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Child Abuse/Neglect and Its Effect on Academic Performance among Secondary School in Mosogar

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Abstract: This study examines child abuse and neglect and it effect on academic performance of students in secondary school in Mosogar Delta State. The population for this study consists of all children in both public and private secondary schools in Mosogar Delta State, Nigeria. The research instrument used was questionnaire and one hundred and fifty (150) respondents were used among the four selected school. The result showed that sexual abuse, right to equality was always violated by child marriages, beliefs in traditional attitudes deeply entrenched in custom practices child marriage, female genital mutilation was massively practiced and molestation are forms of child abuse in Mosogar Delta State, Nigeria. This study therefore recommended that there should be public enlightenment programmes to combat mass ignorance and public awareness on the right to freedom from all forms of child abuse and as much as possible, teachers/caregivers should avoid the use of corporal punishment because it only teaches children that violence is the best way of maintaining control and it encourages them to hit other children. The study concluded that child abuse and neglect is a global problem that takes place in many setting one of which is the school. Child abuse as discussed has serious implications on the educational system in Nigeria

Keywords: Child marriage, molestation, physical Abuse, Girl child abuse

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INTRODUCTION

A child is a person that has not attained the age of 18. For centuries, the Nigerian child has been seen as "an instrument or property with no absolute privilege of its own". In the traditional African society the belief was that children should merely be seen and not heard. Children were not allowed to listen to adults' discussions/conversation let alone make contributions. This situation was prevalent not only in the society but found its way into the educational system. Consequently, teachers only allowed children to make contributions when they deemed necessary. Recently, there has been serious concern about the child with the realization that children play important part in the family and the society. It is generally agreed that children are the future generation, the leaders of tomorrow and the potential flag bearers of any nation. To carry out these duties, the child therefore has certain rights that must be protected and not be trampled upon or denied. In recognition of the socio-cultural and educational dimension of the child, the United Nations, European Union, African Union, UNICEF and ANPPCAN have all joined efforts in advocating for protection of the right and well-being of children. Herrenkohl (2005)

Acts of child abuse and neglect result in physical, mental, spiritual, and economic harm. Survivors of child abuse and neglect and their families often need public and private services, including medical care, counseling, child protective services, special education, and substance abuse treatment. Both abusers and victims also incur great cost to the public justice system. Therefore, child abuse and implication on societal development in Nigeria, but also the larger society, which

pays a conservative estimate of $103.8 billion annually for these vital services of Christian opinion in addressing the problem (Wang & Holton, 2007).

Differences in academic performance of students under the same conditions of teaching, have, overtime given the researcher a cause for concern. To establish the cause of low or high academic performance have been the target whereas the researcher interaction with students of high academic performance shows that they came from well-to-do homes, live comfortable life and are exposed to conducive environment. Interaction with students of poor academic performance shows that most of them came from poor or broken homes, with little or no means of livelihood; hence they need to fend for themselves. This exposes them to emotional and psychological instability. According to United Nations (2019), the issue of child abuse is something that has been in existence for many years. In Nigeria, Anukam (1986), Esu (2002) and the international society for the prevention of child abuse and neglect (ISPCAN) which led to the formation of the African Network for the prevention and protection against child abuse and neglect (ANPPCAN) frown at child abuse. All these groups condemn child abuse.

A child is said to be abused if he or she is denied basic rights like any other citizen. In essence, he is subjected to a lot of maltreatment and forced to live under the most un-conducive atmosphere. Child abuse takes many forms, for example, child labour, sexual abuse, child deprivation, neglect, physical and psychological child abuse, children used in rituals, battering, early marriage, child soldering, child prostitution, children used in street hawking, human trafficking, child abandonment to mention but a few (Waboso, 2000). It is common in the society to see school children hawking one type of goods or another. The researcher kept on imagining why these children are not in school. Again, if at all they attend school, do they perform well? As a teacher, the researcher had on several occasions observed some students in class sleeping while teaching is going on, when asked why they sleep at that time, their answers most of the times is always that they do hawking before coming to school and so they are very weak. The researcher also observed that most students do not perform well academically, and therefore started to ponder whether their poor performance could be attributed to their involvement in street hawking. For a child to perform well academically, he needs a stable mind and a motivating environment. These conditions often elude some children particularly those from low-income parents. Child abuse can have a drastic consequence on the future life of the child. It is dehumanizing. It engenders low self-concept, promotes inferiority complex, belittles the individual, as well as degradation of ones personality (The Guardian, 2000).

Statement of the problem

Child abuse as discussed has serious implications on the educational system in Nigeria. It presents a serious draw back on the Child Abuse and its Implications for the Educational Sector in Nigeria and child educational development and thus hinders societal growth and development. The problem of child abuse in the education system requires adequate and efficient handling in order to improve educational development in the literacy centre. The Child Rights Act of 2003 also provides that children must be protected from: child marriage; child betrothal; tattoos and skin marks; exposure and use of narcotic drugs; abduction, removal or transfer of the child from lawful custody, and; child labour, and unlawful sexual intercourse. Despite the various provisions that have been put into place to protect the rights of children, they are continuously subject to various forms of abuse, degrading treatment, cruelty, and violence. Some of which are reported in Nigerian National daily newspapers.

There is clear evidence that children who are involved in street hawking are generally at risk for a variety of psychological and developmental outcome due to excessive exposure to hazard. They also function poorly intellectually and are almost mentally retarded (Ebigbo, 1986). Therefore the problem of this study is posed as a question. How does child labour as an aspect of child abuse reflect on the academic performance of students who engage in it, in secondary school, Mosogar, Delta State

Purpose of the study

The purpose of this study is to examine child abuse and Neglect and it effect on academic performance of students in secondary school in Mosogar Delta State. The purposes include:

1. to find out the forms of child Abuse and neglect in secondary school in Mosogar Delta State, Nigeria.
2. to examine the policies protecting children from abuse and Neglect in secondary school in Mosogar Delta State, Nigeria.
3. to research on the effect of child abuse and Neglect secondary school in Mosogar Delta State, Nigeria.
4. to examine the effect of child abuse and neglect on students academic performance in secondary school in Mosogar Delta State, Nigeria.
5. to examine the factors affecting academic performance of Abuse child and neglected in secondary school in Mosogar Delta State, Nigeria.

Research questions

1. What are the forms of child abuse and Neglect in secondary school in Mosogar Delta State, Nigeria?
2. What are the policies protecting children from abuse and Neglect in secondary school in Mosogar Delta State, Nigeria?
3. What are the effects of child abuse and Neglect in secondary school in Mosogar Delta State, Nigeria?
4. What are the effects of Child Abuse and Neglect on students' academic performance in secondary school in Mosogar Delta State, Nigeria?
5. What are the factors affecting academic performance of Abuse Child and neglected students in Mosogar Delta State, Nigeria?

Scope of the study

For the purpose of this research, secondary school students/child in secondary school in Mosogar Delta State, Nigeria should be considered. The study area covers the entire children in private and public schools in secondary school in Mosogar Delta State, Nigeria.

Significance of the study

The study will be of great benefits to children in both primary and secondary school about the effects of child abuse in the society and ways to secure the security of the girls in the society. It will help the parent to know the right education to give to their children right from the first day they enroll such a child into schools and it will guide all the bodies promoting children to create awareness on the child abuse case in Nigeria and enlighten the populace on how to solve such problem in the society.

Delimitation of the study

The study will be carried out among children in Mosogar Delta State, Nigeria. The restriction is necessary in order to carry out a valid research based on thorough study that would produce representative and quality research feedback.

Operational Definition of Terms

Child marriage: is the practice in which children are married to adults

Molestation: involves the forcing or enticing of a child to take part in sexual activities, but does not necessarily involve a high level of violence.

Physical Abuse: Child physical abuse refers to "the non-accidental use of physical force against a child that results in harm to the child." It includes abuse subjecting the child to degrading and inhuman conditions, severe beatings in the name of chastisement, correction, or anger.

Girl child abuse: is a situation whereby the fundamental human right of a girl child is tempered with.

LITERATURE REVIEW

The Concept of Girl Child Abuse

Firstly, let us consider what constitute a child. According to the UN Convention on the Rights of the Child (CRC) 1989, a child is referred to a person under the age of eighteen. To corroborate this, section 4a of Article 28, chapter 3 of the 1999 Constitution of the Federal Republic of Nigeria (1999) recognizes a person of eighteen years and above as having attained 'full age' or adulthood. The International Labour Organization (ILO) Convention No. 138 specifies 15 years as the age above which, in normal circumstances, a person may participate in economic activity. Now, what constitute girl child abuse? According to Mayowa (2011), child abuse is the physical, sexual, emotional mistreatment, or neglect of a child in this context, a girl child. Girl child abuse is any act or series of acts of commission or omission by a parent or other care-giver that results in harm, potential for harm, or threat of harm to a girl child.

Girl child abuse can occur in a child's home, or in the organizations, schools or communities the girl child interacts with. There are four major categories of girl child abuse: neglect, physical abuse, psychological and emotional abuse, and child sexual abuse. Herrenkohl (2005) cited the Journal of Child Abuse and Neglect, defines girl child abuse as "any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation, an act or failure to act which presents an imminent risk of serious harm".

According to Hughes (2009), girl child abuse is a situation whereby the fundamental human right of a girl child is tempered with. That is, the child is not given adequate care and protection as it is the responsibility of every parent to take good care of their children. These rights are right to education, religion, freedom of movement, shelter etc. The child on most occasions is exposed to unnecessary hardship and odds in life. Girl child abuse is more than sexual abuse, bruises and broken bones. While physical abuse might be the most visible sign, other types of abuse, such as emotional abuse or child neglect, also leave deep, long lasting scars on the victims. The earlier abused children get help, the greater chance they have to heal from their abuse and

not perpetuate the cycle.

Forms of child abuse and Neglect in Secondary school

Child abuse can either be sexual or non-sexual. Sexual abuse on sits of abuse that can either be child marriage, molestation, or female genital mutilation. While, non-sexual abuse includes child labour, kidnapping, and neglect.

Sexual Abuse and Child Marriages

Child marriage is the practice in which children are married to adults. A variety of rights are violated by child marriage including the right to equality on grounds of sex and age, the right to marry and start a family, the right to life, the right to the highest attainable standard of health and the right to education. Child marriage is more common in rural communities because such communities tend to have traditional attitudes deeply entrenched in customs, which are not easily altered by external influences. Nigeria is no exception to the prevalence of child marriage in rural communities, especially in the country's Northern states. Female children are given away in marriage at a young age to increase the wealth of family members through the payment of bride prices. Another factor is the high value placed on a girl's virginity. Child marriage exposes children to adverse health effects and deprives them of the childhood-time that is necessary for them to develop physically, emotionally, and psychologically. The Nigerian Child Rights Act of 2003, provides that a marriage entered into with a girl younger than eighteen-years-old is null and void. However, Section eighteen of the Marriage Act16 provides that a child below the age of twenty-one can get married if consent is obtained from the parents. The implication of this provision is that children as young as fifteen can get married once their parents' consent, which conflicts with the clear provisions of Section 21of the ChildRightsActof2003.

Female Genital Mutilation

The World Health Organization (WHO) defines Female Genital Mutilation (FGM) as "procedures that involve partial or total removal of the female external genitalia, or other injuries to the female genital organs for cultural or any other non-therapeutic reasons." The United Nations Convention on the Rights of the Child (UNCRC) provides that state parties to the convention should take measures to abolish traditional practices that are prejudicial to the health of children. FGM is rooted in cultural beliefs and traditions that have been in existence for several decades and are difficult to change. For example, it is believed that FGM fosters cleanliness and enhances male pleasure. Some communities also believe that if a woman's clitoris is not removed, it will result in the death of a baby during childbirth, if it touches the baby's head. All types of FGM have immediate health complications including infection, pain due to the cutting of nerves and sensitive genital tissues, shock, excessive bleeding, and death. Potential long-term complications include chronic pain, infertility, sexual dysfunction, and other obstetric complications.

Molestation

Molestation involves the forcing or enticing of a child to take part in sexual activities, but does not necessarily involve a high level of violence. The child may or may not be aware of what is happening. The activities may involve either physical contact or non-contact activities. Molestation can have lifelong effects on children that result in which a variety resulting in the possible exhibition of many symptoms such as, anxiety, bed-wetting, insomnia, nightmares, depression, suicidal behaviors, and eating disorders.

Neglect

American Human Association (2011) sees child neglect as a common type of girl child abuse. It is a pattern of failing to provide for a child's basic needs, such as adequate food, clothing, hygiene, or supervision. Girl child neglect is not always easy to spot. Sometimes, a parent might become physically or mentally unable to take care of a child, such as with a serious injury and untreated depression. Other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe. There are many effects of child neglect, such as children not being able to interact with other children around them.

Physical Abuse

Physical abuse involves physical harm or injury to the girl child. It may be the result of a deliberate attempt to hurt the child, but not always. It can also result from severe discipline, such as using a belt on a child, or physical punishment that is inappropriate to the child's age or physical condition. Physical abuse is physical aggression directed at a child by an adult. It can involve punching, striking, kicking, shoving, slapping, burning, bruising, pulling ears or hair, stabbing, choking, belting or shaking a child. Shaking a child can cause shaken baby syndrome, which can lead to intracranial pressure, swelling of the brain, diffuse axonal injury, and oxygen deprivation; which leads to patterns such as failure to thrive, vomiting, lethargy, seizures, bulging or tense

fontanels, altered breathing, and dilated pupils.

Psychological/emotional abuse

However, out of all the possible forms of girl child abuse, emotional abuse is the hardest to define. It could include name-calling, ridicule, degradation, destruction of personal belongings, torture or destruction of a pet, excessive criticism, inappropriate or excessive demands, withholding communication, and routine labeling or humiliation. The US National Center for Victims of Crime (2011) asserts that victims of emotional abuse may react by distancing themselves from the abuser, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment development, a tendency for victims to blame themselves (self-blame) for the abuse, learned helplessness, and overly passive behavior emotional abuse can severely damage a child's mental health or social development, leaving lifelong psychological scars. "Emotional or psychological abuse is the persistent emotional maltreatment of a child that causes severe and persistent adverse effects on the child's emotional development." Children that are constantly humiliated, shamed, or rejected, often see themselves as worthless and incapable of being successful. This can lead to depression, lack of concentration in school, lowered self-esteem, dysfunctional relationships, and ineffective coping skills.

Kidnapping

Kidnapping is the "unlawful detainment of persons, either by force or fraud, and the undisclosed relocation against their will, usually to extract ransom. Kidnapping has caused a great deal of mental and emotional trauma for victims and their relatives. It violates their rights to life, freedom of movement, and freedom from inhuman and degrading treatments. Also, children are not exempt from the spate of kidnapping in recent times. The United Nations Office of Drugs and Crime (UNODC) has categorized kidnapping as follows: kidnapping for extortion;31 kidnapping between or within criminal groups; kidnapping for sexual exploitation; kidnapping linked to domestic or family disputes; revenge kidnapping and kidnapping for political or ideological purposes. The menace of kidnapping is attributed to unemployment, poverty, greed, high level of crime, corruption, a history of conflict, and instability.

Child Labour

Child labour is defined as "any form of work likely to have adverse effects on the child's safety, health, and moral development. It refers to work that is mentally, physically, socially, or morally dangerous and harmful to children, deprives them of the opportunity to attend school.34 Nigerian children work in a wide range of sectors and industries. In rural areas, children mostly work in agriculture. They are responsible for planting, weeding, harvesting crops, and tending to livestock. In urban areas they work as vendors, shoe shiners, carwashes, drug peddlers, and construction workers, etc. In most cases, child labour is determined by the family's economic status, the size of the household, and the parent's education level.36 It affects development and stands as an impediment to achieving sustainable development goals such as poverty reduction, and universal primary education.

Child Neglect

Child neglect has been defined as, "a failure to provide basic needed care for the child such as shelter, food, clothing, education, supervision, medical care, and other basic necessities needed for the child's physical, intellectual, and emotional development." There are various categories of neglect such as: physical, medical, environmental neglect, emotional neglect, and educational.39 Neglected children usually have intellectual, physical, social, psychological and developmental problems. They are often socially withdrawn, suffer from malnutrition, and are susceptible to several fatalities due to the absence of caregivers at critical moments.

Policies Protecting Children from Abuse and Neglect

Nigeria has developed a number of policies, plans, and strategies that provide an enabling environment for child survival and protect them from abuse. Some of the policies are as follows: According to the World Health Organization, (2015) "obstetric fistula is an abnormal opening between a woman's vagina, bladder, and/or rectum, through which her urine and or feces continually leak." This condition may be complicated by recurring infections, infertility, damage to vaginal tissues, and paralysis of the muscles in the lower legs. However, the possibility of occurrence of fistulae can be reduced if pregnancy is delayed until sexual maturity is attained. According to the policy, there are three elimination strategies for obstetric fistula. One is a primary prevention strategy that requires the creation of a political, legal, and social environment, and promotes improvement in the status of women and girls, therefore preventing obstetric fistula. Other elimination strategies are the secondary level prevention strategies and the tertiary level prevention strategies.

National Policy on Child Labour

The Nigerian government launched the National Policy and National Action Plan on Child Labor in 2013 to facilitate the elimination of child labour in Nigeria. The National Policy on Child Labour defines child labour as, “work that harms children’s well-being while, hindering their education, development, and future livelihood.” It also gives examples of what is considered to be the worst forms of child labour. According to the policy, there is a need to make concrete efforts to harmonize child labour projects and interventions in the country, while fostering network and collaboration among local, national, and international organizations. The mission of the policy is to eliminate child labour in its worst form, and to ensure that every child gets an opportunity to aspire and attain the apex of his or her potential. It also aspires to be a just society devoid of child exploitation and abuse.

National Policy and Plan of Action on the Elimination of Female

Genital Mutilation in Nigeria, The Federal Ministry of Health (2002) drafted the National Policy on the Elimination of Female Genital Mutilation (FGM), which was passed in October 2002. The policy’s stated goal is to eliminate the practice of FGM in Nigeria in order to improve the health and quality of life for girls and women. Its specific objectives are to: increase awareness of the dangers of FGM (particularly among family decision makers and FGM providers,); increase the number of health personnel who undergo training on prevention and treatment of FGM; and to provide educational programs directed at health workers, women’s and men’s groups, traditional rulers, religious and other community leaders, and traditional birth attendants.

The National Plan of Action on Orphans and Vulnerable Children (2006-2010) of 2007 The Orphans and Vulnerable Children’s (OVC) National Plan provides a framework for policy makers, program planners, and implementers of all levels, for carrying out interventions to mitigate the impacts on orphans and other causes of vulnerability in children. When children are deprived of their parents they can be vulnerable to various forms of abuse which include prostitution, lack of education, starvation, and molestation. To abate this, the plan includes strategies to strengthen the capacity of caregivers and the vulnerable children themselves, as well as providing support and community-based responses. According to Mrs. Inna Maryam Ciroma, the former Minister of Women Affairs and Social Development, the plan is, “an important milestone in the field of child rights promotion and protection and will also serve as a concrete guide for programme implementers.

National Policy on Education

As a result of the 2006 National Curriculum Conference, the National Policy on Education was created when dissatisfaction was expressed with the existing education system. The prior system had become irrelevant to national needs, aspirations and goals. The National Policy on Education in Nigeria is based on the formulation of educational policies, which is most appropriate for a developing country and multi-ethnic nation like Nigeria. The policy provisions provide for Nigerian children six years of primary school, three years of junior secondary school, three years of senior secondary school and four years of university education (6.9.4).It has abroad curriculum which aims to create learning opportunities for all children, irrespective of their sex, peculiar background, or ability. overly passive behavior emotional abuse can severely damage a child’s mental health or social development, leaving lifelong psychological scars.

Effects of Girl Child Abuse and Neglect

According to National Survey of Child and Adolescent Well-Being NSCAW, (2004), more than one-quarter of children who had been in foster care for longer than 12 months and are maltreated had some lasting or recurring health problem which however have direct effect on their educational pursuit. Shaking a baby girl is a common form of girl child abuse. The injuries caused by shaking a baby girl may not be immediately noticeable and may include bleeding in the eye or brain, damage to the spinal cord and neck, and rib or bone fractures. A girl child who suffer from brain injury or have eye problem cannot read or write in the school which by implication will affect the academic performance of the girl child in school. De Bellis & Thomas (2003) assert that girl child abuse causes important regions of the brain to fail to form or grow properly, resulting in impaired development. These alterations in brain maturation have long-term consequences for cognitive, language, and academic abilities. Flaherty (2006) added that several studies have shown that a teenage who experienced abuse or neglect during childhood is more likely to suffer from physical ailments such as allergies, arthritis, asthma, bronchitis, and ulcers.

Johnson, Rew, and Sternglanz (2006) also stated that abused and neglected children are 25 percent more likely to experience problems such as delinquency, teenage pregnancy, low academic achievement, drug use, and Prevalence of Child Abuse and its Implications for the Educational System The different forms of abuse stated above occur in schools in very subtle way and could have damaging effects on children’s educational development. Some of these abuses are enumerated

hereunder. This is not exhaustive but shows that abuse is ongoing in the school. Physical abuse is one form of abuse that persistently occurs in schools especially in the form of correction or corporal punishment. According to Straus (2004) corporal punishment is the use of physical force with the intention of causing bodily pain, but not injury for the purpose of correction or control. In many schools in the USA, corporal punishment has been declared illegal. This is not so in Nigeria where corporal punishment is being held in high esteem as a way of correcting and instilling discipline in young children. Even though spanking is culturally approved for correcting children most times the teachers do this in anger and in the process the child is left injured and physically inflicted with bruises and pains. Teachers hold great expectations of young children and so when these children fall short of these expectations, they are mercilessly flogged.

Children are flogged for committing minor offences like coming to school late or failure to do homework and for other major offences like fighting and insulting others. Most teachers and school authorities assume that children are stubborn, in disciplined and unintelligent and the only way to drive out this 'foolishness' from the children is to use the rod in order not to spoil the child. Most times, the teachers fail to listen to the students' apparent show of some misbehavior. They hold more strongly to their beliefs and ideals that they are unwilling to hear the students out. Thus they unleash corporal punishment on the students at the slightest provocation leaving the students scared and unwilling to attend school. Agnew (2013) however advised against the use of physical punishment as it may lead to children committing delinquent act such as abandoning school. In recent times, the use of more positive forms of behaviour modification is advocated such as persuasion, appeal to reason and good judgment plus the reward for desirable forms of behaviour.

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

The children are not only embarrassed but missed out on what was taught during those periods of confinement as those lessons would not be repeated again even after they had had their fees paid. Teachers have also been found who fail to provide love, support, care and guidance to children under their care. A particular instance was reported where a child had stayed for the first three years in school and could not handle a pencil. On interview, it was found that the teacher completely abandoned the child because he was slow in learning. It took the intervention of a lesson teacher and parents extra coaching to train the child to write. This shows the inability of the teacher to provide appropriate guidance needed by the child. Bullying is another form of emotional abuse that takes place in schools. The senior or older students who should provide emotional support for the younger and new students easily bully them. This can easily affect the children and make them withdraw from associating with other peers leading to personal-social maladjustment. The points enumerated show that teacher's/school authorities intentionally/unintentionally indulge in emotional abuse which ultimately affects the child's ability to learn.

This can also distract them from gaining meaningfully from the process of education leading to eventual abandonment of school. Learning can only take place in a conducive environment that promotes cordial relationship between the teacher and the learner. Thus the United Nations Convention on the Rights of the Child and the African Union Charter on the Rights and Welfare of the Child provide for the protection of the child against physical and psychological abuse, discrimination and all forms of threat, be they with weapons or words. Incidence of sexual abuse abounds everywhere in homes, schools and the society and interferes with the normal, healthy development of the child. In schools especially where there are young male teachers, there is the tendency for the teachers to take advantage of the young, innocent, harmless and naïve school girls. Some teachers lure these students who sometimes transfer their parental affection to them, into having illicit affairs and relationship. At other times, the teachers deny the students their right and grades in demand for sexual gratification. The relationship is not only between male teachers and female students but also extends to that between male teachers and male students especially in the boys' school. These male teachers do not only fondle and play with the

students' genitals but also may force these young ones to play with their own and go ahead to commit homosexual acts. The same also goes for the relationship between female teachers and female students especially in girls' school.

Incidence of lesbianism occurs frequently and the students may find it difficult to report these cases. This unfortunate situation is quite disheartening, yet it is happening on a daily basis. For teachers to allow themselves to descend so low in luring and sometimes forcing students into affairs is contrary to the ethics of the profession and degrades the teachers' self-worth and dignity. Teachers should realize that they are called into the profession to safe guard and protect the young ones under their care and as such should create an environment devoid of any hindrance to students' active participation in school. The consequences of sexual activities involving teenage students and their school teachers include unwanted pregnancy, sexually transmitted diseases such as Gonorrhea and Acquired Immune Deficiency Syndrome (AIDS) which could lead to eventual withdrawal of the child from school. In schools, some form of neglect can be identified which can have damaging effect on the educational development of a child.

In terms of physical neglect, some schools may fail to provide adequate supervision, safety and hygiene for their school children. In this era where children under two years are sent to school, it sometimes becomes too cumbersome for teachers to deal with a large number of them at the same time providing the proper attention that is required. In some day care centers, children are left to play and soil their clothes while others are left with wet diapers unattended to for hours. For older children in nursery/primary sections, the teachers do not have the time to go round and supervise the children when copying notes or doing class work. The students also are left to play unattended to and in the process get serious injuries which could lead to their being hospitalized and having to miss school for days or weeks. As a result of not providing appropriate school needs for the children such as good seating arrangements, enough classrooms, writing boards and other school materials, children are made to learn under very hard and harsh school conditions. It is not uncommon in public primary schools to find children studying in a classroom with leaking roof or under shades of trees or very dilapidated classroom blocks. This gives room for children to play truant ultimately having very serious effect on their learning ability.

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

They therefore do not benefit in the classroom during those days. It is therefore necessary that each school should have a sick bay where students can be treated until their parents pick them up. The sick bays should also be adequately stocked with relevant drugs. Child exploitation apart from being carried out at home by the parents also takes place in the school. Some teachers use children to work in their farm. Children are also sent out by their teachers to fetch water, cook, and wash clothes at the time they should be learning. Some of the children are not conversant with these kinds of works, it therefore present challenges and could affect their health. The precious time that could have been used for studying is wasted on jobs that have no relevant to academic pursuit and this can have serious effect on students' ability to concentrate in the class. This type of trend should be seriously investigated and teachers warned to desist from such acts.

Effect of Students Academic Performance

The gender of student, age group as well as students' socio-economic status and also teachers' capacity may come as one of the factors that reduce or increase performance of students academically and socially. However, schooling system indicated by students and better services indicated by learning institution can also be affected by the participation of children' households or guardians. Some scholars established that, the performance of presented by students could be affected various factors including the ways that children are treated. According to Graetz (2009), indicated that the households or caregivers of children' education, are very important society as they improve children to get success related to education and reduce illiteracy level in the country.

Despite Considine and Zappala (2010), also added that the family income and school capacity, play a significance role of being scored at a high level especially in national examination where both school and children' families work together to increase both students and school performance. On the other hand, the performance of schools also depends on the population size registered in school setting where school whose standard class size, students could perform better while over population class, students do not get aware of understanding the content taught thought children are

treated effectively (Minnesota, 2009). Nevertheless, Durden et al. (2008), also indicated that the previous children' educational background can be determined by the students' past school outcomes which could indicate the future academic achievement of that child. Therefore, the past experience of students, well conducive children treatment could be considered to be the basic measurement of educational children' outcomes. According to Obekpa (2011), the efforts presented by students in the past period related to schooling, also indicate the participation of households that were engaged to the provision of children motivation related to school. However, this type of motivation can also be affected by parents with low educational background which can affected their children' education and may get low academic development. Therefore, the students' performance done academically, can be improved correctly with specific measured of both households and learning institution. According to Talcott (2010), the present and future children' school performance could depend on the level of past attitudes and performance of the child which may be high or low where the high level of performance and attitude lead to high future school productivity and vice versa.

Despite, Talcott (2010) also added that scientifically, each individual or citizen could make the possible way which can support youths as well as children to develop their literacy level and also protect them from harm or anything can abuse them, Talcott and Reddy (2009) perceived by disagreeing the statement indicating that, the performance of a child in educational system, should be based on the past recovery and performance as well as the participation of households. The current or future of children' educational development, should be based on the effectiveness of the current and future situation. Johnson (2011) also added that, the children' school performance indicates various association of variable that could be developed at all levels of education.

Factors affecting Academic performance of Abuse Child

The performance of children can be developed by both internal and external of the school system where both sides should unify their capacity that can enhance education development of students. Therefore, the current society could work hand in hand so as to improve the lives of people in the society and also children' educational background especially emphasizing the households or caregivers' responsibilities. On the other hand, various factors that can support the academic performance of students were identified to be the most strengthened rather than others as they help the country and her citizens to be developed in general (Ukpepi, 2010). Therefore, attitudes and behavior indicated by children, can affect the affect the development of their societies once they are not maintained effectively.

Student-Related Factors

The poor performance indicated by some students in their learning process, can be affected by many factors including both family factors and school factors and rules and regulations. The lack of effective channel of communication between parents and school may reduce the school performance however, poor adaptation of students to new technology, can also broke the effective enhancement school activities can also create a conducive learning environment. Nevertheless, lower level of student' learning motivation can make a student to being bored in class setting and loose an opportunity of passing school exams though, some students may experience some disability that can also lead to low school performance. According to Ukpepi (2010), any student who is aware of improving his or her school grade, should be motivated healthily and academically by schools and parents. Though, the majority of students and teachers are nowadays not motivated in the school setting and lead to the reduction of both students and teaches performance.

Teacher-Related Factors

According to Umoren (2013), the high level of qualification indicated by teachers in their teaching activities, improves their working status as well as employment opportunities in their social lives. Umoren (2012) also added that, teacher's capacity and working experience have a high rate in the promotion of student educational background and thought in the absence of those, students may indicate a lower level of class performance. The comprehensiveness of students to academic activities might depend on teacher' teaching and experience and working environment that are supported by educational policies.

Similarly, Ukpepi (2012) revealed that poor collaboration and discussions in classroom setting may be affected by poor leadership presented by school leadership which can affect teachers to making class management that can also destroy the effective teaching and learning environment. This also discourages the students' abilities to be developed effectively as they can also adapt their cognitive development 4 Student-Related Factors The poor performance indicated by some students in their learning process, can be affected by many factors including both family factors and school factors and rules and regulations.

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passing school exams though, some students may experience some disability that can also lead to low school performance. According to Ukpepi (2010), any student who is aware of improving his or her school grade, should be motivated healthily and academically by schools and parents. Though, the majority of students and teachers are nowadays not motivated in the school setting and lead to the reduction of both students and teaches performance.

School-Related Factors

According to Apebende (2010), the sub-Saharan African countries, experienced a big number of children attending primary schools though school infrastructures and other physical plants were not accordingly enough. Therefore, this brings a challenge of overpopulation of the school setting and insufficient teachers who are qualified and who are ready to teach such big number of class with the minimum qualified teachers. Apebende (2010) revealed that the effective management of such school population which may lead poor academic performance of students once it is not controlled, is subdivide such students into groups so as to reduce the number of students in each classroom setting. The education sectors are responsible to manage and make a conducive learning environment able to deliver adequate education to children that can also help them to compete at the labor market and make the skilled people.

However, the children' school dropout rate may also be caused by low financial capacity invested by the government as ready to increase the literacy level of citizens (Apebende, 2010). The learning institutions that cannot get the standard number of qualified teachers, they should need to automatically extend the classroom size so as to accommodate a big number child which can also affect their level of understanding and also making heavy teaching load and complicated ways of managing such big class size and making taught content to be understandable to every one which may also result to poor students and teachers' performance. Apebende (2010) also added that the school location may be one of the causes that can lead to overpopulation to school setting in African countries which may also high experienced in rural areas.

Family-Related Factors

The capacity building of the households plays a high impact to school effectiveness of their children wants to increase the academic performance however, some children can be affected by getting some diseases. Therefore, the academic performance of students can be affected by the poor implementation of the family responsibilities. Therefore, children coming from families that experience low educational support, may result to school dropout and developing the early marriage. According to Ndifon (2011), the lack of family participation to educational development may reduce their children' welfare which lead to early marriage and pregnancies. The households settled in most areas of urban, are the most indicated to be at the high risk of educational development of their children as they are always occupied by their high daily activities which also affect their school performance and discipline related to need of society (Ndifon, 2011). Despite, poverty increase to some households, also can be one of the causes that can affect the education backgrounds of the children

Summary of related literature

Parents now push over the responsibility of caring for their children to the school. Many young children who would have been at home at about two years have been pushed over to the school. The tasks thus become enormous for the teachers and the school management to carry leading to many children being neglected, despised and abused on a daily basis. This clearly undermines the provision for the right of the child on 'protection against indecent and inhuman treatment like abuse and neglect' earlier stated. Rather, the child has been subjected to all kinds of maltreatment, is not protected, valued nor defended. Most times, the treatment meted out to young children as corrective measures constitutes one form of abuse or the other. It is evident that child abuse is a serious global problem that is deeply rooted in cultural, economic and social practices and occurs in a variety of ways and places. According to the National Child Abuse and Neglect Data System (NCANDA, 2006) reported by Gelles (2009) in the United States for instance, more than 900,000 Child Abuse and its Implications for the Educational Sector in Nigeria children suffer severe or life threatening injury and some (1,000 to 2,000) children die as a result of abuse and those who survive often suffer emotional trauma that may take long for the bruises to be healed.

RESEARCH METHOD

This chapter discussed the procedure adopted in the conduct of the study, the method and the techniques of the investigation used for this study. It focuses on the research design, population sample and sampling techniques, research instruments, validity and reliability of the instrument, data collection and procedures for data analysis.

Research Design

The study adopted descriptive research design of the survey type. This research design is a

method of obtaining information from various groups of individual mainly through structured questionnaire.

Population

The population for this study consists of all children in both public and private secondary schools in Mosoagr, Delta State.

Sample and Sampling Technique

This study adopted random sampling technique to select the respondents. Sample of 150 is randomly selected. The researcher, after determining the sample, then administered the questionnaire to the respondents.

Instrument for Data Collection

The instrument used for data collection was a structured questionnaire. The questionnaire was organised on Likert scale rating of 4-point of Strongly Agreed, Strongly Disagreed, Disagreed and Agreed. The instrument was divided into two sections, A and B; A is designed to provide personal information of the respondents, section B was used to provide relevant contribution to the study.

Validity of Instrument

This is done by allowing the instrument to pass through the Supervisor and was corrected to suit the questionnaire. As a result of this, the questionnaire can be said to have both face and content validity. It has content validity because the particulars required from the respondents actually centered on issues relevant to the objectives and problem of this study.

Reliability of the instrument

Test and Re-test reliability method was used to analyze the obtained data for the purpose of the study within an interval of one week. Their responses to the instrument were collated and analysed with descriptive statistics, frequency counts and percentage. 150 questionnaires were administered in the schools to participant within the period of one week.

Data Collection

The researcher collected data for this study through the use of structured questionnaire. A face- to-face system of distribution was used. Face- to- face system of distribution is the process where the researcher visits the schools, classes, that is used as the case study. The researcher then administered the questionnaires to the respondents and was retrieved.

Data Analysis

In the analysis of the data collected, responses to the research questions, the use of descriptive statistics of frequency counts, percentage, charts, Chi-square and inferential methods were used for the analysis and interpretation.

RESULTS AND DISCUSSION

The research data were on the Child Abuse and Neglect and it effect on academic performance of students in secondary school in Mosogar Delta State. This section contains the analysis and interpretation of the gathered research data. Frequency and percentage summary was adopted to test the respondents' personal information. The research questions were addressed using frequency, mean and standard deviation. The results were presented in tables and charts below.

Table 1: Frequency distribution showing respondents' Sex

Male	*71*	47.3
Female	79	52.7
Total	150	100.0

Source: Research Survey, 2022

Table 1 shows the gender of respondent's distribution, it was shown that 47.3% male responded to the research instrument while 52.7% of the respondents were female. Which shows more female attended to the research instrument

Table 2: Frequency distribution showing respondents' Religion

Christianity	*92*	61.3
Islam	47	31.3
Others	11	7.3
Total	150	100.0

Source: Research Survey, 2022

From the table and figure above, it can be observed that 61.30\% of the respondents were Christian and 31.3% are Islam while the remaining 7.3% are from other religions

ANALYSIS OF THE RESEARCH QUESTIONS

Research Question One: What are the forms of child abuse and Neglect in secondary school in Mosogar Delta State, Nigeria?

Table 3: Respondent response on the forms of Child Abuse and Neglect in secondary school in Mosogar Delta State

S/N	STATEMENT	RESPONSES						TOTAL
		SA	A	SD	D	MEAN	STD. DEV	
1.	One of the common forms of child abuse is sexual abuse	77 51.3 %	33 22.0%	12 8.0%	28 18.7%	3.06	1.160	150 100.0
2.	Right to equality was always violated by child marriages which is common in my communities	29 19.3 %	77 51.3%	26 17.3%	18 12.0%	2.78	0.896	150 100.0
3.	Communities that beliefs in traditional attitudes deeply entrenched in custom practices child marriage	12 8.3%	14 9.3%	107 71.3%	12 8.0%	2.86	0.714	150 100.0
4.	Female genital mutilation was massively practiced among the communities	18 12.0 %	98 65.3%	21 14.0%	13 8.7%	2.81	0.757	150 100.0
5.	Molestation is one of the forms of child abuse most children are exposed to	72 48.0 %	51 34.0%	19 12.7%	8 5.3%	3.25	0.874	150 100.0

Source: Researcher's survey, 2022

The table above shows the respondent response on Child Abuse and Neglect among secondary school, from the result 51.3% of the respondent strongly agreed that sexual abuse is one of the common forms of Abuse, 22..0% agreed while 8.0% strongly disagreed and 18.7% disagreed with the mean of 3.06 and standard deviation of 1.160, 19.3% of the respondents strongly agreed that Right to equality was always violated by child marriages which is common in my communities, as 51.3% agreed while 17.3% a3nd 12.0% strongly disagreed and disagreed respectively with the mean of 2.78 and standard deviation of 0.896, 11.3% and 71.3% of the respondents also strongly agreed and agreed respectively that Communities that beliefs in traditional attitudes deeply entrenched in custom practices child marriage as 9.3% and 8.7% strongly disagreed and disagreed respectively with the mean of 2.86 and standard deviation of 0.714, 12.0% of the respondent also strongly agreed that Female genital mutilation was massively practiced among the communities, 65.3% agreed while 14.0% strongly disagreed as 8.7% disagreed with 2.81 as the mean and 0.757 as the standard deviation. It is shown from item 5 that 48.0% and 34.0% strongly agreed and agreed respectively that item 5 while 12.7% and 5.3% strongly disagreed and disagreed respectively with the mean of 3.25 and standard of deviation of 0.874.

The result revealed that sexual abuse, right to equality was always violated by child marriages, beliefs in traditional attitudes deeply entrenched in custom practices child marriage, female genital mutilation was massively practiced and molestation are forms of child abuse and Neglect among secondary school students in Mosogar.

Research Question Two: What are the policies protecting children from abuse and Neglect in secondary school in Mosogar Delta State, Niger

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Table 4: Respondents view on the policies protecting children from Abuse and Neglect in secondary school in Mosogar Delta State

S/N	STATEMENT	RESPONSES						TOTAL
		SA	A	SD	D	MEAN	STD. DEV	
6.	World health organization policies are one of the strongest policies protesting child abuse	97 64.7%	31 20.7%	12 8.0%	10 6.7%	3.43	0.901	150 100.0
7.	National policy discourage practicing of child labour in the community	87 58.0%	25 16.7%	22 14.7%	16 10.7%	3.22	1.055	150 100.0
8.	National policy and plan of action address the issue on genital mutilation	28 18.7%	99 66.0%	12 8.0%	11 7.3%	2.96	0.750	150 100.0
9.	The Orphans and Vulnerable Children's (OVC) are one of the recognized policy guiding prostitution	95 63.3%	25 16.7%	14 9.3%	16 10.7%	3.33	1.026	150 100.0
10.	National policy on education and Minister of Women Affairs and social development are organized bodies which encouraged child right education	90 60.0%	13 8.7%	32 21.3%	15 10.0%	3.19	1.089	150 100.0

Source: **Researcher's survey, 2022**

The table above shows the respondents view on policies protecting children from Abuse and Neglect, from the result 64.7% of the respondents strongly agreed that World health organization policies are one of the strongest policies protesting child abuse, as 20.7% agreed while 8.0% and 10.7% strongly disagreed and disagreed respectively with the mean of 3.43 and standard deviation of 0.901, 58.0% and 16.7% of the respondents also strongly agreed and agreed respectively that National policy discourage practicing of child labour in the community as 14.7% and 10.7% disagreed and strongly disagreed respectively with the mean of 3.22 and standard deviation of 1.055, 18.7% of the respondent also strongly agreed that National policy and plan of action address the issue on genital mutilation, 66.0% agreed while 8.0% strongly disagreed as 7.3% disagreed with 2.96 as the mean and 0.750 as the standard deviation, 63.3% and 16.7% strongly agreed and agreed respectively that the Orphans and Vulnerable Children's (OVC) are one of the recognized policy guiding prostitution while 9.3% and 10.7% strongly disagreed and disagreed respectively with the mean of 3.33 and standard of deviation of 1.026.

Finally, item 10 reveals that 60.0% of the respondent strongly agreed that National policy on education and Minister of Women Affairs and social development are organized bodies which encouraged child right education, 8.7% agreed while 21.3% strongly disagreed and 10.0% disagreed with the mean of 3.19 and standard deviation of 1.089. The result revealed that the following policies are recognised policies protecting children from abuse, world health organization policies, national policy, national policy and plan of action address the issue on genital mutilation, the Orphans and Vulnerable Children's (OVC) and national policy on education and Minister of Women Affairs and social development are the policies protecting children from Abuse and Neglect in Mosogar.

Research Question Three: What are the effects of child abuse and Neglect in secondary school in Mosogar Delta State, Nigeria

Table 5: Respondents response on the effects of child abuse and neglect in schools

S/N	STATEMENT	RESPONSES						TOTAL
		SA	A	SD	D	MEAN	STD. DEV	
11.	Injuries of sexual abuse can causes brain disorder	40 26.7%	94 62.7%	10 6.7%	6 4.0%	3.12	0.694	150 100.0
12.	Child abuse caused impaired development and reduce grow properly	12 8.0%	11 7.3%	105 70.0%	22 14.7%	2.09	0.732	150 100.0
13.	it effect can also be delinquency and teenage pregnancy	17 11.3%	29 19.3%	77 51.3%	27 18.0%	2.24	0.880	150 100.0
14.	Low academic achievement and damaging the reason ability of the child	35 23.3%	83 55.3%	16 10.7%	16 10.7%	2.91	0.874	150 100.0
15.	It can lead to early death of the child	16 10.7%	106 70.7%	12 8.0%	16 10.7%	2.81	0.763	150 100.0

Source: **Researcher's survey, 2022**

The table above shows the respondents response on the effects of child abuse and Neglect in secondary school in Mosogar Delta State, Nigeria, from the result that 26.7% of the respondents strongly agreed that Injuries of sexual abuse can causes brain disorder, as 62.7% agreed while 6.7% and 4.0% strongly disagreed and disagreed respectively with the mean of 3.12 and standard deviation of 0.694, 8.0% and 7.3% of the respondents also strongly agreed and agreed respectively that item 12 as 70.0% strongly disagreed and 14.7% disagreed with the mean of 2.09 and standard deviation of 0.732, 11.3% of the respondent also strongly agreed that Child abuse caused impaired development and reduce grow properly, 19.3% agreed while 51.3% strongly disagreed as 18.0% disagreed with 2.24 as the mean and 0.880 as the standard deviation, 23.3% and 55.3% strongly agreed and agreed respectively that item 14 while 10.7% strongly disagreed and disagreed respectively with the mean of 2.91 and standard deviation of 0.874.

Finally, it is shown from item 15 that 10.7% of the respondent strongly agreed that item 15, 70.7% agreed while 8.0% strongly disagreed and 10.7% disagreed with the mean of 2.81 and standard deviation of 0.763. The result shows that brain disorder, impaired development and reduce grow properly, delinquency and teenage pregnancy, Low academic performance and damaging the reason ability of the child and early death of the child are the effects of girl child abuse and neglect in Mosogar, Delta State.

Research Question Four: What are the factors affecting academic performance of Abuse Child and neglected students in Mosogar Delta State, Nigeria.

Table 6: Respondent response on the factors affecting academic performance of Abuse Child and Neglect

S/N	STATEMENT	RESPONSES						TOTAL
		SA	A	SD	D	MEAN	STD. DEV	
16.	Students related issues affect Abuse child	87 58.0%	26 17.3%	20 13.3%	17 11.3%	3.22	1.061	150 100.0
17.	Teachers principle and factor has great influence on children	78 52.0%	31 20.7%	24 16.0%	17 11.3%	3.13	1.060	150 100.0
18.	School related issues challenge student performance	39 26.0%	92 61.3%	6 4.0%	13 8.7%	3.05	0.805	150 100.0
19.	Majority of students are affected by their family problem	34 22.7%	101 67.3%	9 6.0%	6 4.0%	3.09	0.665	150 100.0
20	Society influence despised and abused on a daily basis	7 4.7%	32 21.3%	93 62.0%	18 12.0%	2.19	0.699	150 100.0

Source: **Researcher's survey, 2022**

The table above shows the Respondent response on the factors affecting Abuse and Neglect child academic performance, from the result, 58.0% of the respondents strongly agreed that Students related issues affect Abuse child, as 17.3% agreed while 13.3% and 11.3% strongly disagreed and disagreed respectively with the mean of 3.22and standard deviation of 1.061, 52.0% and 20.7% of the respondents also strongly agreed and agreed respectively that Teachers principle and factor has great influence on children 16.0% strongly disagreed and 11.3% disagreed respectively with the mean of 3.13 and standard deviation of 1.060, 26.0% of the respondent also strongly agreed that School related issues challenge student performance, 61.3% agreed while 4.0% strongly disagreed as 8.7% disagreed with 3.05 as the mean and 0.805 as the standard deviation.

It is shown from item 19 that 22.7% and 67.3% strongly agreed and agreed respectively that item 19 while 6.0% and 4.0% strongly disagreed and disagreed respectively with the mean of 3.09 and standard of deviation of 0.665. Finally, item 20 reveals that 4.7% of the respondent strongly agreed as 21.3 agreed that item 20while 62.0% strongly disagreed and 12.0% disagreed respectively with the mean of 2.19 and standard deviation of 0.669. The result revealed that the factors affecting the Abuse child and Neglect academic performance ranges from Students related issues, Teachers principle which has great influence on children, School related issues challenge student performance, family problem and Society influence despised and abused on a daily basis.

DISCUSSION OF FINDINGS

This study sought to examine the Child Abuse and Neglect and its effect on students' academic performance in secondary school in Mosogar, Delta State. Nigeria. From the research question one which stated; what are the forms of child abuse and Neglect in secondary school in Mosogar Delta State, Nigeria. The result revealed that sexual abuse, right to equality was always violated by child marriages, beliefs in traditional attitudes deeply entrenched in custom practices child marriage, female genital mutilation was massively practiced and molestation are forms of child abuse and Neglect among secondary school students in Mosogar. According to Hughes (2009), girl child abuse is a situation whereby the fundamental human right of a girl child is tempered with. That is, the child is not given adequate care and protection as it is the responsibility of every parent to take good care of their children. These rights are right to education, religion, freedom of movement, shelter etc. The child on most occasions is exposed to unnecessary hardship and odds in life. Girl child abuse is more than sexual abuse, bruises and broken bones.

Result from research question two revealed that the following policies are recognized policies protecting children from abuse, world health organization policies, national policy, national policy and plan of action address the issue on genital mutilation, the Orphans and Vulnerable Children's (OVC) and national policy on education and Minister of Women Affairs and social development are the policies protecting children from Abuse and Neglect in Mosogar. According to the World Health Organization, (2015) "obstetric fistula is an abnormal opening between a woman's vagina, bladder, and/or rectum, through which her urine and or feces continually leak." This condition may be complicated by recurring infections, infertility, damage to vaginal tissues, and paralysis of the muscles in the lower legs.

The result from research questions three shows that brain disorder, impaired development and reduce grow properly, delinquency and teenage pregnancy, Low academic performance and damaging the reason ability of the child and early death of the child are the effects of girl child abuse and neglect in Mosogar, Delta State. This result collaborate the work of Johnson, Rew, and Sternglanz (2006) also stated that abused and neglected children are 25 percent more likely to experience problems such as delinquency, teenage pregnancy, low academic achievement, drug use, and Prevalence of Child Abuse and its Implications for the Educational System The different forms of abuse stated above occur in schools in very subtle way and could have damaging effects on children's educational development. Some of these abuses are enumerated hereunder.

The result revealed of research questions four states that the factors affecting the Abuse child and Neglect academic performance ranges from Students related issues, Teachers principle which has great influence on children, School related issues challenge student performance, family problem and Society influence despised and abused on a daily basis. The study is in line with the research of Ukpepi, (2010) that the performance of children can be developed by both internal and external of the school system where both sides should unify their capacity that can enhance education development of students. Therefore, the current society could work hand in hand so as to improve the lives of people in the society and also children' educational background especially emphasizing the households or caregivers' responsibilities. On the other hand, various factors that can support the academic performance of students were identified to be the most strengthened rather than others as they help the country and her citizens to be developed in general.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the summary, conclusion and recommendation based on the findings of this research. This research **examines the** child abuse and neglect and its effect on students' academic

performance in Mosogar, Delta State.

Summary

This research consists of five chapters, chapter one is the introduction which entails: background of the study, statement of the problem, objective of the study, purposes of the study, research questions, scope of the study, significance of the study, delimitation of the study and operational definition of terms, Chapter two reviews the works previously carried out by others on this subject matter, Chapter three presents the research method employed to carry out the research. Chapter four discusses the result of the finding using frequency, percentage while Chapter five shows the summary, conclusion and recommendation. From the data collected, the analyses showed that there literacy education has guide against child abuse in Mosogar, Delta State Nigeria.

Summary of major finding

The result from research question one revealed that sexual abuse, right to equality was always violated by child marriages, beliefs in traditional attitudes deeply entrenched in custom practices child marriage, female genital mutilation was massively practiced and molestation are forms of child abuse in Mosogar, Delta State Nigeria.

The result revealed that the following policies are recognised policies protecting children from abuse, world health organization policies, national policy, national policy and plan of action address the issue on genital mutilation, the Orphans and Vulnerable Children's (OVC) and national policy on education and Minister of Women Affairs and social development are the policies protecting children from Abuse in Mosogar, Delta State Nigeria.

The result shows that brain disorder, impaired development and reduce grow properly, delinquency and teenage pregnancy, Low academic achievement and damaging the reason ability of the child and early death of the child are the effects of girl child abuse in Mosogar, Delta State Nigeria.

The result revealed that the factors affecting the Abuse child and Neglect academic performance ranges from Students related issues, Teachers principle which has great influence on children, School related issues challenge student performance, family problem and Society influence despised and abused on a daily basis.

Conclusion

This study has been able to show that child abuse and neglect is a global problem that takes place in many setting one of which is the school. Child abuse as discussed has serious implications on the educational system in Nigeria. It presents a serious draw back on the child Abuse and its Implications for the Educational Sector in Nigeria child educational development and thus hinders societal growth and development. The problem of child abuse in the education system requires adequate and efficient handling in order to improve educational development. The above provisions recognize the importance of literacy education for the optimum development of the child thus advocating for compulsory basic education and the provision of conducive learning environment. Education is therefore recognized as one avenue through which the child can develop properly. Many developing nations place a high premium on the education of their citizen because education is viewed as an instrument for cultural, social, political, economic and technological development and emancipation In Nigeria, for instance, Literacy education is viewed as a means of building a free democratic, just and equalitarian society; a united strong and self-reliant nation; a land of bright and full opportunities for all citizens (Federal Republic of Nigeria, 2004). Thus, Nigeria and his people need a change and growth in education so as to be in line with the developed nations.

Recommendation

Based on the findings of this study, the following recommendations were suggested:

1. There should be public enlightenment programmes to combat mass ignorance and public awareness on the right to freedom from all forms of child abuse.
2. As much as possible, teachers/caregivers should avoid the use of corporal punishment because it only teaches children that violence is the best way of maintaining control and it encourages them to hit other children,
3. There should be provision of nurturing and supportive child friendly school, learning environment free from noise, distractions, discrimination and abuse of any kind;
4. A child should not be disciplined when the adult's anger is out of control
5. Intense awareness should be created among teachers and literacy organisers using seminars, workshops and training programmes about what constitutes child abuse
6. All forms of abuse should be exposed to this class of caregivers so as to draw their attention to some of the unintentional acts that bother on child abuse
7. Education profession should be professionalized to ensure that there is no one teaching as a second best option, this would ensure that people in this profession really see it as their contribution to society's development.
8. Penalty for teachers' who commit sexual abuse with their students should be severe enough to deter other perpetrators.

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APPENDIX

DELTA STATE COLLEGE OF EDUCATION, MOSOGAR

Dear Respondents,

Our names are Francis O.E, Idodo P.F and Oodere U.M. We are reseachers of three different schools : University of Benin, Benin City, Department of Educational Planning and Administration, NOUN, Benin City and Federal Poly Nasarawa, Nigeria. We are currently carrying out a research on the effect of Child Abuse and Neglect and its effect on academic performance of students in secondary school in Mosogar Delta State. We want you to patiently help us to attend to the questionnaire and make relevant suggestion for further research on the topic.

The questionnaire is designed to examine the Child Abuse and Neglect and it effect on academic performance of students in secondary school, Mosogar Delta State, Nigeria. This is purely an academic exercise. Your participation in this research is voluntary and your answers are anonymous. Information provided by you will be treated with utmost confidentiality.

Thank you for your cooperation.

SECTION A

Tick the response that best represent your interest.

Sex: Male ( ) Female ( )

Religion: Christian ( ) Islam ( ) Traditional ( ) Others specify ( )

SECTION B

The statement below indicates your level of agreement using five-point Likert scale measurement.

SA = Strong Agreed, A = Agreed, SD = Strongly Disagreed, D = Disagreed

S/N	**FORMS OF CHILD ABUSE**	SA	SD	A	D
1.	One of the common forms of child abuse is sexual abuse				
2.	Right to equality was always violated by child marriages which is common in my communities				
3.	Communities that beliefs in traditional attitudes deeply entrenched in custom practices child marriage				
4.	Female genital mutilation was massively practiced among the communities				
5.	Molestation is one of the forms of child abuse most children are exposed to				
	POLICIES PROTECTING CHILDREN FROM ABUSE AND NEGLECT				
6.	World health organization policies are one of the strongest policies protesting child abuse				
7.	National policy discourage practicing of child labour in the community				
8.	National policy and plan of action address the issue on genital mutilation				
9.	The Orphans and Vulnerable Children's (OVC) are one of the recognized policy guiding prostitution				
10.	National policy on education and Minister of Women Affairs and social development are organized bodies which encouraged child right education				
	EFFECT OF GIRL CHILD ABUSE AND NELEGECT				
11.	Injuries of sexual abuse can causes brain disorder				
12.	Child abuse caused impaired development and reduce grow properly				
13.	it effect can also be delinquency and teenage pregnancy				
14.	Low academic achievement and damaging the reason ability of the child				
15.	It can lead to early death of the child				
	FACTOR AFFECTING PERFORMANCE OF ABUSE AND NELGECT CHILD				
16.	Students related issues affect Abuse child				
17.	Teachers principle and factor has great influence on children				
18.	School related issues challenge student performance				
19.	Majority of students are affected by their family problem				
20	Society influence despised and abused on a daily basis				

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