

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.

### References

- Ajayi, S. O. and Afolabi, R. O. (2019). Economic impact of tertiary education on human capital development in Nigeria in human resource development in African. Ibadan: *The Nigerian Economic Society*.
- Albert, W. E., Danise, W. E. and Peterfreund, I. P. (2019). Teachers' effectiveness: imperative for

implementing Universal Basic Education (UBE) in Nigeria. *Journal of the Nigerian Academy of Education*. 1(1), 1-19.

- Amadioha, A. (2016). *Moral education for colleges and universities*. Enugu: Forth Dimension Publishing Co.Ltd.
- Amadioha, R. S. (2018). *University autonomy, academic freedom and Academic Staff Union of Universities (ASUU) Struggles in Nigeria: A Historical Perspective*.
- Ayeni, E. W. (2000). Teachers' registration council and quality assurance in teacher education. A lead paper presented in 2005 meeting of committee of Deans of Education in Nigeria Universities in *Quality Assurance in Teacher Education*.
- Ibia, W. P. (2009). Issues, problems and prospects of free compulsory and qualitative education in Nigeria. Onitsha: *Nigerian Educational Publishers Ltd*.
- Jeremiah, I. O. and Alamina, R. L. (2017). *Values and education in a complex Nigerian Society*. *Nigeria Journal of Educational Philosophy*, 6(1), 32-39
- Nwigwe, K. L. (2003). Repositioning education in Nigeria. A lead paper presented at the 4th Annual Conference of the National Association for Research Development held at the University of Port Harcourt, 15th -19th August.
- Okoh, U. (2003). Effects of cooperative learning methods and sex of students on academic achievement in selected secondary schools in South Central Nigeria. *African Journal of Studies in Education*. 3(1), 74-83.
- Omoregbe, U. Y. (2006). Errors and correlates of errors in general English curriculum among students-teachers in Federal Colleges of Education technical Nigeria. (Unpublished Ph.D dissertation, Abia State University, Uturu).
- Ukpong, A. (2003). Universal basic education and implication for functional education implementation. a paper presented at the 20th Annual National Conference of Curriculum Organization of Nigeria (CON), Abia State University, Uturu.
- Uwa, O. G. Lanrewaju, A. S. and Ojeme, S.(2014). Globalization and Africa crisis of development In the 21st century. *International Journal of Humanities and Social Science*.

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

Ibironke Ibiwumi IDOWU, Ph.D

Institute of Education, Obafemi Awolowo University,

Ile-Ife, Nigeria

E-mail: ibironkeidowu9@gmail.com

### 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,

2012; National Open University of Nigeria – NOUN, 2019; Idowu, 2021).

This gap makes it difficult for teachers to have confidence in confronting the issue of child abuse and to also prevent themselves from being perpetrators. If there will be an improvement in the area of child abuse prevention at basic education level, the involvement of teachers cannot be overestimated. This is because teachers at basic level of education relate more with young children and their parents in the course of their duties and can easily influence the actions of the society through the parents (Weegel & Romano, 2019). However, child abuse education for teachers at pre-service and during the service such as workshops, seminars organized by government has been adopted in some developed countries and has shown improvements in teachers' knowledge and skills of protecting against child abuse (Blakey & Thigpen, 2015, Martin & Silverstone, 2016). But there is no certainty that this type of education or awareness programme is available for teachers in Nigeria, hence this study.

#### Objectives of the study

The objectives of this study are therefore to;

- examine whether teachers at basic level of education were trained to be able to detect, identify and report child abuse cases in the course of their training as professional teachers or there were in-service trainings to make up for such in Osun State; and
- determine whether it is necessary to include child abuse education as a course of study in the teacher training curriculum.

#### Research Questions

- Were basic school teachers in Osun State professionally educated on child abuse during the course of preparation as teachers or during in-service trainings?
- Is there a need for child abuse education to be introduced to the basic level education teachers' preparation curriculum?

The study is based on two theoretical frameworks of learning which are; Transformative learning theory and Gagne's cognitive learning theory. The transformative learning theory stipulates that new information can change human world view when life experiences and knowledge are put together with critical reflection (Christie, Carey, Robertson & Grainger, 2015; Fairbanks, 2021). In other words, exposure of teachers to child abuse education (information) can increase their knowledge on identification, detection, reporting and prevention of child abuse when they come in contact with such cases in their daily activities with children.

The Gagne's conditions of learning theory stipulate that learning will take place when the right conditions of learning are present. The theory identifies five categories of learning outcomes and nine events of instruction (right conditions for learning). The five categories of learning are; Verbal Information is the ability to meaningfully articulate acquired knowledge. Intellectual Skills encompass application of the knowledge learnt. Cognitive Strategies include strategies for analyzing and solving problems and creativity to produce something new from what is learnt, while Motor Skills delineate the ability to execute physical actions/tasks through body movements, Attitudes describe having a state of mind that influences required actions.

The nine events of instructions (right conditions for learning) are; Gaining Attention of the learners, the second event is Informing the Learners of the Objective, the third Stimulating Recall of Prior Learning. The fourth is Presenting Stimulus such as displaying pictures of action for motor skill stimulus. The fifth is Providing Learning Guidance. The sixth is Elicit Performance. Furthermore, the seventh is Providing Feedback. The eighth is Assessing Performance. Lastly, the ninth event is Enhancing Retention and Transfer. This can be achieved through regular practices of the new concept and application to real life situations. (Culatta, 2020; International Center for Educators' Styles, n.d)

The two theories are relevant to this study in that they emphasized the importance of providing teachers with knowledge in this case knowledge on child abuse (Transformative theory) and that the knowledge must be presented in an organized, arranged, sequenced, progressed and presented in a manner that is understandable and meaningful to the learner, then cognitive operation will take place and the information is stock in the memory and recalled when the need arises (Fairbanks, 2021). The best avenue in which learning can be presented to teachers on child abuse is when the education is included in the teacher education curriculum because every training is systematically organized in such a way that teachers are able to understand and stock the information into their memory and apply it when cases arises.

In an attempt to confirm the assertion about the lack of adequate training for the teachers on child abuse and absence of child abuse education as a course in the teacher education curriculum, two sets of data were obtained for the study. One is a primary data on child abuse education is obtained from basic education teachers in Ife East Local Area of Osun State to check whether or not they received any training on child abuse during the course of their professional training or in-service training to be able to handle such cases

with their pupils. The other is a secondary data is obtained from the Nigerian certificate in education minimum standard for general education courses.

#### Methodology

The study employed survey research design. The population for the study consisted of all the basic school level teachers at Ife East Local Government Area of Osun State. Ninety-six basic school teachers selected using accidental sampling techniques were the sample. The instrument used for data gathering was a self-developed questionnaire on child abuse education for teachers. The questionnaire consisted of three sections. Section A was demographic, Section B obtained information on training on child abuse while Section C elicited information on justification for the introduction of child abuse into basic school teacher training curriculum. The reliability of the instrument

was determined through the split half method, reliability coefficient  $r = 0.83$  was obtained and the instrument was considered reliable.

The instrument was administered to teachers at basic level of education schools in Osun State through accidental sampling method. All the sampled teachers were professionally trained possessing the minimum qualification for teaching in Nigeria (National Certificate in Education - NCE). They also have more than five years of teaching experience. The data obtained were analyzed using simple percentage, mean and standard deviation. The document on the Nigeria certificate in education minimum standards for education courses was also reviewed for the secondary data.

#### Findings and Results:

##### Question 1: Were basic school teachers in Osun State professionally educated on child abuse during the course of preparation as teachers or during in-service trainings?

ITEMS	SA	A	D	SD
1. Teachers have knowledge on all forms of child abuse.	6(6.3)	10(10.4)	23(23.9)	57(59.4)
2. Emotional abuse are behaviours, speech and actions that have negative mental impact on the child (name calling, insulting, threatening violence).	6(6.3)	17(17.7)	32(33.3)	41(42.7)
3. Physical abuse is all forms of physical ill-treatment (hitting, shaking, striking, burning, etc.) to the body of the child.	42(43.7)	41(42.7)	9(9.4)	4(4.2)
4. Child Neglect is failure to monitor, supervise and provide for the child's basic needs.	15(15.6)	23(23.9)	38(39.6)	20(20.8)
5. Child sexual abuse involves engaging a child in a sexual act, or exposes child to inappropriate sexual behaviour or material.	90(93.8)	6(6.3)		
6. Child sexual abuse involves engaging a child in a sexual act, or exposes child to inappropriate sexual behaviour or material.	13(13.5)	21(21.9)	25(26.0)	37(38.5)
7. Teachers can detect and identify abused children and the type of abuse.		3(3.1)	44(45.8)	49(51.0)
8. Teachers know what to do about child abuse cases.		3(3.1)	44(45.8)	49(51.0)
9. Teachers were fully trained on child abuse reporting and prevention procedure during the course of their professional training.		3(3.1)	44(45.8)	49(51.0)
10. There were courses on child abuse like other professional education courses for basic school teachers.		2(2.1)	46(47.9)	48(50)
11. There are in-service training on child abuse for teachers.		4(4.2)	34(35.4)	55(57.3)
12. Education received about child abuse in the past were majorly through: Mass Media, (TV, Radio, Newspapers), Religious platforms, Social gatherings.		37(38.5)	6(6.3)	
13. Child abuse education is necessary for all the teachers at basic level of education.		48(50)	4(4.2)	2(2.1)

**Table 1a: Simple percentage table on whether basic level teachers were trained on child abuse at preparatory and in-service level of teacher education?****Table 1b: mean ( $\bar{x}$ ) and standard deviation(SD) value on whether basic level teachers were trained on child abuse at preparatory and in-service level of teacher education**

S/N	Items	SA	A
1.	Teachers have knowledge on all forms of child abuse.	1.31	1.50
2.	Emotional abuse are behaviours, speech and actions that have negative mental impact on the child.	1.45	1.34
3.	Physical abuse is all forms of physical ill-treatment to the child.	3.15	0.61
4.	Child neglect is failure to monitor, supervise and provide for the child's basic needs.	1.68	1.22
5.	Child sexual abuse involves engaging a child in a sexual act, or exposes child to inappropriate sexual behaviour or material.	3.85	0.85
6.	Child labor involves the use of child in work that interferes with child schooling or requiring them to attempt to combine school attendance with excessively long and heavy work.	1.79	1.01
7.	Teachers can detect and identify abused children and the type of abuse.	1.20	1.65
8.	Teachers know what to do about child abuse cases.	1.20	1.65
9.	Teachers were fully trained on child abuse reporting and prevention procedure during the course of their professional training.	1.20	1.65
10.	There were courses on child abuse like other professional education courses for basic school teachers.	1.18	1.70
11.	There are in-service training on child abuse for teachers.	1.25	1.67
12.	Education received about child abuse in the past were majorly through mass media, religious platforms, social gatherings.	3.64	0.72
13.	Child abuse education is necessary for basic school teachers.	3.62	0.71
<b>Average results</b>		<b>2.43</b>	<b>1.12</b>

N = 96

Mean values less than 2.00 pointed towards disagree and strongly disagree while mean values from 2.00 and above indicated agree and strongly agree.

The result on the items 1, 2 and 6 (83.3%, 76% and 64.5% with mean value  $\bar{x}$  = 1.31, 1.45, 1.79 respectively), showed inadequate knowledge of basic level teachers on types of child abuse except on items 3 and 5 (86.4% and 100% with mean  $\bar{x}$  = 3.15 and 3.85), where teachers reported adequate knowledge on child physical and sexual abuse. Report by teachers on items 7 to 11 showed that many of the teachers

cannot identify abused children or know what to do with abuse cases (96.8%  $\bar{x}$  = 1.20), they were not professionally trained at preparatory stage (96.8%,  $\bar{x}$  = 1.20), that there were no courses specifically on child abuse in the curriculum (97.9%,  $\bar{x}$  = 1.18) and that there was no in-service training on child abuse education (92.7%,  $\bar{x}$  = 1.25). Many teachers also reported on item 12 (93.7%,  $\bar{x}$  = 3.64), that education on child abuse received were mainly through media, religious and social gatherings, they 93.8%,  $\bar{x}$  = 3.62 also reported that child abuse education is necessary for teachers of basic education levels.

**Question 2:** Is there a need for child abuse education to be introduced to the lower level education teachers' preparation curriculum?

**Table 2a: Simple percentage analysis on the need to include child abuse education into the basic level teachers' curriculum**

ITEMS	SA	A	D	SD
1. Teachers should be apt to detect signs of abuse on children.	52(54.2)	41(42.7)	2(2.1)	1(1.0)
2. Mandatory Child abuse education seminars should be organized periodically for the basic school teachers.	55(57.3)	39(40.6)	2(2.1)	
3. Child abuse education training should be part of the basic school teachers training curriculum.	57(59.4)	39(40.6)		
4. There should be conferences on child abuse education accessible to basic school teachers in Osun State.	41(42.7)	48(50.0)	5(5.2)	2(2.1)
5. Education on child abuse on media is insufficient for basic school teachers.	54(56.3)	40(41.7)	2(2.1)	
6. Primary school teachers can discuss child abuse occurrences with other adults.	22(52.1)	62(64.5)	10(10.4)	2(2.1)
7. Teachers should campaign for prevention of child abuse because they often discover such cases at the developmental stage of child's life.	22(52.1)	39(40.6)	5(5.2)	2(2.1)
8. Teachers should report cases of abuse.	42(43.8)	41(42.7)	10(10.4)	3(3.1)

**Table 2b: Mean( $\bar{x}$ ) and standard deviation(SD) value on the need to include child abuse education into the basic level teachers' curriculum**

S/N	Items	SA	A
1.	Teachers should be apt to detect signs of abuse on children.	3.50	0.79
2.	Mandatory child abuse education seminars should be organized periodically for the basic school teachers.	3.55	0.75
3.	Child abuse education training should be part of the basic school teachers training curriculum.	3.85	0.85
4.	There should be conferences on child abuse education accessible to basic school teachers.	3.64	0.72
5.	Education on child abuse on media is insufficient for basic school teachers.	3.55	0.75
6.	Basic level teachers can discuss child abuse occurrences with other adults.	3.15	0.61
7.	Teachers should campaign for prevention of child abuse because they often discover such cases at the developmental stage of child's life.	3.64	0.72
8.	Teachers should report cases of abuse.	3.15	0.61
<b>Average results</b>		<b>3.50</b>	<b>0.73</b>

N = 96

Mean values less than 2.00 pointed towards disagree and strongly disagree while mean values from 2.00 and above indicated agree and strongly agree.

From table 2, 96.9% ( $\bar{x}$ = 3.50) of the respondents agreed that teachers should be apt to detect signs of abuse on children, 97.9% and 92.7% ( $\bar{x}$ = 3.55 and 3.64) teachers respectively also agreed that there should be mandatory and periodical child abuse education seminars/conferences/workshops for basic education teachers. While 90% ( $\bar{x}$ = 3.55) reported that education on child abuse from mass media is insufficient to enlighten teachers on child abuse, 100% ( $\bar{x}$ = 3.85) responded that there is need for the inclusion of child abuse education in teacher training curriculum as a course of study. In the same vein, 89.4%, 92.7% and 86.5% ( $\bar{x}$ = 3.15, 3.64 and 3.15) of the respondents agreed that basic level teachers can discuss child abuse occurrences with other adults, teachers should campaign for prevention of child abuse because they often discover such cases at the developmental stage of child's life and that teachers should report cases of abuse respectively.

From the Nigeria certificate in education minimum standards for education, the education courses available are; History of Education, Educational Psychology, Principles and Methods of Teaching, Sociology of Education, Teacher Education, Philosophy of Education, Theory and Practice of Child Friendly Schools, Practicum in Classroom Management and Organisation, Educational Technology, Micro-Teaching, Research Methods, Education of Special Target Groups, Curriculum Studies, Measurement and Evaluation, Educational Administration, Planning and Supervision, Special Education, Research Project, Guidance and Counseling, Adult and Non-Formal Education.

#### Discussion of Findings

From the results, it is confirmed that teachers did not receive education on child abuse in their pre-service training as professional teachers. The result also showed that there was no in-service training to cater for the missing gap. This confirms why it is impossible for teachers at basic level to know what steps to take when confronted with cases of child abuse in schools and the reason why many of them were abusers as stated by Umobong, 2010; Olatosi, 2018; Adedigba, 2019; Olajide, Oyebanji, Adebisi, & Adepeju, 2019; Owoyemi, Uchendu, Olabumuyi, 2020. The result from the secondary data also confirms the absence of child abuse education as a course in the teacher training curriculum.

The lack of education on child abuse gives rise to

demand of the teachers for training on child abuse as well as the inclusion of child abuse education in the teacher education curriculum which was not included in the time past. A review of the teacher education curriculum for basic education school teachers until first degree level confirmed that the course was not included specifically in the curriculum not just in Nigeria but also in many other parts of the world (UNICEF, 2007; Sinanan, 2011; Idowu, 2016; Weeger & Romano, 2019; Idowu, 2021).

The demand for the inclusion of child abuse education into the teacher education curriculum as a course of study is to have a systematically arranged knowledge as stated in transformative and Gagne's theory of learning. This is because the information (knowledge) received from other sources such as media, social and religious gathering is barely enough to tackle the issue of child abuse in the society. But when teachers are trained they can detect, identify and report cases of child abuse early before it aggravates to leave long life consequences on the child. They can also educate other adults on child abuse so as to break the cycle of child abuse in the society.

However, this type of education on child abuse can only be acquired in nationally established and functional educational training institutions such as colleges of education and universities that trains teachers hence the demand for the inclusion into the teacher training curriculum.

#### Conclusion

The study concluded that the knowledge of teachers at basic level at the time of this study is inadequate for the identification of abused children and detection of the type of abuse they are exposed to. As a result, there was a demand for the inclusion of child abuse education as part of course of study for teachers at preparatory stage of their training. There is also a request for in-service trainings such as seminars/workshops and conferences on child abuse education to educate the teachers who were not exposed to such at the preparatory stage and to update teachers on current trend in child abuse prevention strategies.

It is therefore recommended that child abuse education be included in the curriculum as one of the compulsory courses of study in teacher education at the preparatory stage and mandatory seminars, workshops and conferences should be organized for teachers in service to bridge the gap of lack of child abuse education during at the preparatory level of their training. Since there is none of the types of abuse without negative effects on the child it is imperative for teachers especially at basic level to have an in-

depth and formal training which is rooted in the curriculum of their professional training to be able to clearly identify, report and eventually terminate the circle of child abuse.

#### REFERENCES

- Abamara N. (2016). Factors Precipitating Child Abuse and Neglect Among Nigerians. Retrieved from, <https://www.researchgate.net>. Last Accessed, 23-01-2019.
- Adedigba, O. (2019). Exploration of parents' and teachers' protection of child right and awareness of child rights act 2003 in Oyo State, Nigeria. *Nigerian Journal of Educational Foundations*, 18(1): 267-284.
- Agbo, M. C. (2017). The health and educational consequences of child labour in Nigeria. *Psychology and Health Science Journal*. 11(1), 1
- Akoloh, L., Okejom, G. P. & Obiahu, C. L. (2016). The effects of child abuse on youths and their academic performance in secondary schools in Bayelsa State, Nigeria. *Greener Journal of Educational Research*. 6(4), 170-176.
- Blakey, J. M. & J. W. Thigpen. (2015). Play it safe! a school-based childhood physical and sexual abuse prevention program. *Journal of Adolescent and Family Health*: 7(1), 1-27.
- Christie, M., Carey, M., Robertson, A. & Grainger, P. (2015). Putting transformative learning theory into practice. *Australian Journal of Adult Learning*. 55(1), 1-22.
- Culatta, R. (2020). Conditions of learning (Robert Gagne). Retrieved from, [instructionaldesign.org](http://instructionaldesign.org), Last Accessed, 05-05-2021
- David, A. N., Ezechi, O. C., Wapmuk, A. E., Aigbe, O., Herbertson, E., Gbajabiamila, T. A. & Odeyemi, K. (2018). Child sexual abuse and disclosure in South-Western Nigeria: a community-based study. *African Health Sciences*. 18(2), 199-208.
- Edinyang, E., Edinyang, S. D., Ekuri, E., George, P., Ushie, D. & Emmanuel, D. (2019). Residents perception of child abuse influence on social studies students' academic achievements. *International Journal of Humanities and Social Sciences*. 9(8), 63-75
- Fairbanks, B. (2021). Five educational learning theories and how to apply them. Retrieved from, <https://www.phoenix.edu>. Last accessed, 17-02-22
- Federal Republic of Nigeria (2012). Nigeria certificate in education minimum standard for general education. Department of Academic Programmes, National Commission for Colleges of Education – NCCE, Abuja, Nigeria. Retrieved from, <https://www.ncce.edu.ng>
- Idowu, A. G. (2016). Primary school teachers' knowledge, skills for identifying child abuse and their reactions to its occurrence in Oluyole local Government area, Oyo State. (Unpublished Master's thesis), Department of population and reproductive health education faculty of public health, college of medicine, university of Ibadan.
- Idowu, I. I. (2021). Effects of child abuse education package on teachers' knowledge and attitude towards child abuse in Osun State lower primary schools. (Unpublished Ph.D. thesis). Obafemi Awolowo University, Osun State, Nigeria.
- International Centre for Educators' Styles (n. d). Gagne's conditions of learning theory. Retrieved from, <https://eiclsresearch.wordpress.com>. 20-04-2021
- Martin, E. K. & Silverstone, P.H. (2016). An evidence-based education program for adults about child sexual abuse ("prevent it!") that significantly improves attitudes, knowledge, and behaviour. *Journal of Frontiers in Psychology*. (1), 177
- National Open University of Nigeria (2019). Faculty of education undergraduate student handbook. Retrieved from, <https://nou.edu.ng>. 15-01-2022
- Olajide, T. G., Oyebanji, A. O., Adebisi, P. E. & Adepeju, O. D. (2019). Ear abuse among school children in Ekiti, Nigeria. *International Journal of Innovative Research in Medical Science*. 3(12), 2374- 2378.
- Olatosi, O. O., Ogordi, P.U., Oredugba, F. A. & Sote, O. (2018). Experience and Knowledge of child abuse and neglect: a survey among a group of resident doctors in Nigeria. *Nigerian Postgraduate Medical Journal*. 25(4), 225- 233).
- Oyelakin, T. & Olaniran, M. O. (2021). Effect of child abuse on primary school pupils' attitude and academic achievement in Sokoto South Local Government Area of Sokoto State. Retrieved from, <https://www.researchgate.net>. 5/2/2022.
- Owoyemi, S. K., Uchendu, O. C., & Olabumuyi, O. O. (2020). Knowledge, attitude and practice of public primary school teachers on prevention of child sexual abuse in southwestern Nigeria. *American journal of educational research*. 8(8): 536-542

- Parkinson, S., Bromfield, L., McDougall, S. & Salveron, M. (2017). Child neglect: key concepts and risk factors. Australian Centre for Child Protection. Adelaide. 1-47. Retrieved from, <https://www.unisa.edu.au>. 5/2/2022
- Sinanan, A. N. (2011). Bridging the gap of teacher education about child abuse. *Journal of Educational Foundation*. 25 (3-4), 59-73.
- Schols, M. W. de Ruiter C. & F. G. Öry (2013). How do public child healthcare professionals and primary school teachers identify and handle child abuse cases? a qualitative study. *BMC Public Health*. 13(1), 807.
- Weeger, K. & Romano, E. (2019). Child maltreatment knowledge and responses among teachers: a training needs assessment. *School Mental Health*. 11, 741-753.
- Umobong, M. E. (2010). Child abuse and its implications for the educational sector in Nigeria. *OGIRISI: A New Journal of African Studies*. 7(1):106-118.
- United Nations Children Fund (2007). Child protection. Retrieved from, <https://www.unicef.org> 05-07-2019
- United Nations Children Fund (2018). Child

## TRENDS OF SEXUAL HARASSMENT IN COLLEGES OF EDUCATION IN SOUTHWESTERN NIGERIA AND IMPLICATIONS FOR BASIC EDUCATION MANDATE

**Omoruyi Jonathan Pedro IYAWÉ**

Department of Primary Education,  
School of Early Childhood Care and Primary Education,  
Federal College of Education, Osiele, Abeokuta.  
E-mail: ojp9799@gmail.com

### Abstract

*This study examined the trends of sexual harassment in colleges of education in southwest Nigeria and its implications on basic education mandate. It specifically sought to find out whether its level of occurrence is so low that makes it hardly pronounced publicly as in the case of academic staff in universities. Two Federal Colleges of Education one each chosen from two states (Lagos and Ogun) out of the six states in Southwest geo-political zone were used for the study while simple random and stratified sampling techniques were used to select eighty (80) 300 level female students in Primary Education Department and seventy (70) 300 level female students in Department of English, making a total of one hundred and fifty (150) respondents. Also, twenty five (25) male academic staff and twenty five (25) male non-academic staff were randomly selected during staff forum from each of the two selected colleges, to make a total of one hundred (100) male staff respondents. Data were collected using four instruments; structured Female Sexual Harassment Questionnaire (FSHQ), Male Academic Staff Sexual Harassment Questionnaire (MASSHQ), Male Non-Academic Staff Sexual Harassment Questionnaire (MNASSHQ) and Key Informant Interview (KII) as the main instruments which were standardized and found to have Cronbach Alpha reliability levels of 0.69, 0.74, 0.68 and 0.71 0.74 and 0.69 respectively. The results of the study showed that sexual harassment apart from creating hindrance to student-teachers' academic pursuit, is prevalent among male academic and non-academic staff in colleges of education. It also revealed through KII that more non-academic staff married former female students of the college than academic staff. It was then recommended that a proper legal definition of what constitutes sexual harassment in institutions of higher learning is needed by government and other stakeholders involved in educational policy making. It was also recommended that the searchlight of sexual harassment should be beamed and focused on every institution of learning at all levels instead of focusing on university settings alone.*

**Keywords:** Sexual Harassment, Academic Staff, Basic Education, Non-Academic Staff, Implications.

### Introduction

The social vices called sexual harassment is globally not a new topic to the generality of people today especially in the tertiary institutions such as universities, polytechnics, mono-technics and colleges of education. It is a known fact that in every human society where there is interaction between opposite sex, some levels of sexual attraction is expected. When this occurs, mutual interest and reciprocal response defines a civilized and socially acceptable sexual behaviour. However, the increasing manifestation of social vices in higher institutions in Nigeria can be attributed to the poor quality of students being admitted. One of such is sexual harassment that has continued to attract the attention of government, researchers, the media and other stakeholders.

To effectively achieve the goal of basic education in Nigeria, there is the need for availability of well qualified and dedicated teachers who see the teaching profession more as a calling than a mere source of income or employment at the primary and junior secondary school level. The institutions primarily saddled with the responsibility of training teachers as facilitators in achieving the set goals of Basic education are the Colleges of Education in Nigeria.

Aluede (2000) defined sexual harassment as unwelcome, unsolicited and unreciprocated sexual overtures from a person in order to gain sexual satisfaction from the victim. On his part Akinade, (2005) defined sexual harassment as an unacceptable concept that involves an aggression against another person's body or psyche using sex as a weapon. It occurs in diverse places such as home, school and work place. He stressed that in view of the peculiar nature of lecturer – student relationship in tertiary institutions in Nigeria, some degree of sexual harassment may be exhibited. Morley and Lussier, (2009) opined that, sexual harassment is a global problem, that has permeated the fabrics of higher institutions and many work places where human beings interact. Sexual harassment in universities and other higher institutions is not limited to Africa.

Ogunbameru (2006) noted that one of the factors