0	40.0	40.0
Several encounters	52	58.4	58.4	98.9
None	1.0	1.1	1.1	100.0
Total				

Source: Field Survey, 2017/2018

4. Conclusion and Recommendation

On the basis of my findings, it can be concluded that, child

abuse produces a lot of significant effects among children in the study areas. Moreover, these may results to the lower performance of pupils in the various primary schools within the study areas.

The following recommendations should be considered

1. Teachers and parents should be properly guided on how to handle their students/children appropriately
2. Love and care should be given to the children and students
3. Their basic needs should be given due considerations
4. The children/students must be properly oriented and guided regularly etc.

5. References

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