

Effects of Child Abuse on Academic Performance of Pupils in Public Primary Schools in Kwara Central Senatorial District

Lagbe Saidu Ibrahim

Department of Curriculum Studies and Technology,
Kwara State College of Education, Ilorin, Nigeria
Phone: +2347068503756
email: lagbesaidu@gmail.com

Abstract:

Child abuse is an issue that affect children in Africa especially in Nigeria. This study examined the effects of child abuse on academic performance of pupils in public primary schools in Kwara Central Senatorial District of Kwara State. Descriptive survey design was used while 8 schools and 40 teachers were sampled using simple random sampling technique from all the four local government that constitute the Kwara Central. Researcher designed instrument tagged "Child abuse and their impact on primary school pupils' academic performance in Kwara Central" CAIPSPAPKC was used. The instrument was face and content validated and reliability coefficient of 0.84 was obtain using test-re-test through PPMC. Mean and Standard deviation was used to answer the research questions and decision rule is the benchmark of 2.5 and above was accepted and 2.49 and below was rejected. The findings revealed the mean value of 3.27 and 3.13 for research question one and two respectively which implies that child abuse had effect on the academic performance of pupils with total average of 3.27 and that the effects of child abuse on academic performance differ based on gender among primary school pupils with the total average of 3.13 with 75% of the teachers in the agree and strongly agree region on the effect of child abuse on academic performance differ based on gender among pupils. The study

concluded that child abuse affects academic performance of primary school pupils in Kwara Central. Therefore, this study recommended that gender-sensitive programmes should be implemented in schools to discover, support and assist abused pupils so as to improve their academic performance through collaboration efforts of all the school stakeholders.

Key Words: Child abuse, Academic performance, Gender, Public schools

Introduction:

The International Child Abuse Network defines child abuse as when a parent, caregiver, in-home resident, or anybody who works with or around children mistreats a child under the age of eighteen. When an adult mistreats a child, it is an indication of instability and recklessness since the adult is trying to establish control over the minor and is taking advantage of the child's vulnerability, innocence, and naivety. There are four categories of child abuse that fall within the broad meaning of the term: physical, emotional, sexual, and neglect (International Child Abuse Network, 2012). Child abuse is defined as when a parent or other caregiver intentionally or unwittingly treats their child unfairly, cruelly, violently, or both, causing them bodily, psychological, or even sexual harm. All of this can happen under the pretense of providing support or discipline.

A prevalent phenomenon in all societies, child abuse is especially common in those with ignorant and uncaring parents. As a result, this scourge spirals out of control, harming children and impeding the development of societies. According to Wafaa and Wejdan, (2017), child abuse is one of the main global health problems affecting children. Immediate and permanent bodily and mental impairment are caused by the issue. It was anticipated that physical abuse would have a detrimental effect on children's ability to adjust behaviorally and academically by causing deficits in social competences, ego resilience, ego control, and academic engagement. Compared to children who are not maltreated, maltreated children have weaker ego resilience, lower academic achievement, higher rates of suspension, more repetition of grades, lower grades, and greater social skill deficiencies.

Numerous variables outside of the classroom can impact an individual's academic success levels. The school experience was enhanced for children who came from positive home environments, whereas the academic performance and classroom behavior of pupils can be negatively impacted by those who came from unfavorable home environments. On tests of cognitive ability, language development, and academic accomplishment, children who have experienced abuse and neglect typically do worse than the general population. Profile of Junior High School Students' Constraints in Online Science Learning. Guardians or parents with great relationships with their kids are less likely to mistreat them, but those with weak relationships are more likely to do so. Children with strong relationships learn to rely on their parents for assistance when needed. Also, the Government and school administrators are not left out as they can implement positive

programmes targeted at those abused child as raised by Gubbels et al. (2021) that school-based prevention programs show positive effects on both knowledge and self-protection skills.

Children who have a poor relationship with their parents, which is typically the result of child abuse, may be afraid to ask for their parents' assistance. As a result, these kids are not likely to do well on the Children who have a poor relationship with their parents, which is typically the result of child abuse, may be afraid to ask for their parents' assistance. In light of this, these kids are less likely than their counterparts who have parental support to do well in their academic program. Physical abuse, according to Theoklitou et al. (2012), is defined as the willful inflicting of major injuries or acts that put the kid in clear danger of serious harm or death. These acts include documented bruises, scratches, burns, fractured bones, lacerations, and burns. It might also have an impact on the child's interest and academic achievement. According to Ada and Anake, (2015), it is concerning that more and more students and those who are not in school are hawking and selling things on the streets and within school buildings in certain rural and town regions. A few of the children appear extremely undernourished and ill, while others are in agony from being beaten and attacked by criminals. A portion of these kids are sent out there by their parents or guardians; most parents are interested in what the kid can bring to the household through selling goods or donating oneself in exchange for cash; many drop out of school as early as primary school or age 12 to become prostitutes, while others are employed as housekeepers and additional low-paying occupations to support the family financially. Because of this, the child's moral and social growth lacks a foundation in education, which has an

impact on their academic achievement. Thus, the child is a tool to be used for financial gain.

Negative impacts on mental and physical health are frequently associated with physical and psychological abuse. For instance, research has shown that children who experience abuse are more likely to experience anxiety and despair. Early exposure to toxic stress can have a lasting negative impact on a child's cognition, behavior, and health since it can suppress physical growth and increase the child's vulnerability to sickness due to hormones linked to the fight-or-flight response, such as. Furthermore, it is true that these hormones may hinder the formation of neural connections in brain regions essential for learning (Mfonobong, 2013). Regretfully, it is a well acknowledged reality that children who experience abuse and neglect are more likely to experience lower academic attainment. Furthermore, research indicates that kids who experienced physical abuse do better academically than those who experienced neglect. Children who have experienced abuse are more likely to display poor social skills and behavioral issues in the school. The chance of a child experiencing scholastic difficulties is almost tripled if they experience maltreatment throughout their first five years of life. These kids have a far higher chance of leaving school before finishing high school. Research indicates that the likelihood of physical abuse and neglect is more than seven times higher for children with special educational needs. Poor academic performance can have detrimental long-term emotional and economic effects. Academic success, memory, and cognitive function are all worse in sexually abused youngsters than in their peers. One of the biggest threats that children today face is child sexual abuse, a fact that most people are unaware of.

Child abuse, discrimination against women, and violations of children's rights persisted in Nigeria even after Nigeria signed the agreement to end all forms of discrimination against women and children. Child abuse is a severe public health issue that affects children in different ways and to different degrees, burdening them with the care of adults or parents. Without considering the impact on the children, most people frequently force their wishes upon them. Children were often deeply fearful of this blatant imposition of authority. The effects of child abuse on children are severe in their homes, schools, and society at large. Activities were provided for some of the study area's kids to complete at home.

Because of this, some students in the study region are at danger of a traffic accident due to the home activities and hawking that their parents or guardians set for them. The constraints that Junior High School Students Face in Online Science Learning 604 include accidents, sexual abuse, and other factors that contribute to their poor academic performance. The desire for students, instructors, and institutions to attain their educational goals is at the core of any educational system; yet, the degree to which this desire is realized during a student's study term differs depending on individual variances. Variations in IQ and personality have been connected to individual variances in academic achievement. Pupils with higher IQ scores and those who score higher on mental aptitude exams. Although some children exhibit high levels of mental aptitude, conscientiousness, and intellectual engagement, it has been noted that the issue of child abuse is having a negative impact on children's academic performance in public primary schools throughout the State, especially in the Kwara Central Senatorial District. This served as the impetus for a study on how child maltreatment affected primary school pupils' academic

performance in Kwara Central Senatorial District.

Research Questions:

Research Question 1. How does child abuse affect the academic performance of primary schools' pupils in Kwara Central Senatorial District?

Research Question 2. What is the perception of teachers' effect of child abuse on academic performance among primary school pupils differ based on gender?

Literature Review:

Concept Of Child Abuse:

When a parent or other caregiver neglects or abstains from doing something that causes a kid to be physically harmed or sexually assaulted, psychologically disturbed, or emotionally distressed, it is considered abuse of the child. Child abuse occurs when parents and other caregivers fail to offer their children the required love and care. The idea of child abuse is not new, and in African and Nigerian society, it has long been seen as a way to discipline a child so they will behave well and contribute to society. This is because children are exposed to a variety of adult knowledge from their parents, caregivers, and other adults from an early age. It is meant to help kids learn the fundamental morals, values, and abilities they need to contribute positively to the society in which they live as well as to their own ultimate growth and development. Sadly, these trainings and lessons are all carried out incorrectly.

These mistakes have resulted in the maltreatment and brutality against children, and they are all rooted in historical beliefs, traditions, and behaviors. Regretfully, the historical and local viewpoints that support child abuse are still widely accepted in Nigeria and other parts of the world. As children are now acknowledged as having rights on a global scale because society has

moved past the idea that children are anyone's personal property. Tittman et al (2015) describe child abuse as when a parent or guardian intentionally causes harm to a child. On the other hand, child abuse is defined as "the intentional, unintentional, or well-intentioned acts which endanger the physical health, emotional, moral, and the educational welfare of children" by the African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN, 2012).

Types of Child Abuse:

According to Theoklitou, Kabitsis and Kabitsi, (2012) child abuse can be categorized into the following:

1. Physical Abuse-When a kid is physically or sexually abused, they may sustain injuries that could lead to their death or worsening of their health. Burns, fractured bones, cuts, scratches, bruises, scrapes, rough spots, and other accidents can result from physical abuse. Respected. Child abuse, however, varies depending on the culture and developmental stage of the victim. In Nigeria, what is considered child maltreatment in the West is considered the standard. In most African societies, abusing children is considered a form of discipline.

2. Sexual Abuse-

When a child is forced to have sex, it is considered sexual abuse. According to Herrenkohl (2005), this type of abuse involves any act that exposes the child to sexual actions that are beyond his or her comprehension. According to Herrenkohl (2005), at least one in ten girls worldwide are thought to have experienced sexual abuse at some point in their lives. Sexual abuse can take many different forms, including rape, incest, and oral sex, touching a kid's genitalia, and showing them pornography. It can happen to a child by

anybody in their life, including parents, teachers, caregivers, and other adults who have access to them.

3-Psychological or Emotional Abuse:

When a child's emotions, social life, or intelligence are being manipulated, this happens (Denga & Denga, 2007). Children's self-worth, confidence, and sense of self are all negatively impacted by yelling, shouting, and general bullying. Children from dysfunctional households who have experienced parental conflict are therefore more likely to experience psychological and self-esteem problems. Children's mental wellbeing is also influenced by their surroundings, particularly their school; if this environment or school is hostile, it negatively impacts the kids.

Effects of Child Abuse on Pupils' Academic Performance:

Compared to non-maltreated children, maltreated children tend to have weaker ego resilience, lower academic achievement, higher rates of social skill deficits, higher rates of suspension, and greater grade repetition. Numerous variables outside of the classroom have an impact on each student's academic success levels. Positive home environments enhance children's school experiences, whereas unfavorable home environments can negatively affect students' behavior in the classroom and their academic performance as indicated in the Bahunde, (2017) study that that child maltreatment factors i.e. physical child abuse, child discrimination, child neglect and child labor strongly affect the children's academic performance and human resource management potential. It is common for children who have experienced abuse and neglect to perform worse than the average population on tests of scholastic success, language development, and cognitive ability.

Strong bonds encourage kids to turn to their parents for support when they need it, which improves kids' academic achievement. Children who have poor relationships with their parents which are typically the result of child abuse may be afraid to ask for their parents' assistance. In light of this, these kids are not likely to do as well academically as their counterparts who have parental assistance. Physical abuse, according to Theoklitou et al., (2012), is defined as the willful infliction of serious injuries or acts that put the child in clear danger of serious injury or death. These acts include reported "mishaps" and rough treatment that could result in physical injury, as well as bruises, scratches, burns, broken bones, and lacerations. It might also have an impact on the child's academic standing. As indicated in the submission of Oruche and Ezeiba (2021) that there is perceived physical abuse emotional abuse and verbal abuse significantly influenced students' academic achievement in English language. A few of the kids appear extremely undernourished and ill, while others are suffering from beatings and gangster attacks. A portion of these kids are sent there by their parents or guardians; most parents are interested in what their kids can bring to the household by selling things or offering themselves for cash; many drop out of school as early as primary school or at age 12 in order to become prostitutes, while others work as housekeepers or in other low-paying jobs to support their families. As a result, the child's performance in school is impacted and their moral and social growth lacks a solid educational foundation. Thus, the child is a tool to be used for financial gain. Abuse, both physical and psychological, is frequently among maltreated youngsters. Early exposure to toxic stress can negatively impact a child's cognition, behavior, and long-term health because it can stunt physical growth and increase the child's

vulnerability to disease. This is because cortisol, a hormone linked to the fight-or-flight response, is released. Furthermore, it is true that these hormones may hinder the formation of neural connections in brain regions essential for assimilation (Sylvia & Davidson, 2017). Regretfully, it is a commonly acknowledged reality that children who experience abuse and neglect are more likely to experience inferior academic attainment. Furthermore, research indicates that kids who experienced physical abuse do better academically than those who experienced neglect. Children who have experienced abuse are more likely to display poor social skills and behavior issues in the school. Neglect during the initial five years of life almost quadruples a child's probability of experiencing difficulties in school. It is much more likely for these kids to leave school before finishing high school. Studies show that children who require special schooling are over seven times more likely to experience physical abuse and neglect. Poor academic performance can have detrimental psychosocial and economic effects that last a lifetime. Childhood sexual abuse victims' cognitive function and memory both their academic achievement and test scores are behind those of their peers.

Factors Responsible for Child Abuse:

Current societal developments, the state of the economy, and the attitudes and behaviors of parents toward their offspring all have an impact. In order to increase the socioeconomic sustainability of the home, hardship drives parents to ask their children for help in the trade. One of the psychological factors of child abuse and neglect, as well as child labor, is poverty, which may have a significant impact on academic achievement. Children's interest in school activities seems to be steadily declining, which is leading to blatant

disregard for school policies and procedures, including truancy, absenteeism, and even school dropout. The rate of failure for both external and internal inspection has also increased alarmingly. Adverse health effects of child maltreatment, including starvation, neglect, and all types of abuse (physical, sexual, and emotional), as well as child labor, are reliable markers of subpar academic achievement. Compared to children who are not abused, maltreated youngsters exhibit lower levels of attention and engagement in the classroom, as well as more absenteeism, lower test scores, and a higher likelihood of dropping out of school. It has been noted that pupils in Kwara Central District are performing poorly academically in public primary schools.

METHOD

Design:

A descriptive research design of survey type was used for this study.

Population

The population of the study comprises of all primary school teachers in Kwara Central Senatorial District. There are four local government areas in Kwara Central Senatorial District, two schools were selected from each local government areas making a total of eight schools through random sampling technique. Furthermore, five teachers were selected from each of the schools making a total of forty teachers. The forty teachers are the respondents for this research

Sampling Technique

Sample and Sampling Techniques. The primary school head teachers and the class teachers make up the study's target group. The Kwara Central Senatorial District is composed of the following four local government areas: Asa, Ilorin South, Ilorin West, and Ilorin East. Simple random

sample method was employed to choose two public primary schools from each local government. Five teachers were selected from each school of the four local government area totaling to forty teachers.

Instrumentation:

The instruments employed for this research was a self-designed questionnaire and was tagged 'CAIPSPAPKC' Child Abuse and Their Impact on Primary School Pupils' Academic Performance in Kwara Central." A 4-point Likert rating scale would be used to assess the responses as follows: Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. It was divided into two sections: A and B. Section A was used to elicit response from the respondents on the effect of child abuse on the academic performance of primary schools' pupils in Kwara Central Senatorial District, while Section B was used to elicit responses from the teachers on how the perception of teachers on child abuse on academic performance among primary school pupils differ based on gender. Both face and content validity of the instrument was used for the study were ascertained by experts from the relevant fields.

For ethical reasons, the researcher and his assistants would allow the respondents to

know the purpose of this study after she has gotten an approval from the College Board Team for the data distribution and collection. They will assure them that their responses would be treated with utmost confidentiality. The respondents will also be given opportunity for verbal response on the questionnaire. This gave the researcher an opportunity to personally guide and check the answers to questions that might have been raised by the respondents in this study

Data Analysis: The data collected was analyzed using descriptive statistics of frequency, percentage mean and standard deviation.

Results

To answer research question one and two using descriptive statistics of mean, standard deviation and percentage was used. Also, to accept each items or not, a benchmark of 2.5 was used. This benchmark was arrived using the addition of Strongly agree (4), Agree (3), Disagree (2) and Strongly disagree (1). Any items with 2.5 and below is not accepted while each item above 2.5 is accepted.

Research Question 1. How does child abuse affect the academic performance of primary schools' pupils in Kwara Central Senatorial

S/ N	Items	Mean	S.D	Agree	Disagree	Remark
1.	Pupils exhibiting signs of potential child abuse demonstrate a noticeable decline in academic performance.	3.35	0.66	36(90%)	4(10%)	Accept
2.	Emotional abuse significantly impacts a pupil's ability to concentrate in class.	3.75	0.44	40(100%)	0(0%)	Accept
3.	Pupils suspected of experiencing child abuse exhibit frequent absences or lateness.	2.55	1.08	20(50%)	20(50%)	Accept
4.	I frequently observe pupils displaying signs of withdrawal or social isolation in the classroom, which I suspect are related to child abuse.	3.70	0.46	40(100%)	0(0%)	Accept
5.	Physical abuse negatively impacts a pupil's ability to complete assigned homework and classwork.	3.65	0.48	40(100%)	0(0%)	Accept
6.	Pupils who are suspected victims of child abuse exhibit difficulty with memory or recall of learned materials.	2.40	1.17	14(35%)	26(65%)	Reject
7.	The overall academic engagement of pupils suspected of experiencing child abuse is significantly lower compared to their peers.	2.50	1.22	18(45%)	22(55%)	Reject
8.	Child abuse affects a pupil's ability to develop positive relationship with teachers and classmates, negatively affecting academic performance.	3.80	0.41	40(100%)	0(0%)	Accept
9.	Pupils who are suspected victims of child abuse display signs of anxiety or fear during testing or assessment situations.	3.45	0.50	40(100%)	0(0%)	Accept
10	Child abuse creates significant academic challenges for primary school pupils.	3.50	0.51	40(100%)	0(0%)	Accept
.	Average	3.27	0.69			

District?

Table 1: Descriptive Statistics Showing the Effect of Child Abuse on the Academic Performance of Primary School Pupils in Kwara Central

Table 1 revealed the effect of child abuse on the academic performance of pupils with total average of 3.27 which is above the benchmark of 2.5. This indicates that child abuse affects the academic performance of the primary school pupils in Kwara Central. Based on each item, item 6 with mean of 2.40 is not accepted because the mean score is below 2.50 benchmark which indicates that pupils who are suspected victims of child abuse does not exhibit difficulty with memory or recall of learned material and their over class engagement are not lower

compared to their peers respectively. However, all other items were above 2.50 mean value, hence accepted, that means, all sign exhibited by pupils that experience child abuse indicated in those items affect their academic performance.

Research Question 2. What is the perception of teachers' effect of child abuse on academic performance among primary school pupils differ based on gender?

Table 2: Perceptions of Child Abuse Effect on Academic Performance among Primary School Pupils Differ Based on Gender in Kwara Central.

S/N	Items	Mean	S.D	Agree	Disagree	Remark
1.	Boys and girls experience the effects of child abuse on academic performance differently.	3.45	0.50	40(100%)	0(0%)	Accept
2.	Boys are more likely than girls to experience a decline in academic performance due to child abuse.	3.50	0.60	38(95%)	2(5%)	Accept
3.	Girls are more likely than boys to lose interest in school due to child abuse.	2.40	0.96	16(40%)	24(60%)	Reject
4.	Gender plays a significant role in how children cope with academic effect of child abuse.	3.55	0.50	40(100%)	0(0%)	Accept
5.	The emotional effects of child abuse have a stronger impact on academic performance of girls than boys	2.10	0.96	12(30%)	28(70%)	Reject
6.	Boys who experience child abuse are more likely to engage in disruptive behaviour at school.	3.65	0.48	40(100%)	0(0%)	Accept
7.	Girls who experience child abuse are more likely to become withdrawn and quiet in school.	3.40	0.50	40(100%)	0(0%)	Accept
8.	The impact of child abuse on academic performance is the same regardless of gender.	2.30	1.20	16(40%)	24(60%)	Reject
9.	Gender-sensitive counseling programs should be implemented in schools to discover and support abused pupils.	3.50	0.51	40(100%)	0(0%)	Accept
10.	Teachers are more likely to notice the academic struggles of abused girls than abused boys.	3.45	0.50	40(100%)	0(0%)	Accept
	Average	3.13	0.67			

Table 2 shows that teacher perceived the effect of child abuse on academic performance differ based on gender among primary school pupils with the total average of 3.13 which above the benchmark of 2.50. But for each item, item 5, 8 and 3 with mean value of 2.10, 2.30, and 2.40 respectively are below the benchmark of 2.5 hence, those three items are not accepted. Therefore, loss of interest in school due to child abuse are not differ based on gender, emotional effect of child abuse does not have a stronger impact on the academic performance of girls than boys while the impact of child abuse on academic performance is not the same regardless of gender. While all other items are accepted with mean values above the benchmark value of 2.50 which indicates that effect of child abuse on academic performance differs based on gender among primary school pupils in Kwara Central as spelled out on those items.

Discussions:

This study revealed the effects of child abuse on academic performance of pupils in public primary schools in kwara central senatorial district and whether it differs based on gender. The study findings revealed that that child abuse affect the academic performance of the primary school pupils in Kwara Central empirically with average mean of 3.27 corroborates the findings of Bahunde, (2017) that child maltreatment factors i.e. physical child abuse, strongly affect the children's academic performance and human resource management potential. It also lend credence to the submission of Wafaa & Wejdan, (2017) that child abuse is one of the main global health problems affecting children. Also, this study revealed that pupils who are suspected victims of child abuse does not exhibit difficulty with memory or recall of learned material which negate the statement of Mfonobong (2013) that early exposure to

toxic stress can have a lasting negative impact on a child's cognition and that sickness hormones caused by fight-or-flight may hinder the formation of neural connections in brain regions essential for learning.

Another interesting finding from this study is that child abuse affects the academic performance of the primary school pupils in Kwara Central empirically which is in tandem with the findings of Oruche and Ezeiba, (2021) that child abuse influence student's academic achievement in English language in Anambra State. The study revealed further that gender sensitive counseling programmes should be implemented in schools to discover, support and assist abused pupils which is evident in the findings of Gubbels et al. (2021) that meta-analysis on children's child abuse knowledge suggest that program effects were larger in programs addressing social and emotional skills of children and school-based prevention programs show positive effects on both knowledge and self-protection skills. Therefore, this sensitive counseling programmes will positively improve the academic performance of those abused pupils.

Conclusion:

The study concluded that child abuse drastically affects the academic performance of primary school pupils in Kwara Central Senatorial Districts but the suspected victims of child abuse does not exhibit difficulty with memory and recall of learned materials. Also, the effect of child abuse on academic performance of pupils differ based on gender among public primary schools.

Recommendations:

Based on the study conclusion, the study recommends that gender-sensitive counseling programs should be implemented in schools to discover, support and assist the

abused pupils to improve on their academic performance and classroom engagement through collaborative efforts of government and other stakeholders. The study also recommends a stricter child protection laws by the government to protect the underaged children.

Funding:

This study is funded by Tertiary Education Trust Fund (tETFund), Abuja with grant number TETF/DR&D/CE/COE/IBR/2022/VOL.11

REFERENCES:

- Ada, P. A., & Anake, P. M. (2015). Child abuse and students' academic performance in boki local government area of cross river state. *British Journal of Education*, 3(3), 34-42.
- Altafim, E. R. P., & Linhares, M. B. M. (2016). Universal violence and child maltreatment prevention programs for parents: A systematic review. *Psychosocial Intervention*, 25(1), 27-38.
- Bahunde, T. (2017). The Effects of Child Maltreatment on Their Academic Performance as Proxy for Human Resource Potential in Tanzania (Doctoral Dissertation, The Open University of Tanzania).
- Gubbels, J., van der Put, C. E., Stams, G. J. J., Assink, M. (2021). Effective components of school-based prevention programs for child abuse: a meta-analytic review. *Clinical child and family psychology review*, 24(3), 553-578.
- International Child Abuse Network. (2012). Child Abuse Defined. <http://www.yesican.org/defined.html> Profile of Junior High School Students' Constraints in Online Science Learning 609 Life learners. (2018). Effects of child abuse on students' academic performance. Nigeria: Life Learners.
- Mfonobong, E. U. (2013). Child abuse and its implications for the educational sector in Nigeria. *Child Maltreatment*, 2(2), 12-24.
- Oruche, J. & Ezeiba, V. A. (2021). Influence of child abuse on the academic achievement of Anambra State public junior secondary school students in Anambra State. *Journal of Educational Research & Development*, 4(1).
- Sylvia, L. D., & Davison, M. (2017). Effects of Child Abuse on the Academic Performance of Primary School Learners in the Manzini Region, Swaziland. *World Journal of Education*, 7(5), 56-65.
- Theoklitou, D., Kabitsis, N., & Kabitsi. (2012). Physical and emotional abuse of primary schoolchildren by teachers. *Child abuse Neg*, 26(1), 64-70. <https://doi.org/10.1016/j.chiabu.2011.05.007>. PMID22197151.
- Tillman, K. S., Prazak, M. D., Burrier, L., Miller, S., Benezra, M., & Lynch, L. (2015). Factors influencing school counselors' suspecting and reporting of childhood physical abuse: Investigating child, parent, school, and abuse characteristics. *Professional School Counseling*, 19(1), 103-115. <https://doi.org/10.5330/1096-2409-19.1.103>
- Wafaa, E., & Wejdan, S. (2017). Effect of physical abuse on academic achievement among secondary school female students in Jeddah. *Journal of community and public health nursing*, 3(2), 1-7.