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CONTEMPORARY SOCIAL CHALLENGES IN BASIC EDUCATION VALUE SYSTEM CONCEPTS IN SELECTED JUNIOR SECONDARY SCHOOLS IN ONDO STATE, NIGERIA

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Abstract

This paper focused on basic education, value system and contemporary social challenges in Ondo State. The study examined basic education; its value system and the social challenges facing basic education in this contemporary era in Nigeria. The objective of the study were to: examined the concepts of basic education; examined the value system of basic education; and find out social challenges basic education is facing in Nigeria in the contemporary era. Two research questions were formulated and answered. Using simple random technique, ten junior secondary schools were selected and two hundred respondents were randomly selected altogether from Ondo West and East Local Government Area of Ondo State. Structured questionnaire with Likert scale is used an instrument to gather data from the respondents. Frequency counts and percentage were used to analysed the data collected. Results of the study shows that values system of education arose students' desirable goals and motivate their actions. Also, results revealed that examination malpractice is one of the social challenges facing basic education in Nigeria. The study concluded that challenges facing basic education in Nigeria in this contemporary era have to be dealt with and a lasting solution to the challenges must be provided in order to ensure quality educational system in Nigeria. It was therefore recommended that the Federal Ministry of Education should ensure proper monitoring of basic education in Nigeria while well trained and qualified teachers only should be employed to impact value-based knowledge to students at the basic level.

Keywords: Basic Education, Value System, Social Challenges

Introduction

Basic education in Nigeria has its roots in the original educational system put together for Nigeria by the British starting from when Reverend Thomas Birch Freeman and Mr. and Mrs. Degraft of the Wesleyan Methodist Church arrived in Nigeria precisely in Badagry and established a school, particularly a

private home school (Amadioha, 2018). This basic educational process has spanned from 1842 to this present day such that it has graduated from the (3Rs), Reading, Writing and Arithmetic to the Universal Primary Education (UPE) Programme that was on the front burner as at the time between 1955 for the Western region of Nigeria under the leadership of Pa Obafemi Awolowo, 1957 for the Eastern region under the leadership of Dr Nnamdi Azikiwe to the general UPE that resurfaced in 1976 under the leadership of General Olusegun Obasanjo and then to the present day UBE (Universal Basic Education), (Amadioha, 2016; Jeremiah & Alamina, 2017).

Nigeria's educational system has witnessed catalogue of changes in policies and programmes. Some of the changes have appeared to a number of people desirable while one continues to wonder, why some of the other changes were ever initiated. In fact, many of the changes in educational policies in Nigeria have been described as the product of confusion (Ayeni, 2000). There is therefore a high level of uncertainty which beclouds meaningful planning in Nigeria's educational system. This can be very dangerous particularly as the future of Nigeria and Nigerians will be determined by the level of education her nationals have acquired. In all aspects of human endeavour, value dictates the choices man make while choices also influence the behavior of every man. The need for evaluation and orientation is therefore important especially as values have much implications on human conducts and actions. It is therefore important to evaluate the value system of the Nigerian society vis-à-vis the prevailing social situation particularly in the business of education. Formerly, Nigeria practices the 6-3-3-4 system of education which came into being in the country in 1983 with the primary focus of meeting the educational needs of its citizenry and equipping the youths with sellable skills that will make them to be self-reliant. Currently, twenty-five years after, a new system of education called the Universal Basic Education (UBE) otherwise known as the 9-3-4 was introduced, whose curriculum is expected to meet the Millennium Development Goals

(MDGs) by 2020. The Current 9-3-4 System of Education in Nigeria is practically not different from the 6-3-3-4 System of Education. Both 9-3-4 and 6-3-3-4 System of education means six years in primary education, three years in junior secondary education, three years in senior secondary and four years in University Education (Tertiary Institution). The 9-3-4 System is referred to as Universal Basic Education (UBE) which implies that every child spends the first 9-years of basic and compulsory education up to the Junior Secondary School (JSS-3) level, another 3 years in the senior secondary school, and 4-years in the tertiary institutions. The 9-3-4 System merges Primary School and JSS1 to JSS3 together. It makes Primary 1 to JSS3 (9) compulsory for any child while the 6-3-3-4 System of Education did not make JSS1 to JSS3 Compulsory. The 9-3-4 system of education tends to direct Nigeria towards social, political, cultural and economic realities of the nation. It is aimed at self-reliance. The 9-3-4 system is only in principle but not in practices.

Basic education in Nigeria is of two types that is; lower basic education and upper basic education. The lower basic education are classes from primary one to primary six (Pry.1-Pry.6) while junior secondary school one to three (JSS1-3) are categorized as upper basic education in Nigeria educational system. For the purpose of this study, upper basic education will be the major concentration of the researchers. There are philosophers who believe that values are intrinsic, objective, absolute, and that values have a hierarchy. This approach is referred to as the Deontological Approach. They include the Idealists and the Scholasticists. In their opinion something good or something of value cannot be subjective or relative but must be objective and absolute. They maintain that certain things are of values in themselves and, are to be obeyed irrespective of time and circumstance. Those rules are valid without further explanations. On the other hand, the Pragmatists, the Utilitarians, and the Emotivists present values as something extrinsic, subjective, and relative and without hierarchy. This approach is known as the Teleological Approach. In their view nothing would have values if there were no human beings to value them. In other words, man is the maker of his own values through the consequences of his actions. What is of value is relative, depending on the circumstance, time or situation.

The concept, 'Value' falls under a branch of philosophy called the Normative or Prescriptive philosophy. It is precisely on the account of its prescriptive nature that an ideal statement is subject to varieties of interpretation and application. The word value has multiple and often complex interpretations. This is

because values are usually understood within different socio-cultural contexts. And secondly values relate to persons, and persons are different and unique (Okoh, 2003). The concept of value therefore eludes every definition. Okoh (2003) further has it that, value connotes importance, something that is qualitatively cherished: something that provides satisfaction or sense of accomplishment". If the above definition is something to go by, it means that anything considered to be valuable, admirable or that which provides satisfaction cannot be played down on. An imperative statement, 'Thou shall not kill' has amoral value. But value considerations perceived from either legal, natural and religious views do not prove or tell us why the action should not be done. They afford no reasons against the action. But as Nwigwe (2003) puts it, "You should not kill your neighbor and take away his property, is an imperative, a command. For this, it requires no further self-justification, because is self-evident".

Moral value is a matter of conscience. It is the conscience that makes an individual considers the effects of what he/she is planning to do on the other people. In other words, conscience makes you think yourself into the position of other people affected by what you are doing and further, to think whether they would be likely to agree to what you are doing. In this process, the rights of others are considered before any action is taken. According to Albert, Danise, & Peterfreund (2015) "His first explicit formulation of the categorical imperative requires an individual to obey a maxim which can, without contradiction, be willed to be a rule for everyone". In other words, to know whether a particular action to be performed is morally right or wrong, it should be tested by means of universalization. That is, one should try to see whether it would be desirable if all men in a similar situation as one is to perform same action as one intends to perform. Moral values therefore operate in our conscience. Conscience varies from one person to the other. While some people's conscience is sound and functional, others have dead conscience. Value system has degenerated in Nigeria and a few of the areas of social decadence as it affects the society should be clarified.

Examination Malpractice: In recent times, malpractice in examination has gone hi-tech e.g internet aid, and the use of GSM phones e.t.c. Examination malpractice exists in various names and forms, some of which are very shameful, others apparently glorious but evil. Ukpong (2003) describe it as a demon with a thousand faces and they come under various code names such as "bullet", "missiles", "walkie talkie", "super print", "computer", "ekpo",

"brain support" etc. The increasing rate of examination malpractice could be attributed to poor teaching, ineffective preparation by students, ill-equipped library facilities among others.

Cultism: A cult may be defined as a group of people who follow a system of worship, especially one that is different from the usual and established forms of religion in a particular society. It can also be a particular, often temporarily fashionable system of (religious) worship or belief (Ukpong, 2003). Objectively, members of such group have an exclusive or distinct ideology and ritual practices centred on sacred symbols. Cultism is a character related social problem which youth empowerment or creation of sustainable job opportunities may not be able to eradicate rather rehabilitation and proper counselling may help.

Poverty: Poverty is one of the contemporary social problems affecting Nigeria as a third world country. It is a state of complete lack of minimal means of livelihood. Judging by the American standard about eighty-five percent (85%) of Nigerians are poor. This give birth to incidence of high involvement of her citizens in criminal activities such as corruption, bribery and all types of immoral conducts. Poverty as a concept may not be new in the world's history book but the consciousness of it, is relatively new as a result of the sudden economic meltdown, evaluation of naira, civil unrest, ethnic and tribal crisis (Ibia, 2009).

Dubious Admission Policy: The dubious nature of admission policies adopted by some schools make 'academic misfits' to be admitted and given placement in schools. Due to the fact that admissions these days are through God-fatherism and bribery in most schools and not by genuine academic achievement, the students so admitted have no basic qualifications. It will be impossible for them to do well. Hence, they finally resort to examination malpractice.

Corruption: Without saying much, corruption affects the cradle of all activities in Nigeria, and the educational sector is not left out. In tertiary institutions, there are cases of lecturers collecting bribes from students to pass them; students pay other students to write exams and tests for them. This also happens at the secondary school level, where students pay a lump sum to get examination answers or be taught during examination. Also, funds meant to be used to pay salaries of workers in the educational sector are used for something else or mismanaged.

Lack of Good Teachers Welfare: The incessant NUT strikes occasioned poor welfare packages for teachers

also contribute greatly to the problems of the educational sector. Due to the poor welfare packages for teachers, a lot of them have sought other means to augment their income which ultimately affects their performance level in class. Some others don't show up regularly to teach their students. In addition to the above points, the low-level salary being given to teachers have pushed away professional teachers from the educational sector.

Lack of Infrastructure: A major consequence of inadequate funding for the educational sector is the lack of infrastructure. Over time, many schools in Nigeria have collapsed due to bad infrastructure. Many tertiary institutions do not offer the level of practicality being offered when students go abroad to study. It would not be untruthful to say that majority of the educational facilities from the public to the privately-owned are no conducive for learning. Libraries in schools are not adequately equipped, and even those who have textbooks are filled with outdated information.

Indiscipline: This is evident in cases of examination malpractices we earlier mentioned under corruption. Indiscipline is now rampant in schools that secondary school students have started joining cultist, thus expanding the fight against cultism, which so far has proven to be far from. Almost every day, there is a record of cult killings in schools, which has moved the educational sector concerned about academic excellence.

Okoh (2003) identifies the following types of values: Religious Values, Moral Values, Aesthetic Values, Social Values, Cultural Values, Intellectual Values, and Economic Values. Religious Values mainly deal with salvation, God, beliefs, the next world, sin, failure and success, etc., while the contents of Moral Values are honesty, liberty, justice, brotherhood, neighbourliness, etc. These values guide man's conducts towards his fellow man.

Aesthetic Values are concerned with the sense of appreciation, creative expression, etc. Social Values are values that deal mainly with the acquisition of power, glory, sovereignty, patriotism, loyalty, etc. Cultural Values focus on the custom and ways of life of a people, the do and don't morals, etc. These values ensure the continuous existence of every society.

Intellectual Values are values that deal with truth, wisdom, integrity, tolerance, creativity, etc. And finally, Economic Values deal with money, wealth, profit, fame, economic power, and material achievement in human activities etc. The Nigerian

educational system in recent time has been characterized by certificate forgery, examination malpractices, campus cultism, incessant strike actions by education workers, brain drain and so on. Objectivity has given way to subjectivity. Consequently, Omoregbe (2006) puts it, “the greatest obstacle to the development is immorality, corruption, dishonesty, fraud, embezzlement of public funds, selfishness, etc.” The Nigerian education system has suffered a lot of setbacks as a result of immorality. An aspect of subjectivity is also noticeable in terms of funding of the Nigerian education

Objectives of the Study

The main aim of this paper is to focused on basic education, value system and contemporary social challenges in Nigeria. Specifically, the study is to:

- I. examine the value system in basic education; and
- ii. find out social challenges basic education is facing in Nigeria in the contemporary era.

Research Questions

The following research questions were formulated to guide the study:

- i. What are the values system of basic education in Ondo West and East Local Government Areas?
- ii. What are the social challenges basic education is facing in Nigeria in this contemporary era?

Methodology

Descriptive research designed to investigate basic education, value system and contemporary social

challenges in Nigeria a case study of Ondo West and East Local Government in Ondo State. The population of this study comprised of all students in Ondo West and East Local Government Areas of Ondo State basic schools. For the sample, from ten randomly selected schools in Ondo West and East Local Government Areas, two hundred (200) junior secondary school students were randomly selected.

The instrument that was used for the research is a structured questionnaire titled “basic education, value system and contemporary social challenges in Nigeria” that was designed by the researchers to collect information from the respondents. The questionnaire was divided in two (2) sections. Section A contains items aimed at obtaining the respondent basic data. Section B on the other hand contains items which are meant to obtain responses that would assist in answering the research questions formulated at the onset of the study to provide direction to it.

The questionnaire was constructed by the researcher and was subjected to face validity by experts in the Test and Measurement Department of Adeyemi College of Education, Ondo. The instruments were validated by the experts in the Test and Measurement Department of Adeyemi College of Education, Ondo to ensure that it had both content and face validity. Data was analysed using frequency counts and simple percentage.

Results

Research Question 1: What are the value system of

Table 1: Response of the respondents on the value system of basic education inc Ondo West and East Local Governments.

S/N	ITEMS	SA	A	D	SD	MEAN	REMARK
1. 53.4	Value system arose desirable goals and motivate student’s actions?	55(27.5%)	52(26%)	52(26%)	4	8 (2 4 %)	Reject
2.	Does value guides the selection and evaluation of actions, policies, people and events?	80(40%)	60(30%)	60(30%)	20(10%)	60	Accept
3. 56.7	Can value system education makes students to have ledge of the moral expectations of the society?	59(29.5%)	79(39.5%)	41(20.5%)	2	2 (1 1 %)	Reject
4.	Value system of education covers	80(40%)	90(45%)	20(10%)	10(5%)	68.0	Accept

Analysis in table 1 above revealed that the mean 53.4 of first variable is less than the GAM which is 59.53 from the likert item in the table which mean the option has to be rejected, the second option is that selection and evaluation of actions, policies and people from the second item, this is accepted because the arithmetic

means is greater than the gross arithmetic means (GAM) the same with the third item the option is rejected because the Gross Arithmetic Mean is greater than the Arithmetic means of the table. The last item is accepted because the GAM is greater than the Arithmetic value.

Research Question 2: What are the social challenges basic education is facing in Ondo West and East Local Governments in this contemporary era?

Table 2: Response of the respondents on the social challenges basic education is facing in Ondo West and East Local Governments.

S/N		SA	A	D	SD	MEAN	REMARK
1.	Is examination malpractice common in your schools?	77(38.5%)	88(44%)	23(11.5%)	12(6%)	63	Accept
2.	Does the standard of education not very good?.	80(40%)	50(25%)	40(20%)	30(15%)	62	Accept
3.	Is corruption everywhere in the schools?	70(35%)	55(27.5%)	40(20%)	35(17.5%)	56	Reject
4.	Is poverty not really a problem to schooling?.	75(37.5%)	50(25%)	30(15%)	45(22.5%)	55.5	Reject
						GAM	59.13

Analysis in table 2 above revealed that the respondents agreed that examination malpractices is one of the social challenges facing basic education in Ondo State in item 1 in the table above, the Arithmetic means is 63 which is greater than the GAM, the variable is accepted, which means that the respondents agreed that examination malpractices is one of the core challenges facing educational system in the study area. While 62 of the arithmetic value in item 2 also significantly accept the option that the standard of education is not good. Item three is rejected for the mere fact that the GAM is greater than the arithmetic means also the last in the table shows that the option is rejected.

Discussion of Findings

Based on the analysis of the research questions, the findings indicated value system of basic education in Ondo West and East Local Governments. The value system arose desirable goals and motivate students' actions, it also guides the selection and evaluation of actions, policies, people and events. More so, it makes students to be multi-dimension in nature and it transcends across specific actions and situations. Uwa, Lanrewaju & Ojeme (2014) explains why the state of education in Africa and Nigeria in particular continues to be an issue of national discourse at all levels. Consequently, the implication of the declining quality of education in Africa at all levels has far reaching negative impact on a nation's moral, civic, cultural and economic sustainability. At this point, it is important to realize that discussions on education and its reforms to make it contribute meaningfully to national development should gradually and systematically move away from a politicized to a more analytical approach. This is to appreciate the complexities inherent in proffering genuine and

workable solutions to challenges against educational quality.

Social challenges are major problems facing basic education in Ondo West Local Governments area of Ondo State are facing. Among the numerous problems, examination malpractice, poor standard of education, corruption, and poverty is identified as the cankerworms destroying educational value system in Nigeria, particularly in Ondo West Local Governments. To support this, Ajayi and Afolabi (2019) have also remarked that education is largely perceived in Nigeria as an indispensable tool which will not only assist in meeting the nation's social, political, moral, cultural and economic aspirations but will also inculcate in the individual knowledge, skills, dexterity, character and desirable values that will foster national development and self-actualization if rightly implemented.

Conclusion

In conclusion, the study showed that the right value system is desirable by the respondents that is the students, however, the prevalence of examination malpractice, corruption and poverty showed that values are not properly internalized by the students. This obviously, is a serious challenge to moral uprightness of members of the society.

The Universal validity of values is needed if the country must achieve its targets in using education for values development. It is however, dangerous to understand the values in the narrow sense. Common morality for all protects the interests of all. The right ethics therefore, is that which is based on common good of the society; such should be the case in the Nigerian society.

Since a child or a young learner is not a full participant in several institutions of society, the task falls to education and particularly basic education to help him develop and interpret social values. The role of the basic education is to supply the knowledge, skills and values which will allow the individual to function more effectively in the institutions of society. Knowledge, skills and values are developed from the child's testing of behaviours. The level of success he obtains is determined by the types of habits and values he learnt and internalized.

Recommendations

The following recommendations were made based on the findings above;

1. There should be generally acceptable values in the country which every citizen will abide with not minding the pluralistic nature of the country.
2. Government should design school curriculum to inculcate the teaching of national values in schools.
3. Teachers have to be professionally trained adequately on instructional strategies of achieving prominent effectiveness in value building process. To achieve this, there is need for the government and the school authorities to regularly organize seminars and workshops where the teachers could be properly enlightened on teaching methodologies.
4. Personal, political, cultural, social and ethical values should not be allowed to override our national values.
5. As education system cope with this crisis, the nation must also be thinking of how to recover from social decadence, with a renewed sense of responsibility of all actors to use education to achieve the recovery.

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CHILD ABUSE EDUCATION FOR TEACHERS: CHANGING THE NARRATIVE AT THE BASIC LEVEL OF EDUCATION IN OSUN STATE, NIGERIA

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Abstract

This study examined whether teachers were educated on child abuse at pre-service stage or there were in-service trainings to make up for such in Osun State. It also determined whether there is a need for the inclusion of child abuse education as a course in the teacher education curriculum. The study employed survey research design. Ninety-six basic school levels teachers of Osun State were randomly selected as population sample for the study. The results showed that teachers were not educated on child abuse at pre-service and in-service stages as reported by 96.8% and 92.7% of the sampled population, with mean value (\bar{x} =1.2 and 1.25 respectively). There were also no courses specifically on child abuse in the curriculum of the teacher education as reported by 97.9% (\bar{x} =1.18). Meanwhile, 93.7% (\bar{x} = 3.64) agreed that the knowledge teachers have on child abuse was through other channels and 98% (\bar{x} =3.55) stated that such knowledge was inadequate in handling abuse cases. All the sampled population (100%, \bar{x} =3.85) agreed that there is a need for the inclusion of child abuse as a course of study in teacher education curriculum in Nigeria. The study concluded, that teachers were not trained on child abuse at pre-service and in-service stages of their training and there is no course on child abuse education in teacher training curriculum. The study then recommended the inclusion of child abuse education into the teacher education curriculum in Nigerian and in-service training programme on child abuse for teachers in the service.

Keywords: Child Abuse, Pre-Service Training, In-Service Training, Media, Teacher Education and Basic Level of Education Curriculum.

Introduction

Generally, children daily face all forms of abuse such as physical, emotional assault, neglect, sexual abuse and child labour (Abamara, 2016; United Nations Children Fund- UNICEF, 2018). Aside its rate of occurrence that is alarming, the various consequences of the incidents such as body injuries, language and mental disabilities, behavioural maladjustment, learning difficulties, suicide attempts and in some cases death (Abamara, 2016; Akoloh, Okejom & Obiahu, 2016; Agbo, 2017; Parkinson, Bromfield, Mcdougall & Salveron, 2017), places of occurrence

and perpetrators are of great concern requiring the urgent attention of all and sundry for multi-dimensional preventive approach. It is no longer news that children are abused mainly by people they know and who are in position of responsibility towards them such as parents, family members, neighbours, teachers and other adults at home, school and various locations where adults and children co-exist (David, Ezechi, Wapmuk, Gbajabiamila, Ohihoin, Herbertson & Odeyemi, 2018; Olatosi, 2018; Olajide, Oyebanji, Adebisi, & Adepeju, 2019).

While the regular occurrence at home and other places may not be the only issue, the inability of school teachers to be able to detect, identify and report abuse cases especially at basic level of education is quite appalling (Edinyang, Edinyang, Ekuri, George, Ushie & Emmanuel, 2019). This is not unconnected with the fact that many of the teachers are not critically aware of the other forms of child abuse aside child physical and sexual and are lacking in what response or what their level of involvement should be when faced with the cases (Umobong, 2010; Sinanan, 2011; Schols, Ruiter & Ory, 2013; Adedigba, 2019; Owoyomi, Uchendu & Olabumuyi, 2020). This problem can be a promotional factor in encouraging the cycle of child abuse and its consequences in the society. It has been observed that, teachers' inadequate knowledge on child abuse might have been one of the contributory factors for the culture of silence developed by the society about abuse cases.

A lot of times, many young children withdraw from schooling because they have been neglected, unjustifiably punished and exposed to other forms of abuse (Olajide, Oyebanji, Adebisi, & Adepeju, 2019; Oyelakin & Olaniran, 2021). Unfortunately, the teachers are not fully aware because more often than not, the scope of training they had received as professional teachers at pre-service stage may not be detailed enough to be able to cover the area of detection, identification, prevention and reporting of child abuse cases not just in Nigeria but in many other parts of the world (United Nations Children Fund- UNICEF, 2007; Idowu, 2016; Weeger & Romano, 2019). As a matter of fact, there is no indication that child abuse education is included as a course of study for Nigerian teachers at the preparatory stage of teacher training (Sinanan, 2011; National Commission for Colleges of Education – NCCE,