CHAPTER ONE

INTRODUCTION

Background to the Study

Education is a tool for social, psychological and economic development in which value is placed and the attitude towards social development. Child abuse and its consequences which it the unjust treatment given to a child, hinders the developmental process. Child abuse, also known as child maltreatment, is a major problem in today's society around the world, including Nigeria. In addition, Shumba (2009) has ruled that bullying by teachers in schools is now a problem in society and the world at large. In Nigeria, child abuse is defined as the physical, moral or marital abuse of a child who is 18 years of age or younger (National National Implementation Committee, NCRIC, 1995). Child abuse is different from parental use of corporal punishment. Often parents, as well as counselors, consider occasional spankings (without harm) and so on, appropriate and necessary when offenses are serious. Therefore, it is necessary to find out if the punishments reflect a pattern of abuse rather than an isolated incident. In an effort to clarify the concept of abuse, Murdock and Miller (2003) reviewed some literature and concluded that child abuse or neglect can be categorized into three different categories of abuse. One of these is physical child abuse; such as injuries from beatings inflicted on children by parents or caregivers; another category of child abuse is child sexual abuse by an adult. The third is psychological abuse, especially verbal abuse. Psychological abuse is a form of trauma expressed by a submissive person or exposing another to behaviours that may lead to psychological trauma, including anxiety, chronic depression or post-traumatic stress disorder. Such harassment is often associated with situations of power inequality, such as abusive relationships, bullying, harassment at work, and in schools, (Dutton, Goodman and Bennett, 2000). According to the University of Illinois

Counseling Center (2007), psychological abuse is any form of emotional trauma is rather than a natural physical abuse. It can include anything from of verbal abuse and constant criticism to subtle tactics, such as intimidation, fraud, and refusal to please others; and psychological abuse can take many forms. Three common patterns of abusive behaviour include aggressing, denying, and minimizing. Shaming, blaming, and calling names are just some of the symptoms of verbal abuse that can affect a victim mentally. The victim's independence and psychological well-being are altered and reduce by verbal abuse and the result is psychological abuse victim (Smith and Segal, 2014). Moreover, it is probably the most predominant, brutal and most destructive of all forms of trauma (Aluede, 2004; Hein, 2006). It is reported that the highest rate of child abuse occurs in Nigeria, India, the United States, Zimbabwe and Cyprus (Theoklitou, Kabitsis and Kabitsi, 2012). Psychological maltreatment or psychological abuse is the most destructive form of these three types of child abuse (sexual, psychological and physical), due to its devastating effects on school children.

It is different forms of child abuse because it cannot be easily detected. Unlike other forms of abuse, the perpetrator of psychological trauma can harass many victims at one time or another. It even emerged that some students experienced their first psychological bullying at school (Kacker, Varadan and Kumar 2007). Social, psychological and economic development, right values and development attitude are enhanced. Child abuse and its consequences are the unjust treatment given to a child, and it disrupts the child developmental process. It is a practice where children are beaten, deprived of some basic necessities at home and at school.

The issue of child abuse is a national phenomenon, especially within the developing country like Nigeria. In Nigeria, incidents of child abuse are as common as the air we breathe. This is due to the fact that there can be no day without news reports of child abuse. Most of these cases of child abuse are hardly reported. One can therefore say with certainty

that a typical Nigerian child is a likely victim of child abuse. The question that arises above is what is the impact of child abuse on children's development and growth in life especially in relation to academic performance? According to Onye (2004), child abuse is a proof of poverty. It therefore means that the level of child abuse can be caused by poverty.

Aderinto and Okunola (2008) wrote that some children reported being pushed to the street for hawking and taken care of their family needs. That means they are the breadwinners of their various families at their young age. It is a common sight in big parks and streets in Nigeria to see children between the ages of 6-16 such as bus / taxi partners, clocks, pushing trucks, hawking or asking for money when they should be in schools. All of this indicates that groups are particularly vulnerable to children at risk of disease, abuse, neglect and violence. However, the powerful influence of child abuse is great, but the evidence that the effects of bullying on the long-term outcomes of children in schools are generally lacking.

Shonk and Cichetti (2001) opined that child abuse, as well as anti-parenting practices, often have the potential to slow down student academic progress. The argument from the above perspective is that there is a link between parenting practices, child abuse and educational progress. The argument that child abuse is a global phenomenon cannot be denied without unreasonable skepticism. Considering the following; in the United States, child abuse is likely to have a significant economic impact on schools in the United States and its students (Flisher, 2007). Conservative estimates emphasize that, at least 8% of children in the United States experience physical neglect (Kramaer et al; 2007). However, its potential impact, evidence of the consequences of long-term child abuse and impact on school outcomes is often lacking. The current state of evidence of a link between child abuses, physical and sexual abuse or neglect and school performance is limited to a negative link between bullying and school performance (Eric, 2008). On average, abused children score lower levels of performance from their teachers, accounting for less comprehensive

assessment and comparative assessment of academic achievement. The relationship between abuse and poor performance in schools has been described by some as the second consequence of retaliation arising from the impact of buse on children's mental development and children's mental development. Kendall (2002) He pointed out that, child abuse and neglect are associated with many new learning outcomes, including; low test scores and GPA. Another study conducted by Numachukwu (2010) in the province of Anambra, Nigeria, also found that a person who is abusive to children has a higher risk of mental disorders, more harmful behaviour, poorer parental support and more likely to have substance abuse problems and poor academic performance. Despite these findings, child abuse remains unattended in Nigeria because many people who see it simply ignore it. It is against this backdrop of the fact presented above that, this research project tends vividly looks into students' perception of child abuse by studying at selected schools in the Ikpoba-Okha Local Government Area of Edo State. Although research work on child abuse is accumulating in Nigeria, taking the research to the lowest background in secondary is not common, as most of the researches adopt a holistic approach to the study. The present study aimed to measure student perception of child abuse on learning of secondary school students, identifying the predictors of the abuse which could provide important information of planning future preventive measures.

Statement of the Problem

It is an unquestionable fact that a child needs academic knowledge to succeed in life. Academic knowledge liberates people from illiteracy slums and makes one better citizen in society. As human beings give birth, we continue to gain knowledge from infancy until death. It is true that a person gives birth to a child with an empty brain i.e. there is no kind of information in the brain at the time of the birth of a child which psychologist called Tabular Rasa. So we grow in life and continue to acquire knowledge from childhood, this becomes a

period of life in which the human mind is active in acquiring knowledge. From the psychological and sociological perspective learning goes hand in hand with some social, economic and environmental factors. The contradiction is that there are certain factors that help in learning, while others distort learning. The point of view above is that children who are bullied and abused find it difficult to perform well in school. Child abuse has an impact on children's learning and therefore has the potential to stifle their interest in education and thus become school dropout or truant. It is therefore likely they be a problem for the society during their teenage years which they are supposed to harness purposefully for the overall benefit of themselves and the society at large. The questions that concern the researcher are:

1. Could the age of student influence the student perception of child abuse on learning?
2. Could gender also be an influence on student perception of child abuse on learning?
3. Could the school type also be an influence to student perception of child abuse on learning?
4. Could child abuse influence learning to the perception of student based on their school level?

Purpose of the Study

The main purpose of this study was to determine students' perception of the impact of child abuse on learning in selected secondary schools in Ikpoba-Okha LGA of Edo State. This study specifically seeks to:

1. To determine the significant differences in age of student perception of the impact of child abuse on learning.

2. To examine the significant different in the gender of student perception of the impact of child abuse on learning.

3. To determine the school type on student perception of the impact of child abuse on learning.

4. To ascertain relationship in the school level on student perception of the impact of child abuse on learning.

Research Questions

The following research questions were raised to guide the study:

1. To what extent is age significant to student perception of the impact of child abuse on learning?

2. What is the significant difference in gender of student perception of the impact of child abuse on learning?

3. To what extent is the school type on student perception of the impact of child abuse on learning?

4. What is the relationship in the school level on student perception of the impact of child abuse on learning?

Hypotheses

The null hypotheses were developed to guide the study and tested at 0.05% level of significance:

1. There is no significant relationship to student perception of the impact of child abuses on learning based on age.

2. There is no significant difference in gender of students' perception of the impact of child abuse on learning.
3. There is no significant relationship in school type on student perception of the impact of child abuse on learning.
4. There is no significant relationship in the school level on student perception of the impact of child abuse on learning.

Significance of the Study

The findings of this study will go a long way in benefiting parents, caregivers, guardians and teachers in reducing child abuse through student learning.

The results of the study will form the backbone or degree of policy setting as a reference to the need to reduce the risk of child abuse in our homes and schools in future research.

Creating public confidence and awareness by highlighting the challenges of child abuse has an impact on children and builds trust and confidence in school-going children to call their homes and call families to events where homes and caregivers do not play their roles properly.

The findings of this study is also a way in looking at what causes some children low performance at school despite their ability to succeed. It will also help to expose the effect of child abuse on children on emotional, social and physical development with a view to finding a lasting solution. The findings of this study is to help parents and guardians to know the consequences of their actions on their children.

The findings of this study will also attempt to profaned solutions to child abuse in Nigeria. Above all, it will contribute to the body of knowledge in the field of education. The findings

of this study will also try to find lifelong solutions to child abuse in Nigeria. Above all, it will add to the body of knowledge in education.

Scope of the Study

This study covers the issue of child abuse in relation to students' perception of learning. The research work will limit the research to academic performance of JSS and SS students from selected schools in Ikopba-Okha Local Government Area, Edo State.

Operational Definition of Terms

Abused child: refers to a child who is physically, mentally or emotionally battered from family, guardians, peers, institutions in the absence of basic needs.

Child abuse: refers to acts of abandonment or to a commission that harms a child physically, spiritually, emotionally and mentally. This study is limited to physical abuse, verbal abuse and child neglect in the home and its consequences for students in public primary schools.

Discipline: refers to the establishment and maintenance of social order and co-operation in the society.

Emotional abuse: refers to when parents and caregivers or other key individuals interfere with their children's moral, emotional, or psychological well-being negatively.

Neglect: It is the lack of attention or lack of adequate care to a child.

Physical abuse: Any form of corporal punishment melted on a child by his or her parents, teacher or caregiver**.**

Juvenile: This means young children.

Sexual Abuse: Sexual harassment that are not authorized by a person, especially children.

Delinquency: These are serious crimes are committed by young children.

Social Abuse: It is when a person is ability to build good and lasting relationships with people is been curtailed.

Physical Abuse: This harms the human body as a result of being attacked by someone using a solid object.

CHAPTER TWO

LITERATURE REVIEW

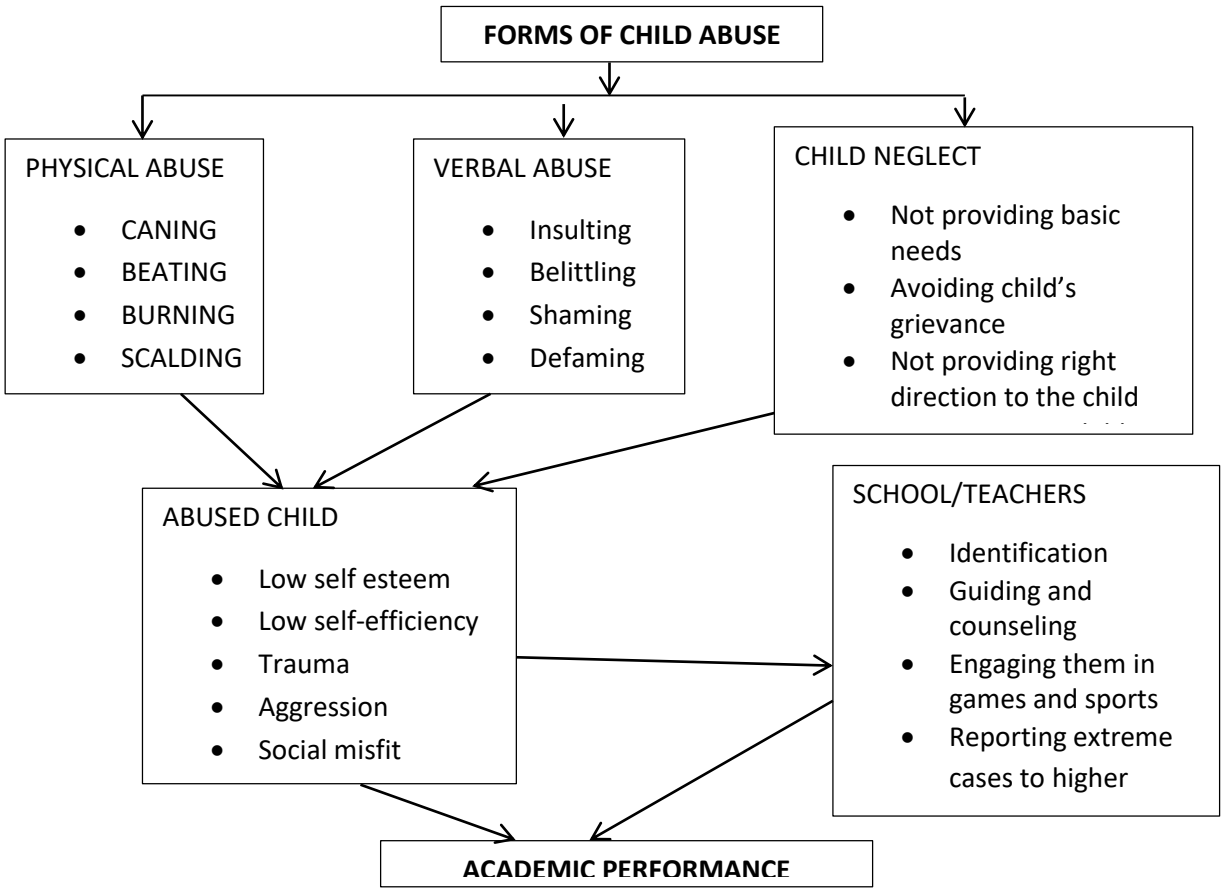
The review of related literature was done in this chapter and organized under these sub-headings;

- Conceptual framework
- Theoretical framework
- Empirical studies
- Summary of literature Review

Conceptual Framework

Forms of child abuse and their impact of students learning process

A child who watches himself of herself or others being bullied may learn that the way out of been bullying is to abuse others. As an abused child grows up to be a teacher, students who cling to him are more likely to be bullied by the teacher.



From the table above, it could be view with the aid of the arrow that eventually leads to academic performance, the forms of child abuse which include physical abuse, verbal abuse, child neglect, all lead to abused child which in turn leads to the student academic/learning performance.

The physical abuse which may include caring, Beating, burning and scolding has a negative impact on the abuse child, likewise the verbal abuse such as insulting, belittling, sharing and defaming also posses a negative influence on the child academic process and this is because the abused child who is physically abuse, verbally abused and neglected will always posses these negative value in them like low self esteem, low self efficiency, Trauma, Aggression and social misfit etc. Among other children and these goes along way to tell negatively on their learning process or academic performance.

Therefore the need for school teachers/guidance to identify this students, guiding and counsel them, engage them in games/sports that will help improve them and also reporting any abused child case to a higher authority for justice will help improve on the students academic performance.

The Concept of Child Abuse and Neglect

The term child abuse is a collective term derived from childhood and abuse. From the English definition, Child means infant, very young, son or daughter, offspring; while abuse simply means improper treatment or employment with an angry or violent attack in a melted verbal word melted on a child. Psychologically, the term child used to describe that state of human development includes the early stages of development from Neonate (a few months after birth), the first children days (1-2 years), pre-school age of first five years and middle age (pre-adolescent development). Child in this context represents any one between the age of one and twenty years who is still largely dependent on a caregiver for duly survival and

maintenance. Depending on the age of the child, the father or mother refers to his or her offspring as a child regardless of age. It makes a child more susceptible to treatment that could be said to be abusive by the caregiver.

Child abuse is deeply rooted in historical and practical values of Africa society. The concept of child abuse has been defined and redefined throughout history. Humanity is slowly evolving from seeing children as property to their parents. In terms of family and community mentality, they should recognize that children have a right to themselves. Each time in history and every culture have an idea of how children should be treated. The term child abuse is seen as a process in which children are exposed to maltreatments by their parents or guardians. Axmaher (2010) described child abuse and any form of maltreatment or neglect of a child that results in non-accidental injury or harm and which cannot be properly defined. Obekpa (2011) views child abuse as any condition that impairs physical or emotional health that has been committed by parents, guardians or caregivers. Igbo and Ekoja (2013) describe it as a non-hazardous injury to a child by a guardian.

The African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN, 2012) defines child abuse as a global, unconditional or commercial act that threatens the physical, emotional, moral and social well-being of children. Child abuse can be seen as any act of abandonment, physical or mental abuse or neglect of a child by his or her parents or guardians, caregivers or other adults who may jeopardize a child's physical, mental and emotional development. In this context, abusing a child or making a selfish use of the inappropriate services by an adult in charge of a child constitutes child abuse. So an adult may not be directly related to a child, but a person who takes care of a child can be abusive. This may include teachers, health care workers, day care workers or other responsible adults (Well's Welfare Information Gateway, 2013).

A child is said to be abused when a parent or a caregiver deeds leads to physical, emotional and sexual abuse. It involves the failure of parents to provide needed love and care for a child. According to Isanghedehi (2004) abuse can be characterized as physical, emotional and sexual abuse. Tooniyama, Oniyama and Asamaigbo (2004), child abuse is shown in four main categories viz; physical abuse, sexual harassment, emotional abuse and neglect. Child abuse includes any commission action or refusal of a parent or other caregivers that results in injury or harm in the treatment of child abuse (0-18 years of age) even if the injury is unintentional (Gilbert et al., 2009). Child maltreatment refers to any non-hazardous behaviour committed by parents, or caregivers, other adults or adolescents who are outside the norms of life and it includes a high risk of causing physical or emotional harm to the child or young person. Such behaviour may be intentional or unintentional and may include acts of abandonment (i.e Neglect) and commission (Abuse) (Broomfield, 2005; Christoffel, et al., 2010). In this study, a child is said to be abused when parents, caregivers and any human action lead to physical, emotional, spiritual and sexual abuse. It includes the failure of parents to provide needed love and care for their child. Also, the term ‘’Child abuse and neglect’’ and ‘’Child abuse and maltreatment’’ will be used interchangeably. Clearly, the notion of child abuse and neglect has evolved from the 1962 identification of the ‘’battered-child syndrome’’ by Dr. Henry C Kempe. The first US abuse survey was conducted by D.C Gill in 1967-686. He concluded that 7,000 children were abuse annually.

Types of Child Abuse

According to Isanghedehi (2004), abuse can be viewed from physical, emotional and sexual abuse perspectives. Oniyama, Oniyama and Asamaigbo (2004) stated that child abuse manifest in these four categories; physical abuse, sexual harassment, emotional abuse and neglect. Mponobong (2013) distinguished child abuse into five categories namely physical abuse, neglect, emotional abuse and children exploitation (child labour).

Physical Abuse

Physical abuse of children is perhaps seen as an accidental harm to a child. The injury may be unintentional to the parents or caregiver and is not an accident but may be due to excessive punishment or corporate punishment that may not be appropriate for the child at the time (SANGHEDEHI, 2004). According to Mfonobong (2013), stated that the indicators of physical abuse include: Reoccurring injuries that is associated with unexplainable impulse or inconsistent explanation; Unusual pains or bruises of lacerations from an object, abnormal injuries (lower limbs, neck, genitals, abdomen, thighs) burns and lacerations (smoking, immersion) etc.

Emotional Abuse

Emotional abuse is also known as verbal abuse, psychological abuse, or mental abuse. The National Clearinghouse on Child Abuse and Neglect Information (2006) defines emotional abuse as acts of abandonment by parents or other caregivers who are responsible for, or may cause, moral, mental, psychological or psychological misconduct. Emotional abuse can be seen as any attitude, behaviour or failure to do something for a caregiver that disrupts a child's mental health, social development or a sense of worthlessness. It is probably the least understandable, but the most aggressive and most powerful form of abuse (Oniyama, Oniyama and Asamaigbo, (2004). It attacks the child's sense of self dignity that makes the child sees his or her self as unjust, worthless and powerless. Consistence humiliation, shame, intimidation or rejection of a child, make such child suffers more than physical abuse. The results are that most children often withdraw themselves which usually leads to depression and stress at school. (Khartri 2004). Mfonobong (2013) Symptoms of emotional abuse include: Hiding his eyes; lowering his eyes, lowering the lips or tongue, forcing a smile

Divorce, irritability, self-defense, exaggeration, weak self-esteem, an act of anger, alcohol or drug abuse, depression, suicide, and relationship difficulties.

Sexual Abuse

Sexual abuse was defined by the CAPTA in Khartri, (2004) as the employment, inducement, enticement, persuasion or coercion of any child to engage in, or assist other person to engage in, any sexual misconduct or simulation of such conduct for the purpose of expressing such conduct, rape**,** and in the case of foster care or family relationships, rape, molestation, prostitution or other forms of a child sexual exploitation of children and incest. As a result of the secrecy evident in most cases; sexual abuse is the most commonly under reported form of child abuse. Sexually abused children often experience emotional problems arising from feelings of guilt and shame (Corwin and Olafson, 2009).

According to Mfonobong (2013) sexual abuse includes compulsive masturbation, teaching others to masturbate; extreme sexual curiosity or cunning towards sexual intercourse with peers. Others includes; bruises and bleeding in the external genitalia, torn, bloodless, usually, undisclosed strokes, yeast or urinary tract infections; Wet bedding, soiling, playing with feces; complaints of pain or itching in genitalia, difficulty sitting or walking, excessive bathing, withdrawal, sexually transmitted diseases, pregnancy, especially in adolescence, sexual compulsion in schools, drug use. Legal issues includes; compulsive behaviour, fear and phobias, running away, sleep problems, depression etc

Child Neglect

Neglect of a child is the failure to provide the basic care that a child needs as security such as shelter, food, clothing, education, observation, medical care and other basic needs necessary for the child's physical, mental and emotional development. It is a situation in

which parents or caregivers fail to do the necessary work in the child's well-being which can ultimately endanger the child's health and safety (Mfonobong, 2013). According to Mfonobong (2013), children neglect indications include; Poor hygiene, such as lice, scabies, severe or untreated diaper, body odor, bedsore, squinting, inappropriate clothing (underwear, socks, shoes) in excess or under extreme weather conditions, undetectable injury or illness, lack of immunization, indications of excessive or prolonged exposure to substances (excessive sun exposure, insect bites, cold), height and weight significantly below the child age level etc.

Child Exploitation

Child Exploitation is often referred to as child labour or child trafficking which involves the use of a child for work or other activities for the benefit of others. Child exploitation is the systematic process of using children to work with little or no compensation and to take care of their health and safety (Newton, 2001). These children are used to hard work on farms or in areas beyond their age and some are made to hawk for hours without food. Such children hardly ever benefit from education and may eventually drop out of school. By the time these children reach adulthood, they have been physically, morally, emotionally and intellectually impaired (Mfonobong, 2013)

Cause of Child Abuse and Human Issues:

The causes are difficult to identify, child molesters come from all levels of income, geographical location, family settings, ethnic groups, religious background and place of residence. Some of the causes are discussed below.

Adults that was abused as children

There is one factor that seems to be related to child abuse. However, the sequence of the causal effect has not been demonstrated. According to Kline (2007), reported a clear relationship between child abuse and neglect. The researcher found that children judge abuse or neglect, 27% of who later enroll in special education classes. When asked why these parents do it? It is because child abuse has been found to be a psychological problem. The authors of one study say that children as well as infant of parents (abusers) are deprived of basic maternal care from the beginning of their lives (Spinetta and Rigle, 2002). This statement could be interpreted to mean that all abused child will grow up to become an abusive adults, and that anyone who has not been abused as a child will not abuse their children, this is because violence is more likely to resist violence. The child learns violence as a solution and the result when there is a family conflict is the deep feeling associated with the evidence of violence perpetrated by the child improves the learning process. Violent lessons from family quarrels are likely to be forgotten.

According to Leonard (2004), wrote about a traumatized child growing up in a violent family who may not have learned a new way to deal with conflict violence. Their behavioral reporting may not include assistive skills such as negative thinking, exchange of services or jokes. Such a person may know more about how to deal with a child than with physical force. According to Fontana (2008), who suggested that parents who abuse their children have a greater difficulty in developing trust, the difficulties associated with the separation of parents from the family and other social groups. Isolation has been used to ease violence against children through a number of studies. For example, Modern, Wrech and Smith (2003) found that a child who was abused was found to have a child abuser in a family where there is no ongoing relationship outside the home. According to Gelles and Straus, they found high-profile viewers with violence in a family that has been living in or in the area for less than

three years. Those who did not join or participate in any organization in society have a much higher rate of child abuse than those who belong to or belong to at least one organization (Straus, 2009).

The problem of child abuse is compounded by the cases of parents and children. Few children even in preschool years will come out for help. Any parent who abuses a person can be greatly loved by the child. Nor should it be said that very few parents, even those who believe in physical punishment, will ever feel justified in harming their children. According to Younes (2007), opined that child abuse and neglect maladjustment can be diagnosed and treated.

Broken Home

According to Anykam (2004), a study of couples involved in divorce cases revealed incidents of domestic violence. The method of violence is cynical, children who have been abused or neglected by a group lack confidence and fail to move away from intimate relationships with their spouses when they get married. They often feel good about themselves and their ability. In other words, they show an inability to help, such people often seek out children but when they become parents they have no knowledge of proper parenting habits or development. For this reason, they can punish a six-month-old baby for crying when it is the only way for babies to communicate their needs.

Battering often occurs as a crisis when parental anger and frustration increase, and the parent interpret the child's behaviour as a crime and rejecting. Children have been mistreated by adults throughout history, but more recently worries about these problems have risen. In order to assess the importance of recent development, it is important to find a special response to the problem of children in a broader historical context from the beginning of the

century to the 1970s. The main concern of children has been on crime prevention and anti-social behaviour.

Measures Taken to Curb Child Abuse

In line with the Convention on the Right of the Child (CRC), the 2003 Child Rights Act defines a child as a person under the age of 18 years. That means anyone from zero to 17 years old is a child while 18 years and above are adult. This explanation makes it is one of the main reasons why some states have refused to pass a fair child law, in line with the CRC, which prohibits child abuse and marriage, with some saying that this is inconsistent with their 15, 16, 17 their religion ages marriage. However, the Child Food Act, 2003 first and foremost, recognized all the basic human rights enshrined in the Nigeria's constitution and the subsequent constitution amendments to guaranteed right of children. Therefore, this means that the Acts protects basic human rights of children. In addition, the Act specially protect and guarantee the right of children in particular. These rights include: the right to a good and meaningful name, the right to dignity, the right to survival and protection, the right to parental care and protection, the right to freedom of thought, the right to a fair hearing, the right to recreation, right to leisure and cultural activities, the right to health and well-being, the right of the child to special care and protection, the right of the unborn to be protected from harmful social and cultural practices, the right not to be jailed with the mother, the right to have his or her best interests in any matter paramount, the right of protection from abuse and torture.

According to the act, children are the next generation. They are a continuity of the human society. Without children today there will be no human society tomorrow. However, they are the most vulnerable members of the society. Naturally they deserve protection. As children they lack the physical, mental and emotional development needed to cope with life. So

special care, and protection are needed for children up keep. Children are different in their personalities and needs, and as a result adult assuring their rights are not enough to address the special needs of children, which is why children's rights laws are necessary. The law also states that abused, neglected and maltreatment children become physically and emotionally strong, and lack the confidence to cope with life. Therefore, they are deprived of the opportunity to fully develop their skills. Good child law makes provision for a fair, positive and empowering environment that can encourage and produce children who are round, happy and confident. It will certainly help the society to develop children as future leader.

Effects/Implementation of Child Abuse on Child Development

Child abuse and neglect can affect all aspects of child development, either physically, mentally, emotionally, morally and socially which are regularly interrelated. The potential consequences of child abuse and neglect identified in these literature include very high-level reviews and preliminary studies with a large sample of representatives from Edo State and others countries in Europe and the United States. Adverse effects are widely associated with all forms of abuse, but where appropriate, associations are formed between certain types of abuse / neglect and adverse outcomes.

Attachment Problems

Infants and toddlers exposed to abuse and neglect that may have problems with self-doubt or lack of contact with their primary caregivers (Hildyard and Wolf, 2002; Jordan and Sketchley, 2009; Schore, 2002; Streeck-fischer and Van der Koil, 2002). The background of childcare is crucial to early and social emotional development. Children with an unsecure attachment, their parent / guardian (who should be the primary source of safety and security) become a source of danger or harm, living the child in irresolvable conflicts (Hildyard and Wolf, 2002). Without the protection and support of a primary caregiver, infants and toddlers

may find it difficult to trust others when they are in distress, which leads to persistent experience of anxiety or anger (Streeck-Fischer and Van der Kolk, 2002).

Physical Health Problem

Research into the effects of child abuse and neglect on physical health has largely focused on the results on adulthood. However, data from longitudinal studies of child abuse and neglect (LONGSCAN) in the United States revealed a strong link between abuse / neglect and child / adolescent health problems (Flaherty el al., 2006, 2009). Flaherty et al. (2006) found that exposure to negative experience increases the likelihoods of children having poor health at 6 years, and tripled them if the children experienced four or more negative experiences. A study by Hussy, Chang and Kotch (2006) found that all forms of bullying and neglect are associated with a higher risk of age 8 to 10 years old adolescents.

Trauma and Psychological Problems:

Trauma and Psychological disorder caused by the experience of child abuse and neglect can have serious consequences on brain development, increasing the risk of psychiatric disorders (Streeck-fischer and Van der Kolk, 2002). Further research has revealed a strong association between trauma / neglect and post-traumaatic stress disorder (Gilbert et al, 2009; Schore, 2002; Streeck-fischer and Van der Kolk, 2000). Recent research suggests that diagnosing children with post-traumatic stress disorder does not detect the effects of increasing child abuse and neglect that some researchers now prefer the term “complex trauma” (Cook et al., 2005). The exposure towards complex trauma affects the brain development and may interfere with a child's ability to process sensory, emotional, and psychological information, which may lead to a more effective response to subsequent stress (Perry, 2001; Streeck-fischer and Van der Kolk, 2000).

Learning and Developmental Problem:

A strong relationship has been established between child abuse / neglect and difficulty learning / poor academic performance (Gilbert et al., 2009; Mills, 2004; Veltman and Browne, 2001). Child abuse and neglect at the beginning of life greatly impact a child's developmental capability, especially in critical areas of speech and language (Wolfe, 1999). Studies have shown that child abuse and neglected children do little in the way of formal assessment and achieve poor school marks, regardless of social economic status and other background factors (Mill, 2004). Subsequent studies have consistently shown that abused children achieved lower success than any other group of children (Gilbert et. al., 2009). In a meta-analysis conducted by Veltman and Brown (2001), 31 of the 34 (91%) of the participants indicates that abuse and neglect was related to poor schools performance, 36 of the 42 (86%) showed delay in language improvement. However, the authors agree that the studies relating to child abuse and neglect and learning problem are problematic because many studies do not know Intel lecture status of children before abuse.

Behavioural problems

Researchers have found that child abuse and neglect are associated with behavioural problems in early children life and adolescents (Etheir et al., 2004; Shaffer, Houston, and Egeland, 2008). The earliest form of child abused was maltreated, the more likely they are to develop behaviours problems in adolescence (Frederico et al., 2008). The researcher often associates abuse and apathy with internalized behaviours (withdrawal, sadness, isolation and depression) and external behaviors (aggression or intelligence) in the whole child (Mills, 2004). Neglect of children can also indicate aggressive and disruptive behavior in children, however, external behavioral problems are more closely related to physical and sexual abuse or evidence of domestic violence (Hildyard and Wolf, 2002; Holt, Buckley, and Whelen,

2008). Sexual misconduct is also related to abuse and neglect, sexual harassment and exposure are the most common form of sexual violent (Corby, 2006; Merrick, Litrownik, Everson, and Cox, 2008). Other results include;

1. Mental health problems
2. Youth suicide
3. Eating disorder
4. Drugs and alcohol abuse
5. Aggressiveness, violence and criminal activities
6. Teenage pregnancy
7. Homelessness
8. Fatal abuse etc.

Theoretical Framework

This part of the study provides references to relevant theories or models related to academic performance theoretical adoption.

Wieners Model of Attributions

Attribution Theory provides an important way to assess and understand motivation in the educational context. It examines individual beliefs as to why certain events take place and incorporates those beliefs into subsequent motivation. The basis of this theory is that people want to understand their nature and, therefore, strive to understand why certain events take place. In the classroom, understanding students concerning the causes of past and present events influences their ability to control what happens to them in the future. For example, if a student fails a test, he or she may probably be able to attribute the failure to a specific reason such as;

1. Lack of ability
2. Lack of effort
3. Environmental and social factor
4. Poor instruction.

Attribution theory affects subsequent motivation to get involved in similar learning activities (Anderman and Anderman, 2009). When an achievement-related events occurs (e.g., a student fails an exam), especially if the outcome is unexpected, Weiner proposes that learners undertaker an attribution search to understand what happened. The cause of the event is important without any meaningful explanation of purpose, because whatever a student sees as the cause of the event will affect their motivation to participate in the same activities. For example, suppose a group of students do poorly on a test because of poor teaching. Those who claim that their failure due to poor teaching will have a different level of motivation in subsequent tests than those who claim to have failed due to their lack of intrinsic ability (Anderman and Anderman, 2009).

The main important feature of wieners' theory is that the specific attribution made (luck, effort, etc.) is less important than the attribute of the attribution theory, which are separated into three causal dimensions: locus, stability and controllably. These important factors affect the motives that follow a job or activity. The size of the locus means that the cause of the event is seen as internal to the individual or externally. If a student believes that he or she is failing a test because of his low ability, they are selected as the internal cause because the ability is within the student. Conversely, if a student believes that he or she is failing the test because of a teacher is incompetence's, he or she is selected for an external cause because the teacher's incompetence is external to a student. Stability dimension denotes whether the cause is stable or unstable through time and circumstances. If a student believes that he or she has

failed a science exam because he or she lacks science ability, his or her cause is stable, and especially if he or she believes that his or her weakness in science is permanent. Conversely, if a student believes that he or she has failed the test because he or she was ill during the exam, the cause is not stable if the illness is a temporary factor. When a student experiences success, being seen as a sustainable factor which leads to what is expected of future success. When faced with failure, however, attributions to stable causes can result in low expectation for future failures. The limit of controllability means that the cause of the event is considered to be under human control. If a runner believes he or she has lost a race because he or she did not practice enough before the event, the cause is fixed because he or she may have decided to spend more time in practice, in contrast, if he or she feels that he or she lost the race simply because he or she lost the race due to lacks of ability as a runner, then the cause is uncontrollable (Anderman and Anderman, 2009).

Finally, the wieners model supports that the psychological process mentioned above leads to behavioral effects. For example, students' decision about enrolling in future mathematics may be determined by their success or failure in previous mathematics exams. Athletes' efforts in a nonsporting competition can be used to determine their successes or failures in previous events (Anderman and Anderman, 2009). Wieners' theory can be linked to the fact that students who are abused, neglected or bullied may certain their academic performance to their abused situation. And if we draw from the attribution theory is external to them and we will continue to create psychological trauma to them that leads to their continuous poor academic results.

Empirical Studies

Apebende, Umoren**,** Ukpepi and Ndifon (2010) examined the impact of child abuse on academic performance of students in primary schools in Cross River State, Nigeria. The

study population comprises of primary six students in Cross River State students of 2005/2006 school year making 68,201 students from 994 primary schools in the state. Stratified random sample procedure was used on a sample size of 2,940 students selected from 49 schools. The research instruments used are Child Abuse Questionnaire (CHAQ) and Primary Science Test to test students' academic performance. Independent t-test was used for data analysis. The result showed that children who were not abused did better than their abused colleagues. Based on these findings the following recommendations are made; that parents and caregivers should see hitting, beatings, burns etc as physical abuse and not a form of discipline and should stop using it on their children under their care, that an emotionally abused child can make them feel helpless in their homes and community.

Alokan and Olatunji (2004) studied the impact of child abuse on classroom behaviour and academic performance among primary and secondary school students. Descriptive research survey design was adopted. Population for this study includes all teachers in primary and secondary in public and private schools in the Ado Local Government Area of Ekiti State, Nigeria. The sample consists of 200 teachers selected from 10 schools using stratified random sample. Questionnaires on Child Abuse and Class Room Behaviour (CACBQ) were used to collect data. An expert judgment was used to verify the authenticity of the face and content. The test-retest method was used to determine reliability. Data collections were analyzed using the Pearson Product Moment Correlation. The result revealed a link between child abuse and child attention in the classroom. The result also highlighted the relationship between child abuse and child attention in the classroom. The result also showed an important relationship between the child's active involvement in the parent business and his or her attitude towards class work. Based on these findings, the following recommendations are made among others; that the effects of child abuse on child behaviour and academics

performance should take into account educational policy forums, and that parents should always treat their children with love and affection and provide for their needs.

Ligeve and Poipoi (2012) in their comparative study investigated the effects of child labour on academics achievements of primary and secondary school students in Suba and Homa-Bay districts in Kenya. Participants in the study were class seven (7) students from 12 schools in two districts. A total of 333 students (171 boys and 162 girls) participated in the study. Educational achievement scores, which were removed from schools end of term examination records, were used to compare participants of the dependent variable through the use of t-test. The results of this study show that people who were involved in child labour were more successful academically than those not involved. In addition, boys who were involved in child labour had higher scores than girls who were involved in child labour. The study concluded that there were implications of child labour on gender in the performance of primary school students' education in the Sbaba and Homa Bay districts. Research suggests that school children should not be involved in fishing activities.

UNICEF and the Federal Ministry of Education (2007) in a study entitled "Assessment of violence against children in primary education level in Nigeria" was initiated as part of the United Nations Secretary-General's Global Study on violence against children in response to concerns raised by the Ministry of Education about the various forms of bullying and violence melted on school children. The study population consist primary and Junior Secondary School teachers and head teachers in Nigeria. Multistage sampling method was employed, the study was conducted in 4 states in Nigeria. Two states were selected in the north and southern (Ondo and Abia, Sokoto and Taraba States) in Nigeria. State selection was done using random samples technique. Three local government areas were selected from each state, each. A total of 386 students, 93 teachers and 24 head teachers from 4 schools participated in the study. Standard deviations, arithmetic mean and Analysis of variance were

used to analyze the data. Based on the findings of this study, it shows that there is a high rate of violence against children, it was recommended that the policy framework for violence free education in Nigeria be designed to provide a conducive environment for child violence in schools. Similarly, school counseling services should be strengthened to protect students from violence. The promotion of student life skills are to prevent violence is prioritized in schools and institutional partnerships must be built between schools and other relevant government services / agencies including community organizations to enforce strategies to prevent child violence in schools. .

Mfonobong **(**2013**)** studied the influence of child abuse and the implications for the educational sector in Nigeria. The survey design and sample techniques were used to select a sample of 200 primary and secondary schools in Eastern Nigeria. Regression analysis was used for data analysis. The study concludes that, child abuse has a significant impact on the education system in Nigeria. It poses a serious backlash to the educational development of children and thus hinders social and developmental growth. The problem of child abuse in the education system needs to be adequately and effectively managed so as to improve educational development. The study recommends that there should be a public enlightenment and education programmes to combat public level awareness of acts that cause abuse and protect a Nigerian child from such abuse in order to benefit the most from the education system.

Summary of Literature Review

This section discusses conceptual reviews that build up the research, empirical review, relevant theories and reviews of related literature. Under the conceptual framework; the authors did not agree on the concept of child abuse and academic performance with distinct differences in terminologies. The theoretical framework focuses on one theory related to

academic performance (e.g. Weiner's Attribution Theory). In the empirical studies there was consensus among the authors that child abuse of any kind has a detrimental effect on student learning and the overall development of children and the education sector. Evidence gathered under review reveals that child abuse is as old as humans. There is no complete description of child abuse. It is difficult to say there is a rise in child abuse because most of them do not report it. Other forms of child abuse have been exposed as well as those who abuse them in an unacceptable, intolerable and inhumane manner. It also revealed that the Nigerian government is aware of and concerned about preventing child abuse in the country. It is for this reason that this study was researched into.

CHAPTER THREE

METHODOLOGY

This chapter discusses the method and procedure used for this study under the sub-headings.

Research Design

The research design of this study was descriptive survey design. The design is considered appropriate because the data will be collected from the participants without imposing any condition or treatment on the respondents. Most importantly, the design will allow the researchers to use questionnaires and interview methods to gather data. As the main purpose of this study is to investigate the impact of child abuse and academic performance in secondary school, the composition will provide sufficient control of variance and explain other factors that support the subjects matter under investigation.

Population of the Study

The study population was composed of 9,796 junior and senior secondary school students at some selected schools in Ikpoba-Okha Local Government Area in Edo State. Population for this study includes: Male students (Western Boys High School), Female students (Queen Ede Secondary School), while Army Day Secondary School, Aduwawa Secondary School and Iguomo secondary school are schools mixed. The distribution are stated in the table below:

SCHOOL	STUDENTS	SENIOR SEC. SCH	JUNIOR SEC. SCH	TOTAL	GRAND TOTAL
W.B.H.S	MALE	1042	840	1882	1,882
QUEEN EDE SEC.	FEMALE	787	623	1410	1,410
ARMY DAY SEC.	MALE	720	709	1429	
	FEMALE	811	806	1617	3,046
ADUWAWA SEC	MALE	371	283	654	
	FEMALE	469	304	773	1,427
OGUOMO	MALE	535	550	1085	
	FEMALE	525	421	946	2,031
TOTAL		**5260**	**4536**	**9796**	**9,796**

Source: Ministry of Education, Benin City, Edo State, 2018.

Sample and Sampling Technique

In addition to adopting an appropriate sampling technique, since the population is large, the researcher adopted Taro Yamane's to sample to distribute the population. Taro Yamane's statistical formula was used in determining the sample size. This is shown as follows:

Where;

$n = \frac{n}{1+N(e)2}$

n = Sample size

N = Population Size

e = error of significance

1 = constant

Using the formula we have;

Therefore let n?, N = .., e = 5% or 0.05

$$n = \frac{9796}{1 + 9796\ (0.05)^2}$$

$$n = \frac{9796}{1 + 24.49}$$

$$n = \frac{9796}{25.49}$$

$$n = 384.308$$

$$= 384$$

Bowley's Method of Allocation

Bowley's proportionate allocation formula was used to determined numbers of copies of questionnaires to be distributed to each selected secondary schools in Ikpoba-Okha Local Government Area of Edo State. The computation is shown below;

$$Nh = n(nh)/N$$

Where; Nh = Number of units to be distributed to each group

nh = Number of respondents in each group

n = Total sample

N = Total population

Bowley's Allocation Table

Name of School	**Number of Student**	**Computation** Nh = n (nh)/N	**Sample Size (n)**
Western Boys High School	1,882	384(1,882)/9,796 = 73.77	74
Queen Ede Secondary School	1,410	384(1,410)/9,796 = 55.27	55
Army Day Secondary School	3,046	384(3,046)/9,796 = 119.40	119
Aduwawa Secondary School	1,427	384(1,427)/9,796 = 55.94	56
Oguomo Secondary School	2,031	384(2,031)/9796	80
TOTAL			**384**

Source: Field Survey, 2020

The total of 74 students from W.B.H.S, 55 Students from Q.E.S.S, 119 Students from AD.S.S, 56 Students from A.D.S.C and 80 Students from O.S.S were randomly selected from the 6 class in each schools made up of JSS1, JSS2, JSS3, SS1, SS2 and SS3.

Research Instrument

Questionnaire was designed by the researcher and my supervisor, Dr, J.A Osaigbovo, C.T and was used to collect information from respondents for analysis. It is structured in a five-point likert rating scale format to help convert the evaluation response into the rating data so that a positive result is expressed in it. A total of 384 copies of the questionnaire will be distributed to the selected schools in Ikpoba Okha L.G.A, Edo State.

Validity of the instrument

The instrument was tested and evaluated the content and the face validity by the project supervisor and two other experts from the Department of Education, Benson Idahosa University. The final instrument was developed based on feedback and verified suggestions.

Reliability of the Instrument

The study instrument was tested for internal consistency using Cronbach Alpha at 5% level of significance. Cronbach Alpha is the most common measure of internal consistency (reliability). It is often used to determine if a scale is reliable or not. A correlation of 0.70 was obtained.

Method of Data Collection

The questionnaire was administered by the researcher to the respondents at each school after it was clearly defined for the purpose of the study by the administrators and the selected participants. Completed questionnaires were retrieved on the spot to prevent bias.

Method of Data Analysis

Data collected were analyzed using descriptive statistics including Pearson's Products Moment Correlation Coefficient (PPMCC). The alpha level was tested at a 0.05 significance level.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter discusses data analysis / presentation of results. It involves the presentation and analysis of research data obtained from the field for intensive testing and decision-making on the relationships that exist between them.

Of the 384 copies of the administered questionnaires, only 351 copies represented 91.4% upon completion, were retrieved and suitable for analysis and thirty-three (33) copies representing 8.96% of the questionnaire were unreturned for analysis.

The Table(s) below represents gender, age, class level, nationality, marital status of respondents.

Table 1: Table one shows the distribution of respondents by sex

SEX	NUMBER OF RESPONDENT	PERCENTAGE %
Male	168	47.9 %
Female	183	52.1 %
Total	**351**	**100 %**

Source: filed survey, 2020

From the above table, it shows that 168 of the respondent representing 47.9% are male, while 183 of the respondent representing 52.1% are female. This shows that female students are more than the male students in the selected secondary schools.

Table 2: Table two shows the distribution of respondents by age

AGE	FREQUENCY	PERCENTAGE %
10 – 15years	176	50.1 %
16 – 20years	164	46.8 %
21 and above	11	3.1 %
TOTAL	**351**	**100 %**

Source: filed survey, 2020

From the above table, it shows that 176 students which represent 50.1% of the respondents are within the age of 10 – 15years, 164 students which represent 46.8% of the respondents are within the age of 16 – 21years and 11 students which represent 3.1% of the respondents are within the age of 21years and above. This shows that students within the age of 10 – 15years have the highest population in the selected secondary school.

Table 3: Table three show the distribution of respondents school level

SCHOOL LEVEL	FREQUENCY	PERCENTAGE %
Junior Secondary School	190	54.1 %
Senior Secondary School	161	45.9 %
TOTAL	**351**	**100 %**

Source: filed survey, 2020

From the table above, it shows that 190 students represent 54.1% of the respondents are junior secondary school students, while 161 students which represent 45.9% of the respondents are senior secondary school students. This indicates that the junior secondary school students are more than senior secondary school students.

Table 4: Table four shows the distribution of respondents nationality

NATIONALITY	FREQUENCY	PERCENTAGE %
Nigerian	351	100 %
Non-Nigerian	-	-
TOTAL	**351**	**100 %**

Source: filed survey, 2020

From the above table, it indicates that all the respondents are Nigeria Nationality.

TABLE 5: Table five shows the distribution of respondent's marital status.

MARRITAL STATUS		
Single	351	100 %
Married	-	-
Divorce	-	-
TOTAL	**351**	**100 %**

Source: filed survey, 2020

From the above table, it indicates that all the respondents are single.

TEST OF HYPOTHESES

Hypothesis 1: there is no significant relationship between student perception on learning and age.

Table 6: correlation between students perception of child abuse on learning based on age.

Correlations

		LEARNING	AGE	PERCEPTIONOFCHILDABUSE
Pearson Correlation	LEARNING	1.000	.997	.988
	AGE	.997	1.000	.989
	PERCEPTIONOFCHILDABUSE	.988	.989	1.000
Sig. (1-tailed)	LEARNING	.	.000	.000
	AGE	.000	.	.000
	PERCEPTIONOFCHILDABUSE	.000	.000	.
N	LEARNING	351	351	351
	AGE	351	351	351
	PERCEPTIONOFCHILDABUSE	351	351	351

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.997[a]	.994	.994	.10568	1.424

a. Predictors: (Constant), PERCEPTIONOFCHILDABUSE, AGE
b. Dependent Variable: LEARNING

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.028	.018		1.625	.105	-.006	.063
AGE	.913	.029	.914	31.039	.000	.855	.971
PERCEPTIONOFCHILDABUSE	.082	.029	.084	2.846	.005	.025	.139

Table 6 shows the data for students' perception on child abuse on learning based on age. The result shows a high positive correlation between student perception on child abuse on learning based on age (r = .997). This means that the extent in which child abused affects the students perception on learning based on age is high. Testing of alpha value of 0.05%, the tables' shows that the relationship is significant. Hence the null hypothesis is not retained since the P. value is lower that the alpha value. This means there is a significant relationship between students' perception on learning and age Among students in secondary school.

Hypothesis 2: there is no significant relationship between student perception on learning and school level.

Table 7: correlation between students perception of child abuse on learning based on school level.

Correlation

		LEARNING	PERCEPTIONOFCHILDABUSE	LEVEL
Pearson Correlation	LEARNING	1.000	.988	.992
	PERCEPTIONOFCHILDABUSE	.988	1.000	.994
	LEVEL	.992	.994	1.000
Sig. (1-tailed)	LEARNING	.	.000	.000
	PERCEPTIONOFCHILDABUSE	.000	.	.000
	LEVEL	.000	.000	.
N	LEARNING	351	351	351
	PERCEPTIONOFCHILDABUSE	351	351	351
	LEVEL	351	351	351

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.992[a]	.985	.984	.16422	.580

a. Predictors: (Constant), LEVEL, PERCEPTIONOFCHILDABUSE

b. Dependent Variable: LEARNING

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.092	.027		3.432	.001	.039	.145
	PERCEPTIONOFCHILDABUSE	.156	.059	.159	2.669	.008	.041	.271
	LEVEL	.828	.059	.834	13.966	.000	.711	.944

a. Dependent Variable: LEARNING

Table 7 shows the data for students' perception on child abuse on learning based on age. The result shows a high positive correlation between student perception on child abuse on learning based on school level (r = .992). This means that the extend in which child abused affects the students perception on learning based on school level is high. Testing of alpha value of 0.05%, the tables' shows that the relationship is significant. Hence the null hypothesis is not retained since the P. value is lower that the alpha value. This means there is a significant relationship between students' perception on learning and age among students in secondary school.

Hypothesis 3: there is no significant relationship between student perception on learning and school type.

Table 8: correlation between students perception of child abuse on learning based on school type

Correlations

		LEARNING	PERCEPTIONOFCHILDABUSE	SCHOOLTYPE
Pearson Correlation	LEARNING	1.000	.988	.998
	PERCEPTIONOFCHILDABUSE	.988	1.000	.986
	SCHOOLTYPE	.998	.986	1.000
Sig. (1-tailed)	LEARNING	.	.000	.000
	PERCEPTIONOFCHILDABUSE	.000	.	.000
	SCHOOLTYPE	.000	.000	.
N	LEARNING	351	351	351
	PERCEPTIONOFCHILDABUSE	351	351	351
	SCHOOLTYPE	351	351	351

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-.004	.014		-.262	.793	-.032	.024
	PERCEPTIONOF CHILDABUSE	.158	.020	.161	7.825	.000	.118	.197
	SCHOOLTYPE	.843	.021	.839	40.863	.000	.803	.884

a. Dependent Variable: LEARNING

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.998[a]	.996	.996	.08519	1.414

a. Predictors: (Constant), SCHOOLTYPE, PERCEPTIONOFCHILDABUSE
b. Dependent Variable: LEARNING

Table 8 shows the data for students' perception on child abuse on learning based on school type. The result shows a high positive correlation between student perception on child abuse on learning based on school type (r = .998). This means that the extent in which child abused affects the students perception on learning based on school type is high. Testing of the alpha value was at 0.05%, the tables' shows that the relationship was significant. Hence the null hypothesis is not retained since the P. value is lower that the alpha value. This means there is a significant relationship between students' perception on learning and school type among students in secondary school.

Research question 4: what is the significant difference in gender of student perception of the impact of child abuse on learning?

Hypothesis 4: there is no significant difference in gender of students' perception of the impact of child abuse on learning.

Correlations

		LEARNING	PERCEPTIONOFCHILDABUSE	GENDER
Pearson Correlation	LEARNING	1.000	.988	.973
	PERCEPTIONOFCHILDABUSE	.988	1.000	.979
	GENDER	.973	.979	1.000
Sig. (1-tailed)	LEARNING	.	.000	.000
	PERCEPTIONOFCHILDABUSE	.000	.	.000
	GENDER	.000	.000	.
N	LEARNING	351	351	351
	PERCEPTIONOFCHILDABUSE	351	351	351
	GENDER	351	351	351

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.988[a]	.977	.977	.20113	.485

a. Predictors: (Constant), GENDER, PERCEPTIONOFCHILDABUSE

b. Dependent Variable: LEARNING

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.021	.050		.414	.679	-.078	.120
	PERCEPTIONOFCHILDABUSE	.826	.039	.843	21.278	.000	.750	.903
	GENDER	.174	.047	.148	3.742	.000	.083	.266

a. Dependent Variable: LEARNING

Table 9 shows the data for students' perception on child abuse on learning based on gender. The result shows a high positive correlation between student perception on child abuse on learning based on gender (r = .977). This means that the extent in which child abused affects the students perception on learning based on gender is high. Testing of alpha the value was at 0.05%, the tables' shows that the relationship is significant. Hence the null hypothesis is not retained since the P. value is lower that the alpha value. This means there is a significant relationship between students' perception on learning and gender among students in secondary school.

Summary of findings

The purpose of this study is to investigate the relationship between student's perception of child abuse on learning and also the factors responsible for it. The findings shows that:

1. Students rate the level of student's perception of child abuse on learning in secondary schools.
2. There is significant relationship between students perception of child abuse on learning based on gender among students in secondary schools.
3. There is signification relationship between student's perception of child abuse on learning and the age of students in secondary schools.
4. There is significant relationship between students perception on child abuse on learning and school type of students in secondary school.
5. There is significant relationship between student perception of child abuse on learning and level of students in secondary schools.

Discussion of Findings

The result of the study revealed that students perception on child abuse on learning in secondary schools in Ikpoba-Okha Local Government of Edo State were cases of child abuse

on students and on their learning process like bulling, neglect, maltreatment, punishments etc is an unjust treatment giving to a child and has a negative effect influence on the developmental process of the child.

From the findings, Hypothesis 1 revealed that the significant relationship between student perception of child abuse on learning based on age. This means that the extent in which child abuse affects the student perception on learning based on age is high. Testing of alpha value of 0.05%. The table shows the relationship was significant.

Hypothesis 2 revealed that the significant relationship between student perception of child abuse on learning based on school level. This means that the extent in which child abuse affects the student perception on learning based on school level is high. Testing of alpha value of 0.05%. The table shows the relationship is significant.

Hypothesis 3 revealed that the significant relationship between student perception of child abuse on learning based on school type. This means that the extent in which child abuse affects the student perception on learning based on school type is high. Testing of alpha value of 0.05%. The table shows the relationship is significant.

Hypothesis 4 revealed that the significant relationship between student perception of child abuse on learning based on gender. This means that the extent in which child abuse affects the student perception on learning based on gender is high. Testing of alpha value of 0.05%. The table shows the relationship is significant.

The findings of the study is in line with other researchers who has work on this study previously. Shumba (2009) opined that abuse of students by teachers in schools is now a social problem locally and globally. In Nigeria, child abuse is defined as a form of cruelty to a child's physical, moral or marital, wellbeing of a child of 18 years old or below (National Child Rights Implementation Committee, NCRIC, 1995). Child abuse is different from

parents' use of corporal punishment to discipline. Shonk and Cichetti (2001) opined that childhood maltreatment, and aversive parenting practices, in general have the potential to delay the academic progress of students. The argument from the view above is that, there is a correlation between parenting practices, childhood maltreatment and academic progress. The argument that, child abuse is a global phenomenon cannot be disputed beyond reasonable doubt. Consider the following; in United States, childhood maltreatment potentially has major economic implications for United States schools and for their students (Flisher, 2007). Even conservative estimate suggested that, at least 8% of United States children experience physical neglect (Kramaer et al; 2007). Though, its potential impact is large, evidence of causal effects of long term maltreatment of children and impact on outcome in school is generally lacking. The current state of evidence for a linking between childhood maltreatment, physical and sexual abuse or neglect and school performance is limited to negative association between maltreatment and school performance (Eric, 2008). On average children who are maltreated receive lower ratings of performance from their teachers, score lower on cognitive assessments and standardized test of academic achievements. The association between maltreatment and poor performance in schools has been explained by some as a second order effect stemming from the impact of maltreatment on children's social cognitive and emotional development. Kendall (2002) Opined that, childhood abuse and neglect is associated with a host of negative academic outcomes, including; lower test score and GPA.

It is against this backdrop of the fact presented above that, this research work tends to look vividly into student perception of child abuse on learning in some selected secondary schools in Ikpoba-Okha Local Government Area of Edo State.

To further ascertain if student perception of child abuse on learning has a negative effect on students in secondary schools based on age, the questionnaire items 6 to 10 in

section B of the questionnaire were analyzed in table six (6). The finding reveals that secondary schools student has negative perception on influence on student perception of child abuse on learning

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

Child abuse is a form of abuse that can wreak havoc on a student's self-esteem and sense of perception. The study was conducted on the perception of students abused children while studying at the Ikpoba Okha Local Government Area, Edo State. The study was presented with a well-defined statement of the problem; this study was designed to find out how students perception of child abuse on learning. Four research questionnaires, four research objectives and four hypotheses were clearly articulated which were determined and evaluated using correlation and regression analysis. The significance of the research were well expressed including the scope and definition of the terms. The study also included general introduction and reviews of related literature under sub-topics such as theoretical frameworks work, based on Wieners Model of Attributions and a summary of the reviewed literature. This methodology was clearly defined and incorporated the design of the study, the representative sample of the population. Data collected were analyzed using descriptive statistics, as well as t tests. The results were presented in a tabular format and discussed.

Four hypotheses were developed for the study. The study explores four areas of students' understanding of the impact of child abuse on learning using the following as a moderating variable; age, gender, type of school and school level. Four hypotheses for the study were tested to further the purpose of the study. It became apparent that students ’perceptions of the impact of child abuse on learning through the moderating variables are;

1. It was found that there was a strong and clear relationship between the student's perception of the impact of child abuse on learning and the student's age.

2. It was noted that student gender has a significant effect on students' perception of the impact of child abuse on learning.
3. It was observed that student's perception of the impact of child abuse has a lot to do with the type of student school.
4. It was also noted that there is a strong correlation between the students' perception of child abuse on learning and the student or child level.

Conclusion

Based on the findings of this study, it was concluded that students of various Junior and senior schools in Ikpoba Okha local government have little or no knowledge of student age, gender, school type, and school level of student perception of child abuse and learning. Respondents indicated this because they did not know how the impact of child abuse had affected students' perception of abused child and learning. However, there is a need to inform students about their perception of child abuse and learning.

Educational Implications

This study has the following results: the findings of this study showed that the level of students' perception of child abuse on learning was high, and therefore there is a need for parents, government, teachers, caregivers, students and the society to consider these outcomes on students' performance in secondary schools.

Contributions to Knowledge/Practice

This study has contributed to the body of knowledge as has it shows that parents, government, teachers, caregivers and the community have a major influence on students' perception of child abuse on learning in secondary education.

Recommendations

1. Awareness programmes such as workshops, conferences and seminars should be conducted by school teachers, parents, students and ministries of education to enlighten them on the level of domestic and school child abuse, causes and effects of psychological abuse on school children. This will go a long way in reducing students' negative perceptions of school children abuse on learning.
2. School administrators should establish a body to monitor the prevalence of child abuse in schools and ensure control measures in place. The school counsellors should always educate teachers and students on how to implication of child abuse on student learning and perception in schools.
3. Teachers should be able to develop effective words for verbal communication in the classroom by adopting good teaching skills, listening and overcoming barriers to verbal communication when they arise. In the case of school administrators, with the help of education ministers, seminars and workshops, they should be able to organize for teachers training on improved parenting skills of students in the schools environment in order to build positive relationships without negative perception of child abuse.
4. Teachers and guardians should be highly gender sensitive when dealing with school children at school and at home respectively.

Suggestions for Further Research

It is recommended that future researchers should conduct similar research in primary schools and

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APPENDIX A

Benson Idahosa University

School of Post-Graduate Studies,

Faculty of Arts and Education,

Department of Education.

P.M.B 1100.

Benin City,

Dear Respondent,

INTRODUCTORY LETTER

I am Makpor Samuel Ovie, a post graduate student of the above name institution. I am carrying out a research on the topic: student perception of child abuse on learning in Ikpoba-Okha Local Government Area of Edo State, as a partial fulfillment of the requirements for the award of post graduate diploma in education. I humbly request that you allow me access to your students to help me in completing the copies of questionnaire as they relate to their independent opinions and experience. Answers they will provide will be treated as outmost confidentiality such that their names will not be mentioned when report will be written.

Thanks for your anticipated cooperation.

Yours faithfully

MAKPOR SAMUEL OVIE

The Researcher.

APPENDIX B

QUESTIONNAIRE

INSTRUCTION:

Please fill the form and tick the appropriate boxes.

SECTION A

1. What is your sex?

   Male [ ] Female [ ]

2. What is your age?

   10-15 [ ] 16-20 [ ] 21 and Above [ ]

3. What is your class level?

   Junior Secondary School [ ] Senior Secondary School [ ]

4. What is your nationality?

Nigeria [ ] Others [ ]

5 What is your marital status?

Single [ ] married [ ] divorce [ ]

SECTION B

The following statements describe your reaction toward student perception on the impact of child Abuse on learning. Please indicate how strongly you agree or disagree with each of the statement.

		SA	A	UD	D	SD
1.	I find it difficult to read whenever i am being maltreated.	[ ]	[ ]	[ ]	[ ]	[ ]
2.	I feel unhappy in class whenever my teacher treats me Unfairly	[ ]	[ ]	[ ]	[ ]	[ ]
3.	Molestation often makes me lack concentration in class.	[ ]	[ ]	[ ]	[ ]	[ ]

4. I find it difficult to understand whenever a teacher that maltreats me is teaching. [ ] [ ] [ ] [ ] [ ]

5. Frequent bully by my parents often affects my reading at home. [ ] [ ] [ ] [ ] [ ]

The following statements describe your reaction toward student perception on the impact of child abuse on learning is significant to age? Please indicate how strongly you agree or disagree with each of the statement.

6. Do you think that age will always influence your perception on child abuse on learning [ ] [ ] [ ] [ ] [ ]

7. I always feel like fighting in school whenever an assaulted. [ ] [ ] [ ] [ ] [ ]

8. I feel like running away from school whenever my teachers Harass me.] [ ] [ ] [ ] [ ]

9. I feel like running away from school whenever my teachers Harass me. [ ] [ ] [ ] [ ] [ ]

10. Frequent bulling by my teachers has made me become Stubborn in class. [ ] [ ] [ ] [ ] [ ]

The following statements describe your reaction toward gender and student perception on the impact of child abuse on learning. Please indicate how strongly you agree or disagree with each of the statement.

11. I always want to stop coming to school whenever my teachers Maltreat me. [ ] [ ] [ ] [ ] [ ]

12. Frequent bulling by my parent in my academics performance

is making me to stay away from school always. [ ] [ ] [ ] [ ] [ ]

13. I always want to oppress my classmates whenever I am been maltreated in school [ ] [ ] [ ] [ ] [ ]

14. I feel like stopping school whenever my teacher harassed me Sexually. [ ] [ ] [ ] [ ] [ ]

15. I will stop schooling if am being rape or assaulted by anyone. [ ] [ ] [ ] [ ] [ ]

The following statements describe your reaction toward school level and student perception of child abuse. Please indicate how strongly you agree or disagree with each of the statement.

16. If my teacher should harass me sexually, I don't think I will ever go to school again. [ ] [ ] [ ] [ ] [ ]

17. If am ask to hawk in the street or market I will feel ashamed and stop going to school. [ ] [ ] [ ] [ ] [ ]

18. If my teacher always shouts at me at school, I will stop Schooling [ ] [ ] [ ] [ ] [ ]

19. I don't think I will be going to school regularly if my teacher always disgrace me in class. [ ] [ ] [ ] [ ] [ ]

20. I will not attend the class of a teacher who always bully me in class. [ ] [ ] [ ] [ ] [ ]

The following statements describe your reaction toward school type and student perception on the impact of child abuse. Please indicate how strongly you agree or disagree with each of the statement.

21. I will no longer have interest in education if am sexually

abused either by my guardians or teachers. [ ] [ ] [ ] [ ] [ ]

22. I will stop attending school if am being rape or assaulted by

anyone [ ] [ ] [ ] [ ] [ ]

23. When bully by my teachers or parents/caretaker, I find

it difficult to learn in School. [ ] [ ] [ ] [ ] [ ]

24. I will not be able to read my books if I am being tormented

by my caretakers or guardians. [ ] [ ] [ ] [ ] [ ]

25. I will feel like disrespecting my teachers whenever am maltreated

in school. [ ] [ ] [ ] [ ] [ ]

APPENDIX C

LIST OF SCHOOLS

S/N	Names of Public Secondary Schools in Ikpoba-Okha Local Government Area in Edo State.
1	Western Boys High School
2	Queen Ede Secondary School
3	Army Day Secondary School
4	Aduwawa Secondary school
5	Oguomo Secondary School.

APPENDIX D

SPSS ANALYSIS

PERCEPTIONOFCHILDABUSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	40	11.4	11.4	11.4
	D	36	10.3	10.3	21.7
	U	9	2.6	2.6	24.2
	A	133	37.9	37.9	62.1
	SA	133	37.9	37.9	100.0
	Total	351	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	38	10.8	10.8	10.8
	D	33	9.4	9.4	20.2
	U	9	2.6	2.6	22.8
	A	136	38.7	38.7	61.5
	SA	135	38.5	38.5	100.0
	Total	351	100.0	100.0	

LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	10.5	10.5	10.5
	D	34	9.7	9.7	20.2
	U	10	2.8	2.8	23.1
	A	133	37.9	37.9	61.0
	SA	137	39.0	39.0	100.0
	Total	351	100.0	100.0	

Descriptive Statistics

	Mean	Std. Deviation	N
LEARNING	3.8519	1.31833	351
AGE	3.8462	1.31984	351
PERCEPTIONOFCHILD ABUSE	3.8063	1.34465	351

Correlations

		LEARNING	AGE	PERCEPTION OFCHILDAB USE
Pearson Correlation	LEARNING	1.000	.997	.988
	AGE	.997	1.000	.989
	PERCEPTIONOFCHILD ABUSE	.988	.989	1.000
Sig. (1-tailed)	LEARNING	.	.000	.000
	AGE	.000	.	.000
	PERCEPTIONOFCHILD ABUSE	.000	.000	.
N	LEARNING	351	351	351
	AGE	351	351	351
	PERCEPTIONOFCHILD ABUSE	351	351	351

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	PERCEPTION OFCHILDAB USE, AGE[b]	.	Enter

a. Dependent Variable: LEARNING

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.997[a]	.994	.994	.10568	1.424

a. Predictors: (Constant), PERCEPTIONOFCHILDABUSE, AGE

b. Dependent Variable: LEARNING

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	604.410	2	302.205	27061.431	.000[b]
	Residual	3.886	348	.011		
	Total	608.296	350			

a. Dependent Variable: LEARNING

b. Predictors: (Constant), PERCEPTIONOFCHILDABUSE, AGE

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.028	.018		1.625	.105	-.006	.063
AGE	.913	.029	.914	31.039	.000	.855	.971
PERCEPTIONOFCHILDABUSE	.082	.029	.084	2.846	.005	.025	.139

a. Dependent Variable: LEARNING

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.0234	5.0031	3.8519	1.31411	351
Residual	-.92604	.99180	.00000	.10537	351
Std. Predicted Value	-2.152	.876	.000	1.000	351
Std. Residual	-8.763	9.385	.000	.997	351

a. Dependent Variable: LEARNING

Statistics

		PERCEPTION OFCHILDABUSE	LEARNING	GENDER
N	Valid	351	351	351
	Missing	0	0	0
Mean		3.8063	3.8519	3.9373
Std. Deviation		1.34465	1.31833	1.12201
Variance		1.808	1.738	1.259

PERCEPTION OF CHILDABUSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	40	11.4	11.4	11.4
	D	36	10.3	10.3	21.7
	U	9	2.6	2.6	24.2
	A	133	37.9	37.9	62.1
	SA	133	37.9	37.9	100.0
	Total	351	100.0	100.0	

LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	10.5	10.5	10.5
	D	34	9.7	9.7	20.2
	U	10	2.8	2.8	23.1
	A	133	37.9	37.9	61.0
	SA	137	39.0	39.0	100.0
	Total	351	100.0	100.0	

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	75	21.4	21.4	21.4
	U	7	2.0	2.0	23.4
	A	134	38.2	38.2	61.5
	SA	135	38.5	38.5	100.0
	Total	351	100.0	100.0	

Descriptive Statistics

	Mean	Std. Deviation	N
LEARNING	3.8519	1.31833	351
PERCEPTIONOFCHILD ABUSE	3.8063	1.34465	351
GENDER	3.9373	1.12201	351

Correlations

		LEARNING	PERCEPTION OFCHILDAB USE	GENDER
Pearson Correlation	LEARNING	1.000	.988	.973
	PERCEPTIONOFCHILD ABUSE	.988	1.000	.979
	GENDER	.973	.979	1.000
Sig. (1-tailed)	LEARNING	.	.000	.000
	PERCEPTIONOFCHILD ABUSE	.000	.	.000
	GENDER	.000	.000	.
N	LEARNING	351	351	351
	PERCEPTIONOFCHILD ABUSE	351	351	351
	GENDER	351	351	351

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	GENDER, PERCEPTION OFCHILDAB USE[b]	.	Enter

a. Dependent Variable: LEARNING

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.988[a]	.977	.977	.20113	.485

a. Predictors: (Constant), GENDER, PERCEPTIONOFCHILDABUSE

b. Dependent Variable: LEARNING

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	594.218	2	297.109	7344.152	.000[b]
	Residual	14.078	348	.040		
	Total	608.296	350			

a. Dependent Variable: LEARNING

b. Predictors: (Constant), GENDER, PERCEPTIONOFCHILDABUSE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.021	.050		.414	.679	-.078	.120
	PERCEPTIONOFCHILDABUSE	.826	.039	.843	21.278	.000	.750	.903
	GENDER	.174	.047	.148	3.742	.000	.083	.266

a. Dependent Variable: LEARNING

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.1955	5.0234	3.8519	1.30298	351
Residual	-.19551	.97815	.00000	.20056	351
Std. Predicted Value	-2.039	.899	.000	1.000	351
Std. Residual	-.972	4.863	.000	.997	351

a. Dependent Variable: LEARNING

Descriptive Statistics

	Mean	Std. Deviation	N
LEARNING	3.8519	1.31833	351
PERCEPTIONOFCHILDABUSE	3.8063	1.34465	351
SCHOOLTYPE	3.8604	1.31166	351

Correlations

		LEARNING	PERCEPTIONOFCHILDABUSE	SCHOOLTYPE
Pearson Correlation	LEARNING	1.000	.988	.998
	PERCEPTIONOFCHILDABUSE	.988	1.000	.986
	SCHOOLTYPE	.998	.986	1.000
Sig. (1-tailed)	LEARNING	.	.000	.000
	PERCEPTIONOFCHILDABUSE	.000	.	.000
	SCHOOLTYPE	.000	.000	.
N	LEARNING	351	351	351
	PERCEPTIONOFCHILDABUSE	351	351	351
	SCHOOLTYPE	351	351	351

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	SCHOOLTYPE, PERCEPTIONOFCHILDABUSE[b]	.	Enter

a. Dependent Variable: LEARNING

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.998[a]	.996	.996	.08519	1.414

a. Predictors: (Constant), SCHOOLTYPE, PERCEPTIONOFCHILDABUSE

b. Dependent Variable: LEARNING

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	605.771	2	302.885	41731.675	.000[b]
	Residual	2.526	348	.007		
	Total	608.296	350			

a. Dependent Variable: LEARNING

b. Predictors: (Constant), SCHOOLTYPE, PERCEPTIONOFCHILDABUSE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-.004	.014		-.262	.793	-.032	.024
	PERCEPTION OFCHILDABUSE	.158	.020	.161	7.825	.000	.118	.197
	SCHOOLTYPE	.843	.021	.839	40.863	.000	.803	.884

a. Dependent Variable: LEARNING

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.9972	5.0011	3.8519	1.31559	351
Residual	-.84256	.15937	.00000	.08495	351
Std. Predicted Value	-2.170	.874	.000	1.000	351
Std. Residual	-9.890	1.871	.000	.997	351

a. Dependent Variable: LEARNING

Statistics

		PERCEPTION OFCHILDAB USE	LEARNING	SCHOOLTYP E
N	Valid	351	351	351
	Missing	0	0	0
Mean		3.8063	3.8519	3.8604
Std. Deviation		1.34465	1.31833	1.31166
Variance		1.808	1.738	1.720

Frequency Table

PERCEPTIONOFCHILDABUSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	40	11.4	11.4	11.4
	D	36	10.3	10.3	21.7
	U	9	2.6	2.6	24.2
	A	133	37.9	37.9	62.1
	SA	133	37.9	37.9	100.0
	Total	351	100.0	100.0	

LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	10.5	10.5	10.5
	D	34	9.7	9.7	20.2
	U	10	2.8	2.8	23.1
	A	133	37.9	37.9	61.0
	SA	137	39.0	39.0	100.0
	Total	351	100.0	100.0	

SCHOOLTYPE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	10.5	10.5	10.5
	D	32	9.1	9.1	19.7
	U	11	3.1	3.1	22.8
	A	134	38.2	38.2	61.0
	SA	137	39.0	39.0	100.0
	Total	351	100.0	100.0	

Descriptive Statistics

	Mean	Std. Deviation	N
LEARNING	3.8519	1.31833	351
PERCEPTIONOFCHILD ABUSE	3.8063	1.34465	351
LEVEL	3.8234	1.32778	351

Correlations

		LEARNING	PERCEPTION OFCHILDAB USE	LEVEL
Pearson Correlation	LEARNING	1.000	.988	.992
	PERCEPTIONOFCHILD ABUSE	.988	1.000	.994
	LEVEL	.992	.994	1.000
Sig. (1-tailed)	LEARNING	.	.000	.000
	PERCEPTIONOFCHILD ABUSE	.000	.	.000
	LEVEL	.000	.000	.
N	LEARNING	351	351	351
	PERCEPTIONOFCHILD ABUSE	351	351	351
	LEVEL	351	351	351

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	LEVEL, PERCEPTIONOFCHILDABUSE[b]	.	Enter

a. Dependent Variable: LEARNING

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.992[a]	.985	.984	.16422	.580

a. Predictors: (Constant), LEVEL, PERCEPTIONOFCHILDABUSE

b. Dependent Variable: LEARNING

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	598.912	2	299.456	11104.218	.000[b]
	Residual	9.385	348	.027		
	Total	608.296	350			

a. Dependent Variable: LEARNING

b. Predictors: (Constant), LEVEL, PERCEPTIONOFCHILDABUSE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.092	.027		3.432	.001	.039	.145
	PERCEPTIONOFCHILDABUSE	.156	.059	.159	2.669	.008	.041	.271
	LEVEL	.828	.059	.834	13.966	.000	.711	.944

a. Dependent Variable: LEARNING

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.0762	5.0124	3.8519	1.30812	351
Residual	-.07623	.97166	.00000	.16375	351
Std. Predicted Value	-2.122	.887	.000	1.000	351
Std. Residual	-.464	5.917	.000	.997	351

a. Dependent Variable: LEARNING

Statistics

		PERCEPTION OFCHILDAB USE	LEARNING	LEVEL
N	Valid	351	351	351
	Missing	0	0	0
Mean		3.8063	3.8519	3.8234
Std. Deviation		1.34465	1.31833	1.32778
Variance		1.808	1.738	1.763

Frequency Table

PERCEPTIONOFCHILDABUSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	40	11.4	11.4	11.4
	D	36	10.3	10.3	21.7
	U	9	2.6	2.6	24.2
	A	133	37.9	37.9	62.1
	SA	133	37.9	37.9	100.0
	Total	351	100.0	100.0	

LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	10.5	10.5	10.5
	D	34	9.7	9.7	20.2
	U	10	2.8	2.8	23.1
	A	133	37.9	37.9	61.0
	SA	137	39.0	39.0	100.0
	Total	351	100.0	100.0	

LEVEL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	40	11.4	11.4	11.4
	D	31	8.8	8.8	20.2
	U	12	3.4	3.4	23.6
	A	136	38.7	38.7	62.4
	SA	132	37.6	37.6	100.0
	Total	351	100.0	100.0	