

ASSESSMENT OF SOCIAL STUDIES AS A PANACEA FOR CHILD ABUSE SYNDROME IN BASIC EDUCATION PROGRAMME IN OGUN STATE, NIGERIA

Amos Adekunle ADEDIRAN, Ph.D

Social Studies Department,
Federal College of Education,
Abeokuta, Ogun State, Nigeria
E-mail: speakto3@yahoo.com

Abstract

The study assessed Social Studies as a panacea for child abuse syndrome in basic education programme in Ogun State. The study adopted a descriptive survey research design where questionnaires were used to acquire necessary data for this study. Population comprises all primary schools in Odeda Local Government Area of Ogun State. Simple random sampling technique was used to select ten (10) Primary Schools in which ten (10) teachers were chosen from each of the selected schools in Odeda Local Government to make a total of one hundred (100) teachers as sample for the study. Three research questions were used and answered in this study. A self-developed questionnaire tagged: *Assessment of Social Studies as a Panacea for Child Abuse Syndrome at Basic Education Programmes (ASPCASBEP)* was used as an instrument for data collection. To test the reliability of the instrument, ten (10) teachers were selected randomly who were not part of the sample population and value obtained was 0.77 which is reliable enough for the study. The data collected were analyzed with the use of simple percentage. Findings revealed that Social Studies as a problem-solving subject can serve as a preventive measure for child abuse syndrome in society. It was also revealed that, teachers of Social Studies are to meet up with the target objectives of the subject so as to inculcate morality into the learners and the society at large in order to serve as solution to reduce child abuse in the society. The study recommended that teachers, school counselors and parents should know their limitations and obligations in handling issues of abuse. Teachers should desist from giving the pupils corporal punishment which may be tantamount to child abuse. Counselors should be required to handle abuse cases with care.

Keywords: Child abuse, Basic Education, Inculcating, Tantamount, Syndrome

Introduction

The key goal of education is to ensure that every child has a chance to excel, both in school and in life. Students' academic performance in the school depends on the learner's mental and physical abilities

which are influenced by other factors. Among the domineering factors that affect students' learning is the home. The home has a great influence on the child's psychological, emotional, social and economic state because it is the first training ground and the foundation for the child. Whatever happens at home goes a long way in influencing the behavioural and psychological upbringing of the child (Meltzer, 2009). The home environment is considered a powerful influence on the child. It is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment. The academic performance of any child cannot be separated from the home environment in which the child grows up from (Fantuzzo & Tighe, 2005).

According to Adediran, Dorgu, and Ogunfunmilakin, (2019), child abuse is "any recent act or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation, an act or failure to act which presents an imminent risk of serious harm". Child abuse may cause by poverty and lack of parental care, other factors include unemployment, marital conflicts and polygamous homes (National Statistics on Child Abuse in National Coalition Against Domestic Violence, 2015). Denga and Denga (2007) also observed that child abuse is exposing children to painful and unwarranted suffering knowingly or unknowingly. She continues that both male and female children are abused in some cases by their parents, guardians, teachers, peers and society in various forms.

Reactions to violence in academic and social environments may differ among age groups. Younger children may internalize abuse-related distress as a harsh consequence of poor or inadequate performance. Fusco and Fantuzzo (2009) found that younger children lack the ability to understand the dynamics of inter-parental violence and thus may blame themselves. Self-blame for most children can result in feelings of guilt, worry, and anxiety that may affect academic output and healthy social interactions. Younger children exposed to violence are at a greater risk of experiencing delayed physiological, emotional, language, and cognitive development.

Children exposed to violence such as child abuse are more likely to report stressful life events than non-exposed children. When faced with adversity, younger children who reside within problematic environments may exhibit fewer pro-social emotions and increased personal problems (Sternberg, Lamb, Guterman, & Abbott in Sterne & Poole, 2010). For example, abused children are more likely to display temper tantrums, frequent fighting, and threats to other students. Other issues exhibited by these youth in classrooms are eating problems, concentration difficulties, generalized anxiety, and increased physical complaints. When examining the types of abuse most likely witnessed by children, Ceballo, Dahl, Aretakis, and Ramirez (2005) reported younger children are more likely to witness violent interactions than to experience physical abuse. In addition, younger children tend to witness fewer crime-related traumas such as shooting, shoving, and punching. Given the realistic educational consequences of exposure to violence on child and youth behaviour, it is likely they will need additional resources within the supportive structures of the school environment to address their needs and improve educational outcomes.

Research studies find that, psychological distress as well as physical health, substance misuse, interpersonal violence and self-harm can happen as a result of child abuse (Hughes, Bellis, Hardcastle, Sethi, Butchart & Mikton 2017). The 'toxic trio' of domestic violence, substance misuse, interpersonal violence and parental mental health problems can render children at risk of harm and complex trauma. Although poverty is viewed as a social marker regarding the distribution of domestic violence risk, the association is not causal (Ray, 2011). Domestic violence cuts across all socio-economic groups and all backgrounds. Victims of all backgrounds, predominantly women, face common difficulties when leaving an abusive partner. Research demonstrates that it is at the point of leaving, or after she has left, that a woman is in the most danger. It is not uncommon for victims of domestic violence to remain living with perpetrators, even risking their own safety, rather than risking themselves, and their children, becoming homeless.

Teachers are well placed to play a pivotal role in identifying and responding to domestic violence since they have contact with children more than any other service. As emphasized by Sterne and Poole (2010), 'although staff in schools may not be able to stop the violence at home, they are in a position to make a considerable difference to children's lives.' Statistics from the Department for Education (DFE) (2017) show that of the 646,120 children referred to children's

social care in England from 2016 to 2017, the highest number of referrals, 27.5%, came from the police. The second-highest percentage of referrals came from schools at 17.7% followed by health services at 14.4%. School referrals combined with education services referrals of 2.6% means that education accounted for 20.3% of referrals overall. Once referred and assessed, statistics show the percentage of children in need according to identified factor. The most common factor which was domestic violence applied to 49.9% of children in need; this incorporated violence directed at children or adults in the household.

The second most common factor was mental health at 39.7% which likewise encompassed mental health of the child or adults in the household (DFE, 2017). The prevalence of domestic violence is not only high among children in need but also among the wider population with as many as one in six young people in the United Kingdom reporting experiencing it during their childhood (Radford, Corral, Bradley, Fisher, Bassett & Howat 2011). Learning is a progressive activity and it is important for children to attend school regularly so as to maximize the benefits of early learning. Learning is also a crucial test for prevention of violence (Miller, 2010). Pupils exposed to domestic violence may develop difficulty with school work and may perform substantially worse in school than other pupils, majorly as a result of regular absenteeism (UNICEF, 2014).

In a third study, this time on children aged 4 and 5, Cummings in Department for Education DFE (2017) recorded similar distress reactions as previously noted on the younger age groups. In addition, the researchers were able to identify the following three types of behavioural reactions to adult arguments. Forty-six per cent of the children displayed negative emotions during the time that the anger was being acted out, but afterwards they reported feeling sad and wanting to intervene. Seventeen per cent showed no evidence of emotion, but later reported that they were angry. Over a third showed high emotional feelings (both positive and negative) during the arguments. Later, this latter group reported feeling happy, but they were also the most likely to become physically and verbally aggressive with their peers. It appears from this study that child's reactions to adult arguments and anger varies considerably, ranging from strong displays of emotional distress to much hidden emotional reactions. Also, the type of immediate reaction shown by each child was found to be associated with his or her own degree of anger, sadness, or aggression following the violent incident.

Children of this age interpret most events in relation to self. They see themselves as the cause of the anger. They do not have the cognitive competence to take into account the whole situation. Placing blame for adult anger on oneself, therefore, is a developmentally defined common occurrence for preschoolers (Jaffe, Wolfe, & Wilson, 1990). There is also a relationship between the anxiety levels of this age-group and the mother's own anxiety levels. In fact, Hughes, Bellis, Hardcastle, Sethi, Butchart and Mikton (2017) suggested that shelter children, may particularly associate their own feelings very closely with their mother, so that as the mother's anxiety level rises and falls, so does their own. It was also observed by Delange in Denga and Denga (2007) that exposure to domestic violence may affect pre-school age children's social-cognitive developmental competence; they were often socially isolated from their peers and did not relate to the activities or interests of their age group and they had some problems relating to adult. According to the National Child Traumatic Stress Network (2014) children who have been exposed to domestic violence are more likely than their peers to experience a wide range of difficulties, and the potential effects vary by age and developmental stage

Social Studies ought to tackle these global problems that are today challenging the country by making Social Studies compulsory at all levels of education in Nigeria. Edinyang and Ubi (2013) noted that Social Studies in numerous countries of the world are essentially offered to meet the positive needs and objectives of the individuals. For instance in Britain, Social Studies was joined into the school educational programme after the first and second universal wars as solution to social issues. The Nigerian society is not excluded; however, this partially describes why the subject should be included at all levels of education in Nigeria. The exploitation free, gentle, ethical and united society that Nigeria is yearning for can never be attained without a solid groundwork as well as guidelines in Social Studies. The subject as a distinctive field is dedicated to conveying and developing the standards of citizens of any country.

Ajiboye (2010) described Social Studies as a school subject that is out to direct and provide learners with an open hand and chance to make investigations, learn, deliberate, tryout and gain sound knowledge to make conclusions on social problems and issues and discover answers to them. Social Studies is a subject that can enable the citizens to make enquiries, find out about issues and investigate social issues in the society, especially in the area of instruction which have led to extremism and terrorism among people in

the country. Jorgensen (2017) opined that Social Studies is the education of persons, therefore, Social Studies curriculum will assist students to understand the techniques of education and become dynamic citizens.

Inyang-Abia (2004) posited that Social Studies is an interdisciplinary subject which enables the learners to acquire wide knowledge of the surrounding complex phenomena and forces that influence man in his society. In line with the above definition, Edinyang and Ubi (2013) posit that Social Studies is an integrated field of study that probes man's environmental relationships and imbues man with high level of intellectual skills, social skills and competencies germane to solving man's societal diverse problems for better and effective living. According to Kissock in Edinyang and Ubi (2013) Social Studies is a programme of study which a society uses to instill in students or learners the knowledge, skills, attitudes and actions it considers important in the relationships human beings have with each other, their world and themselves. Ezegebe in Iyang-Abia (2004) maintains that Social Studies education has a primary objective of helping to produce good citizens who are of great benefit to the Nigerian society. Njok and Sunday (2014) define Social Studies as a problem-solving subject tends to solve problems of child abuse for survival and adaptation of children in any society they may find themselves

Domestic violence and child abuse have been seen as an apparent endless and vicious cycle that hurts the image of the country and the dignity of those involved. Domestic violence is alternating national and international attention. It is a type of violence that is prevalent in many homes, and the World over. It is a form of violence that occurs in the form of defilement, assault, sexual harassment, rape or battering, child abuse, for example, denial of rights, necessities and opportunities, threatening patterns of communication such as insults, harassment, neglectful lack of action (Amnesty International, 2005). However, in Nigeria, as in many other African countries, the beating of wives and children is widely accepted as a form of discipline. Therefore, in beating their children, Parents believe they are instilling discipline in them, much the same way as in husbands who beat their wives, who are regarded like children to be prone to indiscipline which must be curbed. This is especially so when the woman is economically dependent on the man. Human society is basically patriarchal and women's place within the scheme is decidedly subordinate. Domestic violence therefore, functions as a means of enforcing conformity with the role of a

woman within customary society. It therefore, does not matter if the woman is economically dependent or not, her position, like that of the children is subordinate. Violence against women in the home is generally regarded as a private issue in Nigeria and is therefore shielded from outside scrutiny. A culture of silence reinforces the stigma attached to the victim rather than condemning the perpetrator of such crimes (Afrol News in Jorgensen, 2017).

Statement of the Problem

Child abuse is the misused, hardship, exploitation or unwanted punishment and sexual abuse inflicted on children which may results in death, serious injury, physical, psychological or emotional harm. Child abuse may cause by poverty, lack of parental care, unemployment, marital conflicts and polygamous homes. It also exposes children to u warranted painful, unwanted pregnancy, suffering knowingly or unknowingly. Hence, this study assess Social Studies as a panacea for child abuse syndrome in basic education programme in Ogun State.

Purpose of the Study

The main objective of the study is to assess Social Studies as a panacea for child abuse syndrome in basic education programmes in Ogun State. Specifically, the objectives of the study are to:

- Assess Social Studies being a problem-solving school subject as a panacea for child abuse syndrome in basic education programme in Ogun State
- assess the impacts of Social Studies in addressing child abuse syndrome in basic education programme in Ogun State
- examine how Social Studies can serve as an instrument for preventing child abuse syndrome in basic education programme in Ogun State

Research Questions

The following questions were answered in this study

- Does Social Studies being a problem-solving school subject serve as a panacea for child abuse syndrome in basic education programme in

Ogun State?

- What are the impacts of Social Studies in addressing child abuse syndrome in basic education programme in Ogun State?
- How can Social Studies serve as an instrument for preventing child abuse syndrome in basic education programme in Ogun State?

Methodology

The study adopted a descriptive survey research design. Population comprises all primary schools in Odeda Local Government Area of Ogun State. Simple random sampling technique was used to select ten (10) Primary Schools in which ten (10) teachers were chosen from each of the selected primary schools in Odeda Local Government Area of Ogun State to make a total of one hundred (100) teachers as sample for the study. Three research questions were raised and answered in the study. A self-developed questionnaire tagged: Assessment of Social Studies as a Panacea for Child Abuse Syndrome at Basic Education Programmes (ASPCASBEP) was used as an instrument for data collection. To ensure the validity of the instrument, the researcher gave the draft of the questionnaire to the experts in the field of Social Studies, measurement and evaluation to restructure the instrument in line with the research objectives. To determine the reliability of the instrument, a pilot test was conducted and the scores were tabulated and the Pearson Product Moment Correlation Coefficient formula was applied and a correlation coefficient of 0.72 was obtained. On the basis of the corrections done on the questionnaire items, and the test-retest reliability coefficient computed, the instrument was judged adequate, valid and reliable for the purpose of gathering relevant data for the study. Data collected were analyzed using frequency counts and simple percentages.

Results

Research Questions One: Does Social Studies being a problem- solving school subject serve as a panacea for child abuse syndrome in basic education programme in Ogun State?

Table 1: Social Studies being a Problem-Solving School Subject as a Panacea for Child Abuse Syndrome in Basic Education Programme

Respondents	Mode of response	No of response	% Score	Total response	Percentage
Teacher	Agreed	89	89	100	100%
	Disagreed	11	11		
Total		100	100		

From Table 1, the results revealed that the cumulative data of "agreed" response on how Social Studies as a problem-solving school subject serve as a panacea for child abuse syndrome in basic education programme

in Ogun State for agreed was 89(89%) while cumulative data for disagreed statement was 11 (11%). This showed that agreed responses were more than disagreed responses.

Research Questions Two: What are the impacts of Social Studies in Addressing child abuse Syndrome in Basic Education Programme

Table 2: Impacts of Social Studies in Addressing Child Abuse Syndrome in Basic Education Programme

Respondents	Mode of response	No of response	% Score	Total response	Percentage
Teacher	Agreed	96	96	100	100%
	Disagreed	4	4		
Total		100	100		

From Table 2, the results revealed the cumulative data of "agreed" response on the impacts of Social Studies in addressing child abuse syndrome in basic education programme for agreed was 96(96%) while

cumulative data for disagreed statement was 4 (4%). This showed that agreed responses were more than disagreed responses.

Research Questions Three: How can Social Studies serve as an instrument for preventing child abuse syndrome in Basic education programme in Ogun State?

Table 3: Social Studies as an Instrument for Preventing Child Abuse Syndrome in Basic Education Programme

Respondents	Mode of response	No of response	% Score	Total response	Percentage
Teacher	Agreed	90	90	100	100%
	Disagreed	10	10		
Total		100	100		

From Table 3, the results revealed that cumulative data of "agreed" response on Social Studies serving as an instrument for preventing child abuse syndrome in basic education programme in Ogun State for agreed was 90(90%) while cumulative data for disagreed statement was 10 (10%). This showed that agreed responses were more than disagreed responses.

Discussion of Findings

Findings from the study indicated, that all the aforementioned items are *in line with* the Social Studies as a problem-solving school subject as panacea for child abuse syndrome in Ogun State. The finding was in consonance with the study of Edinyang and Ubi (2013) that Social Studies is offered to meet positive needs and objectives of the individual in the society, for instance in Britain, Social Studies was joined into the school educational programme after the first and second universal wars as solution for social issues. Also the result from the study indicated, that all the mentioned items are *in line with* the impacts of Social

Studies in addressing child abuse in basic education programme in Ogun State.

Therefore, the study was in support of Ajiboye (2010) who described Social Studies as a school subject that is out to direct and provide learners with an open hand and chance to make investigations, learn, deliberate, tryout and gain sound knowledge to make conclusions on social problems and issues and discover answers to them. Social Studies is a subject that can enable the citizens to make enquiries, find out about issues and investigate social issues in the society, especially in the area of instruction which have led to solve societal problems like terrorism, child abuse, wives abuse etc in the society.

The result further showed that, all the mentioned items are in consonant with Social Studies as an instrument for preventing child abuse in basic education programme in Ogun State. Based on this study therefore, the study was in line with the statement that, children exposed to

violence such as child abuse are more likely to report stressful life events than non-exposed children. This finding was in line with the study of Adediran, Dorgu and Ogunfunmilakin, (2019) that Social Studies as a problem-solving school subject serve as a solution to child abuse through its interactive nature between people in the society.

Conclusion

Based on the findings of the study, teaching and learning of Social Studies education as an interdisciplinary subject that touches men and their environment in relation to their national development can serve as solution to child abuse in the society. The effects of Social Studies will significantly influence the reduction of child abuse in the society. The effects of child abuse in schools can be solved through the teaching and learning of Social Studies by enlightening the teachers and the parents the dangers inherent in the act of child abuse.

Recommendations

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

1. The teacher and the school counselor as well as parents should provide a caring, compassionate, supportive environment for the school children and to rebuild trust that has probably been destroyed by the abuser.
2. Teachers should allow learners to express their feelings in the best way possible, for example, through writing, painting, and toy usage.
3. Teachers, school counselors and parents should know their limitations and obligations in handling issues of abuse. They are required legally to report suspected and eye witnessed abuse and victimization to the law enforcers. Counselor's more especially are required to handle abuse cases with care.
4. Specialized in the field of Social Studies should be allowed to teach the subject so as to use the experienced gathered to be able to meet up its target and objectives.
5. Social Studies teachers are to attend workshop, seminars and symposium that can enable them to gather different experience in the area of specialization.

References

Adediran, A. A., Dorgu, E. T. & Ogunfunmilakin, B. I. (2019). *Social Studies, Religion and law related education as preventive measures against undesirable behavior and social violence in*

Nigeria. Paper presented at the TOFAC conference between 1st-3rd July, 2019 at the Babcock University, Ilesan, Ogun State, Nigeria

African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN). (2010). Awareness and views regarding child abuse and child rights in selected communities in Kenya. *Journal of Education* 9(3) 57-59

Ajiboye J. O. (2010). *Social Studies Education in Nigeria and emerging curriculum issues. Social Studies Education in Nigeria*. Adeniran Ogunsanya College of Education Ijanikin, Lagos.

Amnesty International (AI). (2005) "Kenya." report Paris: editions francophones d'Amnesty International.

Ceballos R., Dahl, T. A., Aretakis, M. T., & Ramirez, C. (2005). Inner-city children's exposure to community violence: how much do parents know? *Journal of Marriage and the Family*, 63(4), 927-940

Denga D. I. & Denga H. M. (2007). *Child parenting in developing nations: challenges and prospects*. Calabar: Rapid Educational Publishers Limited

Department for Education (DFE) (2017). *Characteristics of Children in Need: 2016 to 2017 England*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/656395/SFR61-2017_Main_text.pdf

Edinyang S. D. & Ubi I. E. (2013). Gender, socio-economic status, teacher qualification and their interaction on students' retention ability in social studies in Akwa Ibom State Nigeria. *International Knowledge Sharing Platform*, 2(2013) 35-40.

Fantuzzo J. & Tighe E. (2005). Family involvement questionnaire: a multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology*, 92(2) 367-376.

Fusco R. A., & Fantuzzo, J. W. (2009). Domestic violence crimes and children: a population-based investigation of direct sensory exposure and the nature of involvement. *Children and Youth Services Review*, 31(2), 249-256.

Hughes K., Bellis M. A., Hardcastle K. A., Sethi D., Butchart A. & Mikton C., (2017). The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis. *Lancet Public Health* 4 (2) 356-366.

Inyang-Abia, E. (2004). Multicultural education: historical development dimensions and Practice. In J. A. Banks and C.A.M Banks

- (Eds). *Hand Book of Research on Multicultural Education*. New York Macmillan.
- Jaffe, P.G., Wolfe, D.A. & Wilson, S. K. (1990) *Children of battered women developmental Clinical Psychology and Psychiatry. California*. Sage Publications, California.
- Jorgensen, C. G. (2017). *John Dewey and the dawn of Social Studies: unravelling conflicting interpretation of the 1916 Report*, New York. Information Age Publishing.
- Meltzer, H., Doos, L., Voltanis, P., Ford, T., & Goodman, R.(2009). The mental health of children who witness domestic violence. *Child and family social work Journal* 14(4)491-501
- Miller, D. (2010). *Children's exposure to violence community and domestic violence*. New York: Harvey Publishing House
- National Coalition Against Domestic Violence. (2015). What is domestic violence? Retrieved from <http://www.ncadv.org/need-help/what-is-domestic-violence> Google Scholar
- Njok, P.C. & Sunday D. E. (2014), Socio-cultural factors affecting the teaching and learning of social in Nigeria. *Journal of Education and Practice*, 24 (2) 23-44
- Radford L., Corral S., Bradley C., Fisher H., Bassett C & Howat N. (2011). *Child abuse and neglect in the UK today*. London: NSPCC
- Ray L. (2011). *Violence and society*. London: Sage Publications.
- Sterne, A., & Poole, L. (2010). *Domestic violence and children's handbook for schools and early year's settings*. NY: Routledge.
- UNICEF. (2014). *Hidden in plain sight: a statistical analysis of violence against children*. New York: UNICEF.

SCHOOL ENVIRONMENT AND UPPER BASIC SCHOOL PUPILS' LEARNING OUTCOME IN OSOGBO LOCAL GOVERNMENT AREA OF OSUN STATE, NIGERIA.

Eniola Keji OLA-ALANI, Ph.D

Department of Adult and Primary Education,
University of Ilorin, Nigeria.

E-mail: childhoodeducationmyconcern@gmail.com

Abstract

The study examined school environment and upper basic school pupils' learning outcome in Osogbo Local Government Area of Osun State, Nigeria. Descriptive research design was adopted for this study. Three research questions were generated with a research hypothesis. The sampled population for this study comprised of five upper basic schools within the local government area, while the sampling technique was simple random sampling, selecting two hundred (200) respondents, forty each from each school. The instrument used for data collection was a self-designed questionnaire and a pro forma. Frequency counts and percentage were used to describe the demographic data of sampled respondents, mean and standard deviation for analyzing the generated research questions, and multiple regression analysis for answering the postulated hypothesis. The findings showed that learning outcome of upper basic school pupils in Osogbo Local Government Area of Osun State was average with a mean score of 58.6%; public primary school environment in Osogbo Local Government, Osun State was favourable (55.5%); the predominant school environment in Osogbo Local Government, Osun State was staff-students relationship and classroom experience; and there was no significant relationship between school environment and learning outcome of upper basic schools outcome in Osogbo Local Government, Osun State. Recommendations were made that school staff should develop with the pupils a good interaction which is helpful in promoting pupils' learning outcome; a well-programmed learning and teaching environment which is conducive enough to achieve effective teaching and learning should be established; well trained and qualified teachers should be employed for teaching in upper basic schools; and schools should be situated in a friendly environment where teaching and learning could take place successfully.

Keywords: Environment, Upper basic pupils, Learning outcome

Introduction

Generally, in the whole world, particularly in Nigeria, education has been considered to be the cornerstone

for development. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal, (FRN, 2004). Education is very important in any given society. It is a process by which abilities and capabilities of individual are developed. These abilities might be physical abilities, emotional abilities, social abilities and intellectual abilities. It is the actualizing of human potential so that the individual can become something more than what he was before.

According to Ugwuanyi (2003), education is the process established by the society to assist the young to learn and understand the heritage of the past, participate productively in the society and contribute meaningfully to the development of the society. Bergin and Bergin, (2009) citing Kneller (2000) sees education as a process by which any society through schools, colleges, universities and other institutions deliberately transmit knowledge, values and skills from one person to another. As a result of deregulation in Nigerian education, the system of education has two main interest groups which are – public education and private education. Public education is the pillar or backbone of society which opens the door of equal educational opportunity to all citizens. It is a public owned property which attracts public attention constantly.

Secondary school is the next stage after primary school is completed. It is generally the final stage of compulsory education. Clare Boorn et. al (2010) sees secondary school as a school intermediate between elementary school and college, usually offering general technical, vocational or college, preparatory course, while Collins (2003) refers to it as a school for young people, usually between the ages of eleven and eighteen. As for the National Policy on Education (FRN, 2004) it is the form of education children receive after primary education and before the tertiary stage.

According to Alex Nenge (2018), Junior Secondary school education lasts 3 years (from 12 to 14 years).