

INFLUENCE OF CHILD ABUSE ON THE ACADEMIC ACHIEVEMENT OF ANAMBRA STATE PUBLIC JUNIOR SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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Abstract

This study investigated the influence of child abuse on the academic achievement of Public secondary school students in Anambra State Three research questions and three null hypotheses guided the study. Conceptual, theoretical and empirical studies were reviewed. The study adopted the ex-post research design. The population of the study comprised 68,000 of junior students in public secondary schools in Anambra State. The sample size for the study is 326 JSSII students. Three zones out of the six zones were sampled using stratified sampling due to the nearness to the researcher. The zones are Aguata, Awka, and Onitsha zones. The zones were randomly sampled out of the three zones, if six schools drawn from the population of the study. 10% of the entire population was selected with random sampling without replacement. The instrument for data collection was a researcher-designed questionnaire titled " influence of Child Abuse on Academic Achievement" (ICAAA). The instruments were subjected to face and content validation. The reliability were established using Cronbach Alpha. Mean Hid standard deviation was used to answer the research questions. Decision rule for the research question is 2.50 and above was accepted and 2.49 and below were rejected. The hypotheses formulated were tested using paired sample t-test. The results of the study revealed among others that child abuse influence student's academic achievement in English language.. Finally, the study also found that perceived physical abuse emotional abuse and verbal abuse significantly influenced students' academic achievement in English language. Some recommendations were made among which was that: the school should create a good atmosphere where children can report their abusers at home and away and the living conditions of the students must be examined to make them conducive for human habitation. Students should be encouraged to quickly meet with guidance counsellors whenever they are in danger or being abused by their teachers, friends and family member etc. in order to save their lives and enhance their academic well-being.

KEYWORDS: Physical Abuse, Emotional Abuse, Verbal Abuse and Academic Achievement

Introduction

Academic achievement generally refers to how well students accomplish and his or her tasks or studies. There are quite a number of factors that may influence the level and quality of students' academic achievement of which child abuse is notable. According to Nweze and Owo (2014), Child abuse has emerged as one of the serious social problems that need the attention of everyone due to the devastating influence it has on the academic achievement of children. Nweze and Owo, (2014) in their study reported the woeful academic achievement of students in various internal and external examinations (Junior Secondary School Examinations JSCE, Senior Secondary School Examinations, SSCE which they mentioned one of the causes as child abuse.

The problem of low academic achievement of students in the examinations is one of the most challenging problems that face students as well as teachers. This problem has many causes and it has educational, social, cultural and psychological dimensions (Nweze & Owo, 2014). However, the students' low academic achievement on the exam can be defined as: Low or weakness of the student's mark under the normal average

in a study subject level as a result of a variety of reasons, including those related to the student himself, or those related to family, social and academic environment. Generally, failure has many disadvantages in various fields, since learning and teaching are the very important and considered a necessity for life at the present time. The problem of low achievement at examinations is a big problem causing a lot of negative and dangerous effects on the family and the community together. As for the family that facing this problem, its individuals are suffering from instability and the emergence of cases of violence and escaping from the house and other things that sometimes destroy the family which will reflect negatively on the community as a whole. Accordingly, this can lead to imbalance and inharmonic among the community members. Because of the distraction of the social structure where it causes the irregularity in the tasks performed by its members, the emergence of social classes, and a failed and unsuccessful class in its life considered as a burden on community that lead to wide gaps among the members of the community.

The problem of low academic achievement is one of the biggest problems that facing the modern educational institutions, which hindered them from the implementation of their educational mission appropriately. Still, this problem may lead to the presence of a group of students who are unable to pursue their courses with their colleagues because of their weak potentials, becoming a source of annoyance, chaos and inconvenience to the teacher and the rest of the students and this in turn leads to disruption of the educational process in the classroom and in the whole school. Though, many parents complain of low academic achievement experienced by their children, unaware of the real reasons behind this weakness and ways to solve it. Some parents might use non educational and useless methods such as physical punishment to urge their children to be hardworking in their studying. Unfortunately, these coercive methods cannot lead to improved conditions of their children, on the contrary, they can provide undesirable consequences.

Many studies have been carried out to identify causal factors of poor academic performance in a number of institutions worldwide and most of these studies have focused on the three elements that intervene, that is, parents (familycausal factors), teachers (academic causal factors), and students (personal causal factors) (Diaz, 2003). The combination of factors influencing academic performance, however, varies from one academic environment to another, from one set of students to the next, and indeed from one cultural setting to another. Furthermore, most of these studies did not empirically look into these factors as they affect academic activities in the Colleges of Education and students' performance in particular. It is in view of this background that this study focuses on Colleges of Education in southwest, Nigeria going by its mandate to produce quality teachers for the nation in a serene learning environment.

Child abuse has become an endless and cruel cycle that hurts the image of Nigeria and the self-respect of those involved (Peter & Anake 2015). Child abuse can take place in a child's home or in the originations, schools or communities the child interrelate with (Peter & Anake 2015). There are three major categories of child abuse: physical abuse, psychological or emotional abuse and verbal abuse. Child abuse as any act as sequence of acts of charge by a parent or other caregiver that results in hurt, possible of harm, or danger of harm to a child (Leeb, Paulozzi, Melanson, Simon & Anas, 2008). Leeb, Paulozzi, Melanson, Simon & Anas, (2008) defines child abuse is any recent act by concierge which results in death, grave physical or emotional harm, sexual abuse or use, an act or breakdown to act which presents an about to happen risk of serious harm. Child abuse is the act of transfer a task to a responsibility to a child more than what he or she could accomplish over time. It is a process of forcing a child to carry out duties against his or her wish Kemp (2016) defined child abuse as a state in which a child is pain from grave physical injury imposes upon him by a person in a way other than unintentional. An example is child distress harm by reason of neglect, undernourishment, sexual abuse, growing without essential and basic care or rising up under state which threatens his physical and emotional survival. A child usually is either a boy or a girl of any age between childhood and teenage years. A child is anyone who has not reach the age of 18 years (Akinlami, 2013). Childhood is predictable to be the best time to lay a solid base of impartial social and touching stability for an predictable adult. It is during infancy that the element on which the child should grow is predictable to be put in place. Child abuse is any physical or mental injury, mistreatment neglect, beating, and sexual molestation of a child by a parent, guardian, someone or the public(Nweze & Owo, 2014). Alokun & Olatunji, (2014) sees child abuse connotes any act, or failure to act, by a parent or other caregiver that results in actual or potential harm to a child. It includes all forms of mistreatments; physical, sexual, psychological, or neglect. Child abuse can occur in a child's home, organizations, schools or communities the child interacts with. Child abuse has been recognized as a violation of the rights of a child and this may have far reaching

influence on the academic achievement of the child involved.

A child generally is a boy or a girl of any age between immaturity and adolescence. This agrees with the United Nations convention where it was resolved through the Child Rights Act, 2003 that a child is anyone who has not attained the age of 18 years (Akinlami, 2013). Child abuse is therefore a practice whereby children are ill-treated, battered or disadvantaged of some essential needs in the home, street, religious houses or at school by the elderly (Denga & Denga 2007). They additionally opined that child abuse could hurt children physically, emotionally, sexually or could even lead to their death. It is caused by poverty, lack of parental care, unemployment, marital conflicts and polygamous homes. Child abuse causes pain to together male and female victims. Harmful behaviours of children's teachers, parents, peers, guardians, siblings, so-called mentors and the society in various forms could also lead to child abuse. Child abuse is therefore not a strange phenomenon in Nigeria. There is no safe place for children anymore because it is everywhere.

According to Nwogwugwu, Ozoh, Nwokoye and Ezenekwe, (2017) most children workers in Anambra are in domestic service and hawking. According to them, Onitsha, Nnewi and Awka rate high in the incidence of child labour because of the concentration of the population of people under poverty line. A lot of children residing mainly in Awka and Onitsha are seen hawking sachet water, oranges, prop-corn, prostitution, and working in restaurants, performing such chores like baby-sitting, fetching water, sweeping, splitting firewood and cooking as labourers. During school hours children who are supposed to be in school are found in market places, streets or even at homes, doing one form of menial job or the other. Although the impact of child abuse is large but evidence of causal effects of maltreatment on children's longer term outcomes in school is generally lacking. The current State of evidence for a link between child abuse and academic achievement is limited to negative associations between maltreatment and school achievement. On average, children who are abused receive lower ratings of achievement from their school teachers; score lower on cognitive assessments and standardized tests of academic achievement, obtain lower grades and get suspended from school.

The breakdown of basic social structures (families) due to poverty and single parenting among others has increased the number of children being physically, verbally assaulted and neglected by their parents and significant others. Despite all these, there are still high incidences of the problem of child abuse in Nigeria. There are prevalent cases of violent physical abuse which sometimes lead to death of the child, child sexual abuse, child labour, child emotional abuse and child neglect. In the media, there are reports of incest, child prostitution, child trafficking, street children and the almajiris in the northern part of the country. Children abound on the streets hawking their wares when they should be in school laying solid foundation for their future.

The problem of low academic achievement of students in the examinations is one of the most challenging problems that face students as well as teachers. This problem has many causes and it has educational, social, cultural and psychological dimensions. However, the students' low academic achievement on the exam can be defined as: Low or weakness of the student's mark under the normal average in a study subject level as a result of a variety of reasons, including those related to the student himself, or those related to family, social and academic environment. Consequently, this may lead to frequent repetition of failure, despite their abilities that qualify them to get the best marks. Individual differences play an important role in academic achievement of students. There have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement. Among the numerous variables researched, demographic status, intelligence, behavioral characteristics and psychological factors, namely, attitudes, self esteem, self efficacy and self concept, have been used to explain academic achievement. Besides differences in ability, which are not easy to control, students have specific learning styles that may influence their academic achievement. Learning styles are at least in part socialized, suggesting that they can, to some extent, be modified. Thus, being aware of learning styles and their roles in academic achievement is of a great importance for educational psychologists, teachers and researchers.

Recent development in the society, coupled with economic realities, influence parents behaviour and attitudes towards their children. Hardship forces parents to solicit for the assistance of their children in the trade in order to improve the socio-economic viability of the home. Poverty is one of the psychosocial determinants of child/abuse including child labour which could have a far-reaching effect on academic

achievement of secondary schools' students in Anambra.

In Anambra State secondary schools' students, child abuse is prevalent and manifest in various forms. The problem of child abuse has long been in existence in the State public secondary schools' students, and has even become more even devastating over a decade now. Children in the State secondary schools' students suffer all forms of abuses ranging from child battering, child labour, child abandonment, neglect, child prostitution, early marriage and forced marriage. And in most cases, the parents are even at the center of the root causes of call these social maltreatments. Among these various forms of child abuse, child labour, verbally abuse by using foul language on children is the one very evident in all parts of State especially in three major towns of the State; Onitsha, Nnewi and Awka. There seems to be dearth of empirical studies conducted by Nigerian's especially Anambra State on child abuse on academic achievement in public secondary schools student in Anambra State, Nigeria. It is this lacuna that the present study intends to fill. It is against this background that the present study was carried out to determine the influence of child abuse on the academic achievement of secondary school students in Anambra State.

According to Pinzo and Hofferth, (2008) child abuse is a far reaching and complex problem in developing countries. It has existed in various forms (force labour, trafficking and street trading) in different parts of the world since ancient time. Denga (2002) also observed that child abuse is exposing children to painful and unwarranted suffering knowingly or unknowingly. She continued by saying that both male and female children are abused in some cases by their parents, guardians, teachers, peers and the society in various forms. According to Owo, (2014), child abuse is a social phenomenon which erodes the fundamental human rights of the child. Child abuse can occur in a child's home or in the organizations, schools or communities the child interacts with. Child abuse is an act of inflicting serious physical injury and emotional torture on a child or adolescent, which is intentional or unintentional and could endanger the physical, emotional, social, moral and educational well being of the child (Peter & Anake, 2015).

Axmaher (2010) defined child abuse as any mistreatment or neglect of the child that result in non-accidental harm or injury and which cannot be reasonably explained. Obekpa (2011) viewed child abuse as any condition injurious to physical health, emotional, moral and educational welfare that has been inflicted by parents, guardians, peer groups or other caretakers. Child maltreatment refers to any non-accidental behaviour by parents, caregivers, other adults or older adolescents that is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm to a child or young person (Holgado, Ramoand & Amar, 2014). Such behaviours may be intentional or unintentional and can include acts of omission. Child abuse can be seen as any act of omission or commission, physical or psychological maltreatment or neglect of a child by his\her parents, guardians, caregivers or other adults that may endanger the child's physical, psychological or emotional health and development (Adejobi, Osonwa, Iyam & Udonwa 2013). Child abuse is therefore a practice whereby children are maltreated, battered or deprived of some basic needs in the home, street, religious houses or at school by the elderly (Denga & Denga 2007). They further opined that Child abuse could harm children physically, emotionally, sexually or could even lead to their death. It is caused by poverty, lack of parental care, unemployment, marital conflicts and polygamous homes. Child abuse causes pain to both male and female victims. Harmful behaviours of children's teachers, parents, peers, guardians, siblings, so-called mentors and the society in various forms could also lead to child abuse. Child abuse is therefore not a strange phenomenon in Nigeria. There is no safe place for children anymore because it is everywhere.

In this study, wrongfully maltreating a child or selfishly making an unfair use of a child's services by adults responsible for the child constitutes child abuse. Thus an adult may not be directly related to the child but a person in whose care the child is left can be an abuser. This may include the parents, guardians, caregivers, teachers, healthcare workers, day care workers, or other adults. In this study, the researcher defined child abuse as an action or inaction by parents, caregivers, or society against the child which directly or indirectly leads to psychological, emotional, physical or sexual malady of the child. It also involves failure of the parents to provide the necessary love and care for the child.

Academic achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative grade, point average and completion of educational degrees such as High School and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on

how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts (Ward, Howard, Stoker & Mildred 2006). Furthermore, there are inconclusive results over which individual factors successfully predict academic performance. Elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students' academic achievements. A school with more academic achievements would receive more money than a school with less achievement (Ziedner, 2008).

The term academic achievement has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities (Akinsolu, 2010). According to Otieno and Yara, (2010) academic achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Academic achievement is the outcome of education; the extent to which a student, teacher or institution has achieved their educational goals (Von Stumm & Chamorro-Premuzic, 2011). Nwasor, Oluwatayo, Okika and Anierobi's (2013) viewed academic achievement of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic achievement of a student in social studies includes observable and measurable behaviour of a student at any point in time during a course. Academic achievement of students consists of scores obtained from teacher-made test, weekly test, mid-term test, term examinations, or other assessments, which might be internal or external.

In this study academic achievement entails the total outcomes in tests, assessments, assignments, home works, projects, examinations and other oral or written evaluation given to students which might be internally conducted by the school or externally conducted by government or an authorized body. Academic achievement should be considered to be a multifaceted construct that comprises different domains of learning.

This study is anchored on John Bowlby (1991) Attachment Theory. The theorist believed that attachment begins at infancy and continues throughout life and there are several innate behavioural control systems that are needed for survival and procreation. According to the theory, attachment is the deep and enduring emotional connection established between a child and caregiver in the first few years of life. The quality of this attachment impacts on an individual's social functioning, well-being and competency and can influence every aspect of his/her life. The attachment and exploration systems are central in his attachment theory. An infant would first establish a strong attachment with its primary caregiver, who would be the infant's base of exploration. It is an infant's innate behaviour to want to explore new things, but when a child reaches away to explore and becomes endangered or scared, the primary caregiver would be its secure protection base. Bowlby offer sex plantation on attachment which he based on his observational work with 'young delinquents' who had experienced significant separations and disruptions in early childhood, and also on animal imprinting studies. Bowlby concludes that attachment was essential for biological survival and that humans, like animals, behave in ways to elicit a care response. The level and quality of this care responsiveness was established as being a major factor in a child's attachment to a care. Hence varying levels of responsiveness resulted in different styles of attachment, categorized as secure, anxious resistant, avoidant or disorganized or disorientated. Given that children placed in foster care could be displaying a range of behaviours this presents particular challenges for those who are caring for them.

The main idea revealed in this theory is that children who are securely attached are predisposed to display positive social behaviours (e.g., empathy and cooperative behaviours) which help them to develop future positive relationships and also face every situation/challenges with great confidence which will eventually give them success. On the other hand, insecure and disorganized attachment put children at increasing risk of problem behaviours and psychopathologies thereby ensuing failure in their endeavours.

Attachment theory as a social behavioural theory is related to this study in the sense that it emphasizes the need for parents or care-givers to build mutual, secure, lovely, peaceful and cooperative relationship with their children as that influence their pursuits positively of which education is no exception. Hence, when these behaviours are denied of children, it becomes abuse to them. Subsequently it influences their academic achievement negatively. This theory is also relevant to this study because it offers the rudimentary to the educational exploits of children, emphasizing the grave and negative influence of child abuse to their

academic achievement. It portrays the roles caregivers or parents must play to ensure that their children academic achievement improves significantly by revealing the influences of child abuse to their education.

METHOD

The research design that was adopted for this study is the ex-post factor research design. According to Nwankwo (2013) a survey design is a research in which data are collected from a sample of a population with a view of finding out the relative opinion, belief, attitude and status of that population about a phenomenon.

The study was carried out in Anambra State. It is one of the 36 States of the Federation and is located in the South-East Zone of Nigeria. It shares boundaries with Delta State to the West, Imo State to the South, Enugu State to the East and Kogi State to the North. There are 21 Local Government Areas in the State and the indigenous language of the people is predominantly Igbo. The inhabitants of the area are mainly civil servants and business men. The rural areas are however predominantly inhabited by farmers, petty traders and crafts men. Anambra State comprises six Education Zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The State Post Primary School Service Commission at Awka controls public secondary schools in the State. The population of the study comprised 68,000 of junior student (JSSII) in public secondary schools in Anambra State. Anambra State comprises six Education Zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The State Post Primary School Service Commission at Awka controls public secondary schools in the State. Source (Post Primary School Service Commission, 2017).

Three zones out of the six Zones were sampled using stratified random sampling due to the nearness to the researcher. The Zones are Aguata, Awka, and Onitsha Zones. Six schools each were randomly sampled out of the three zones. 10% of the school selected with random sampling without replacement. The researcher used simple random sampling and proportionate stratified sampling techniques in the course of this work.

The instrument for data collection was a researcher-designed questionnaire titled "Influence of Child Abuse on Academic Achievement" (ICAAA). The instrument consisted of information on the influences of physical abuse on the academic achievement of students, information on the influence of emotional abuse on academic achievements of students and information on the influence of verbal abuse on academic achievement of students. The result use in measuring academic achievement in public instrument was the result obtains from public secondary in Anambra State. The response were rated on 4 points scale of Strongly Agreed (SA)= 4 points, Agreed (A) = 3 points, Disagreed (D) 2 point, Strongly Disagreed (SD) 1 point.

The face and content validity of the instrument were determined. To ascertain this, the researcher presented copies of the questionnaire, purpose of the study, research questions and hypotheses to two experts in Guidance and Counselling and an expert in Measurement and Evaluation. The researcher administered copies of the instrument directly to the respondents with the help of six research assistants. The research assistants were briefed and instructed on how to distribute and collect copies of the questionnaire from the respondents. The completed copies of the instrument were collected on the spot and follow up visits were made in situations where the respondents did not submit on the spot. The distribution and collection of the questionnaire lasted for two weeks. Properly completed copies were used for data analysis. Mean and standard deviation were used to answer the research questions. Decision rule for the research question is 2.50 and above were accepted and 2.49 and below were rejected. While the hypotheses formulated were tested using paired sample t-test. As a result, if $P \text{ calculated} \leq .05$ rejected H_0 or if the $p \text{ calculated} > .05$ do not reject H_0 .

PRESENTATION AND ANALYSIS OF DATA

Research Question 1: What is the influence of physical abuse on academic achievement of public junior secondary school students in Anambra State?

Table 1: Mean Scores of Influence of Physical Abuse on Students' Academic Achievement in Junior Secondary School Students in Anambra State.

Variables	N	Mean	Sd
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Physical Abuse	326	28.18	6.51
Students' Academic achievement	326	45.24	14.20

The analysis in Table 1 shows the mean of influence of physical abuse on students' academic achievement in English language. The mean of physical abuse is 28.18 and that of students' academic achievement in English language is 45.24. The effect size (cohen's d) for physical abuse on students' academic achievement was -1.65. Using effect size, physical abuse has low influence on students' academic achievement in English language.

Research Question 2: What is the influence of emotional abuse on academic achievement of public junior secondary school students in Anambra State?

Table 2: Mean Score of Influence of Emotional Abuse on Students' Academic Achievement in Junior Secondary School Students in Anambra State.

Variables	N	Mean	Sd
Emotional Abuse	326	27.56	6.77
Students' Academic Achievement	326	45.24	14.20

Table 2 indicated the mean score of emotional abuse on students' academic achievement in English language. It revealed the mean of emotional abuse to be 27.56 as against students' academic achievement which is 45.24. The effect size (cohen's d) for emotional abuse on students' academic achievement was -1.70. Using effect size emotional abuse has low influence on students' academic achievement in English language.

Research Question 3: What is the influence of verbal abuse on students' academic achievement in Anambra State?

Table 3: Mean Scores of Influence of Verbal Abuse on Students' Academic Achievement in Junior Secondary School Students in Anambra State.

Variables	N	Mean	Sd
Verbal Abuse	326	28.34	5.80
Students' Academic Achievement	326	45.23	14.20

Findings from Table 3 revealed that the mean for verbal abuse is 28.34 as against students' academic achievement of 45.23. The effect size (cohen's d) for verbal abuse on students' academic achievement was -1.69. Using effect size, verbal abuse has low influence on students' academic achievement in English language.

In order to make decision of influence of child abuse on students' academic achievement, null hypotheses were tested with paired sample t. test at .05 level of significance.

Hypothesis one: Physical abuse did not significantly influence students' academic achievement in public junior secondary schools in Anambra State.

Table 4: Paired Sample t-test of Physical Abuse and Academic Achievement of Students in Junior Secondary School Students in Anambra State.

Variables	N	Mean	Sd	df	t-cal	P-value
Physical Abuse	326	28.15	6.51	325	19.34	.000
Academic Achievement	326	45.24	14.20			

From Table 4, calculated t-value was 19.34 at 325 degrees of freedom and p-value of .000 was less than .05 level of significance. This meant that null hypothesis was rejected. Hence there is a significance influence between physical abuse and students' academic achievement.

Hypothesis Two: Emotional abuse did not significantly influence students' academic achievement in junior secondary schools in Anambra State.

Table 5: Paired Sample t-test of Emotional Abuse and Academic Achievement Junior Secondary School Students in Anambra State.

Variables	N	Mean	Sd	df	t-cal	P-value
Emotional Abuse	326	27.56	6.77	325	20.61	.000
Academic Achievement	326	45.23	14.20			

As displayed in Table 5, the calculated t-value was 20.61 at 325 degrees of freedom and p-value of .000 which is less than 0.5 alpha level, hence the null hypotheses was rejected. Therefore, there is significant influence between perceived emotional abuse and students' academic achievement.

Hypothesis Three: Verbal abuse did not significantly influence students' academic achievement in Junior secondary schools in Anambra State.

Table 6: Paired Sample t-test of Verbal Abuse and Students' Academic Achievement in Junior Secondary School Students in Anambra State.

Variables	N	Mean	Sd	df	t-cal	P-value
Verbal Abuse	326	28.34	5.80	325	19.47	.000
Academic achievement	326	45.24	14.20			

Table 6 shows the calculated t-value to be 19.47 at 325 degrees of freedom at p-value of .000.

The P-value (.000) is less than .05 alpha level hence, null hypotheses is rejected. This showed that verbal abuse significantly influenced students' academic achievement in English language.

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

In this chapter, the findings of the study were discussed and conclusion made. Implications of the study, limitations of study and suggestions for further research and recommendations were also highlighted.

Discussion of Finding

The findings were discussed under the research questions and hypotheses that guided this study. The finding of study, based on research question one and hypothesis one indicated that there is a significant influence between physical abuse and students' academic achievement. The result is in line with that of Oniyama and Asamaigbo in Nwasor, Oluwatayo, Okika and Anierobi,(2013) Mfonobong (2013) indicators of physical abuse include: oddly shaped or patterned bruises or lacerations (from an object) uncommon locations for injury (underarms, neck, back, genitals, stomach, thighs); Lacerations; Burns (cigarette, immersion); Welts; Broken bones and intracranial trauma; hair loss; wearing long sleeve clothing out of season; hesitation on showing certain body parts (not dressing out for P.E.); acts out aggression on others; fear, withdrawal, depression; fantasies, art work, or threats related to violence; regression; nightmares, insomnia had a negatively significant influence on students' academic achievement.

The result of this study based on research question two and the corresponding hypothesis revealed that there is a significant influence between emotional abuse and students' academic achievement in public junior secondary schools in Anambra State. This result agreed with the following researchers Nwasor, Oluwatayo, Okika and Anierobi, (2013) opined that emotional abuse can be seen as any attitude, behaviour or failure to act on the part of a caregiver who interferes with a child's mental health, social development or sense of self-worth. It attacks the child's self-concept making the child see his/herself as unworthy, worthless and incapable. When a child is constantly humiliated, shamed, terrorized or rejected the child suffers more than if he/she had been physically maltreated. The resulting effect is that most children often withdraw to themselves leading to depression and lack of concentration in school. Emotional abuse is also known as verbal abuse, mental abuse or psychological maltreatment. Emotional abuse is act or omission by the parents or other caregivers that have caused, or could cause serious behavioural, cognitive, emotional or mental disorders (Nwasor, Oluwatayo, Okika and Anierobi, 2013). Mfonobong (2013) indicators of emotional abuse include: Hiding his or her eyes; Lowering his or her gaze; biting lips or tongue; forcing a smile; fidgeting; annoyance; defensiveness; exaggeration; confusion or denial; feeling of nakedness, defeat, alienation or lack of worth; regression; poor self-esteem; angry acts; withdrawal; insecurity; alcohol or drug abuse; depression; suicide; difficulty in relationships; eating disorders; sleep disorders/nightmares; speech disorders; developmental delays; nervous disorders or somatic symptoms. All this affect Students agreed that there is a significant influence between emotional abuse and students' academic achievement in public secondary schools in Anambra State

The result of this study based on research question three and the corresponding hypothesis revealed that verbal abuse significantly influenced students' academic achievement. This finding agreed with previous finding of Brown (2011). Garbarino, Guttman, and Wilson-Seeley (2006) specifically reported that verbal abuse was a much more influential predictor of depression, self-esteem and attribution style than physical abuse. Glaser, (2002) in a survey among 151 mental health professionals and parents' behaviours that were rated as indicative of verbal abuse included: verbal putdowns, negative prediction, negative comparison, scapegoating, shaming, cursing and swearing, and threats. Academic achievement has frequently been linked with experiences of psychological, emotional or verbal abuse (Bifulco and Moran, 2008. Garbarino, Gross and Keller (2002) reported that verbal abuse was a much more influential predictor of depression, self-esteem and attribution style than physical abuse. Solomon and Serres (2009) found that there is a relationship between parental verbal abuse and academic achievement. The children who reported being verbally abused perceived themselves as less competent in their school work, less at ease with their own behaviour, and on the whole felt less worthy.

Brown (2011) ascertain that effect of verbal abuse on students' academic achievement can be disastrous and life-long. Several psychological problems such as dissociative disorders, depression, obsessive-compulsive behaviours, and paranoia have all been associated with childhood abuse in some way. (Garbarino et al. 2006), Jantz and McMurray 2003). Martin et al. (2007) also noted that individuals who come from verbally abusive homes report less satisfaction in relationships. Schwarz-Hirschhorn (2001) found that relationship between the victim of verbal abuse and the perpetrator was severely impaired. Only one of her participants forgave and the other participants' feelings ranged from bare tolerance to hatred.

Conclusions

In view of data analysis and interpretation of the result the following conclusions were drawn. The study indicated that physical abuse has low influence on students' academic achievement. Students agreed that physical abuse and emotional abuse have low influence on students' academic achievement.

Students indicated that physical abuse, emotional abuse and verbal abuse have low influence on students' academic achievement. Students indicated that there is a significant influence between physical abuse and students' academic achievement. Students agreed that there is a significant influence between emotional abuse and students' academic achievement. Students indicated that verbal abuse significantly influenced students' academic achievement.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The law enforcers should be given more training on child abuse and work hand in hand with secondary authorities that will provide them with information on both male and female students.
2. The school should create a good atmosphere where children can report their abusers at home and away and the living conditions of the student must be examined to make them conducive for human habitation.
3. The community should be sensitized on the effects of child abuse on academic achievement
4. Secondary authorities must find a way of regulating and monitoring the conducts of the students with in campus with the help of the community leaders within the neighbourhoods where students live to improved student academic achievement.
5. Students should be adequately enlightened during orientations about the dangers of child abuse and it effect on academic achievement
6. Parents should be encouraged their children and find out whom have abuse them in one way or the other so as to advice not to live their live based on what people says about then while in school or out-side school.
7. Students should be encouraged to meet with guidance counsellors whenever they are in danger of being abused by their teachers, friends and family member etc. quick to save their lives and enhance their academic well-being.

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