

CHILD EMOTIONAL AND PHYSICAL ABUSE AS PREDICTORS OF SECONDARY SCHOOL STUDENTS' ACADEMIC ENGAGEMENT IN ATIBA LOCAL GOVERNMENT AREA, OYO STATE, NIGERIA

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Abstract

Persistence of child abuse affects students' academic engagement, this research investigated child emotional and physical abuse as predictors of Secondary School students' academic engagement in Atiba Local Government Area, Oyo State. One research question and four hypotheses guided the study. The research adopted the descriptive survey of correlation type. 159 junior secondary school students in Atiba Local Government area were randomly selected for the research. Three validated instruments were used for data collection, Child Physical and Emotional Abuse and Academic Engagement Questionnaire (CPEAEQ) were used for data collection in the study locale and their reliability indices are: emotional abuse $r = 0.70$, physical abuse $r = 0.67$ while academic engagement is $r = 0.75$. Data were analyzed using frequency counts and percentages, Pearson Product Moment Correlation and Regression analysis. The results showed that students experienced both emotional and physical abuse in the study locale, students' physical ($\beta = -.58$, $t = -.282$, $p > .05$). and emotional abuse ($\beta = .031$, $t = .486$, $p > .05$). did not relatively contribute to their academic engagement. Also, the students' physical and emotional abuses did not jointly contribute ($R = .040$, $R^2 = .022$, $R^2 = .011$, $F(2,156) = .128$, $P > .05$) to their academic engagement; however, educational stakeholders most especially parents and guardians should be handling children excesses with care and love in a way to promote children emotional and physical wellbeing and enhance their self-esteem as well for positive academic engagement.

Keywords: Child emotional abuse, physical abuse, Junior Secondary School Students, Academic Engagement.

Introduction

Secondary school students' academic engagement is an important aspect that all educational stakeholders should put everything in place to remove all form of cog in the wheel of its development. Academic engagement can be defined as learners involvement in academic programmes that take place both at school inform of class work, class participation, class contribution and at home, doing the home work and

even go extra mile to engage in academic issues. No doubt, the level at which the students involving on educational matters goes a long way to determine their academic success. This means that no meaningful result would be obtained when students put little or no attention to their academic programmes, studies abound on variables predicting students academic engagement (Wang & Pomerantz, 2009; Okpechi, 2013; Fareo, 2013; Waffa & Wejden, 2017; Ogunlade & Olanrewaju, 2021) found parental involvement, school environment and teachers attitude contributed significantly to students' academic engagement. Wang and Pomerantz (2009), asserted that effective learning is contingent upon the extent to which learners are engaged in learning activities in the classroom. However, this present studies are investigating on child emotional and physical abuse as predictors of junior secondary schools students' engagement in Atiba Local Government Area, Oyo State, Nigeria.

Child abuse may be considered as the most challenging social issues in Nigeria and other developing countries despite the formulated and enacted laws on prevention of child abuser as well as sustenance of child fundamental human rights where it's stated that education is an inalienable right of every child. Many children are still facing various form of abuse within and outside Nigeria shore. United Nations Convention where it was resolved through the child rights Act 2003 that a child is anyone who has not attained the age of 18 years. Akinlami, (2013), child abuse is therefore a practice whereby children are maltreated, battered or deprived of some basic needs in the home, street, religious houses or at school by the elderly (Denga & Denga, 2007).

Child abuse according to Moss and Moss (1999) is any act of omission by parents, guardians or any caregivers that results in non-accidental physical or mental injury, or sexual abuse. It is any behaviour exhibited to children which could negatively affects his/her social, emotional and physical well being by any of parents, teachers, guardians, siblings and the society at large could be termed child abuse. (Denga & Denga, 2007) also opined that any cruel or wicked behavior on children by teachers, parents peers guardians, siblings and the society in general constitute child abuse. (Sylvia & Davidson 2017)

states that child abuse takes place in the home environment, at school, in church, hospitals, orphanages and in any place, public or private. It may also observed that some educational stakeholders also involving on child abuse of various form such as cutting the child's body with razor blade due to some minor offences using corporal punishment and at times damaging the body of child all in the name of correcting the child to exhibits positive behavior. No doubt, Augustine and Abubakar (2016) cried out that child abuse is rampant and growing like harmattan fire and that no safe place for children anymore. Be that as it may be, academic engagement of junior secondary school students may be negatively affected most especially students that have been abused and still abusing of one form of abused or the other. Abuse may be physical when the perpetrator incited any means metal or non-metal and pierced the victims may attracts sympathy from the people. Physical abuse could also be described as intentional application of physical force against a child which could be harmful to child's health survival and development.

Waffa and Wejden (2017), revealed in their study that physical abuse was predicted to negatively affect children's academic and behavioural adjustment. Hitting, beating, kicking, shaking, biting, burning, poisoning and suffocating are forms of physical abuse and no doubt has tendency to hindering students academic engagement. Honestly, observation showed that the victim is likely to have problem with acquisition of knowledge, knowledge or skill retrieval when needed and that such abused child may not fully engaged on academic programmes even while in the class during teaching learning interactive session. Reflection of when, where and how he/she was abused may form a stumbling block and hence, prevention from learning effectively. (Sylvia and Davison 2017) found that majority of the abused learners underperformed as a result of abuse and became suspicious of every person around them and this had a negative bearing to their academic performance. Augustine et al (2016) opined that abused children generally perform poorly in school because they find it difficult to concentrate in their academics. Also, reported that significant relationship exist between street hawking and academic performance of secondary school students in central senatorial district of cross river state (Okpechi, 2013) outcome of child abuse is very dangerous to the abused and even to the society at large. It promotes negative self concept, inferiority complex and the likes among the abused children and this would invariably hindering their academic engagement and at the end aid poor academic performance in school setting. However, if care is not taken, frequency failure of abused children

may lead to drop out of the school setting and become nuisance to the entire public.

It may not be an over statement to say that child labour is on increase for it is very common in the contemporary society to see the children of school going age on the street hawking, perhaps due to economy or parental apathy to educational advancement of their wards. This attitude of allowing children to make sales either permanently or occasionally making sales of some goods before going to school is worrying some and this is nothing but child abuse. Child neglect by the parents or caregiver could also impede child's academic engagement. Some junior secondary school students do not have relevant educational materials to work with and observation showed that many parents neglect their children and do not even bother to monitor their children academic programmes in the school and it is obvious that this would affect students academic engagement and empirical support of this has been earlier mentioned in this paper.

This study anchored on social learning theory of Bandura. The theory states that the acquisition of skills that are developed exclusively or primarily within a social group. Social learning depends on how individuals either succeed or fail a dynamic interaction within groups, and promotes the development individual emotional and practical skills as well as accurate perception of self and acceptance of others. According to this theory, people learn from one another through observation, imitation and modeling.

This theory is relevant to the present studies because of dynamic relationship which exist among school children, their parents/guardians and siblings even teachers and the society at large. Children who received different form of abuse is not likely to engage fully on academic programme children are in one way or the other imitating the significant persons in their life regardless of whether wrong or good behaviour an abused child may equally abuse other children within or outside its environment. Parents are therefore expected to exhibit good behavior capable of promoting academic culture, it may be inform of telling stories of educated personalities that have excel in their academic field and such may promote positive disposition to academic programmes however, if parents and other stake holders abused children like child neglect, child labour, sexually abused and the likes, the reflection of these may block the child from positive disposition to academic programmes hence, dynamic relationship of children and other educational stake holders should be devoid of all

forms of abuses so that their academic engagement would be strengthened. An emotionally abused child may exhibit negative self concept and find it extremely difficult to participate effectively during teaching/learning interactive session.

Statement of the Problem

It is no longer news that various forms of child abuse exist globally and particularly in Oyo town where this study was been conducted. Child molestation and abuse were identified as among the insurmountable encounter a child would be exposed to and devastate the child physical, emotional and spiritual wellbeing. An abused child most especially, the emotional and the physical leave scars and trauma that are difficult to erode in the history of an individual. It was equally empirically established that physical and emotional abuse mar academic engagement in schools. However, there is deart of data on the relationship between students physical, emotional abuse .and students academic engagement in Atiba Local Government area of Oyo state, Nigeria. Therefore, this research investigates the child emotional and physical abuse as predictors of secondary school students' academic engagement in Atiba local government area, Oyo state, Nigeria.

Objectives of the Study

The main objective of this present study is to find out the relationship between child abuse and secondary school students' academic engagement in Atiba Local Government Area of Oyo State. The specific objectives of the study are; to:

- i. Assess the state of physical and emotional abuse in Atiba Local Government area of Oyo State, Nigeria,
- ii. Investigate the correlation between students' physical, emotional abuse and their academic engagement;
- iii. Predict the relative and the composite compositions of students' physical and emotional abuse to their academic engagement in Atiba Local Government Area of Oyo State, Nigeria.

Research Question

- 1. Is there any element of child abuse on the study locale?

Hypotheses

Following hypotheses were formulated and statistically tested at probability level of 0.05 significant level:

- i. There will be no significant relationship between child emotional abuse and junior secondary school student academic engagement in the study locale

- ii. There will be no significant relationship between child abuse (physical abuse)and a c a d e m i c e n g a g e m e n t o f J u n i o r S e c o n d a r y school students in Atiba Local Government Area of Oyo State.
- iii. There is no significant joint contribution of child emotional abuse and physical abuse to junior secondary school students' academic engagement in the study locale.
- iv. There is no significant relative contribution of independent variables to dependent measure.

Methodology

This study adopted a descriptive survey of correlational type. It is a research method that seeks to discover as well as establish the strength and direction of relationship that exist between two or more variables, usually between independent variables and dependent variables as opined by Best and Kanu (2006). The population of this study comprised all junior secondary school students from Atiba Local Government Area of Oyo State. Simple random sampling technique was used to select one hundred and fifty-nine junior secondary school students in the study locale. Child Physical and Emotional Abuse and Academic Engagement Questionnaire (CPEAEQ) were used to collect data from the respondents. The instruments were divided into two sections. Section A contained Biographical information of the respondents which includes Gender, school, class and their age. While section B was adopted from child abuse scale (CAS) developed by Farah and Ashiq (2007). The section B also has subgroups namely, Physical Abuse of the original author has reliability co-efficient of 0.63 while in the present study, researcher in the present study, researcher re-subjected the instrument for Cronbach's alpha reliability tests which yielded index of 0.67. Some of the items on the scale are my parents provide me food on proper timing; my parents force me to do physical labour and so on. On emotional abuse instrument, it has reliability coefficient of 0.90 while in the present studies, Cronbach alpha reliability test which yielded an index of 0.70 which judged to be good for the present studies.Academic engagement of the junior secondary school students II was measured with structured and positively worded items. The total score is 40 and the higher the respondent scored indicate good academic engagement of the participants. Some of the items on the instruments are: I engage in academic matters, I actively involves during teaching/learning interplay, I always have high involvement during mathematics lesson than any other school subjects and so on. The instruments were designed by Ogunlade & Olanrewaju (2021). The

reliability coefficient of the instrument is $r=0.75$. Researcher administered the questionnaire with the assistance of class teachers in the study locale and was collected immediately after the completion. Data collected were analyzed using tables of frequency

counts and percentages for the socio-demographic variables, Pearson Product Moment Correlation (PPMC) and multiple regression analysis. Child emotional and physical abuse served as independent variables while Junior Secondary School students'

Results

Table1: Socio-demographic distribution of the respondents.

Variable	Frequency	%
Male	76	48.0
Female	83	52.0
TOTAL	159	100.0
AGE		
11 and below	07	4.5
12 years and above	152	95.5
TOTAL	159	100.0

From table 1, there are 76(48.0%) Male and 83 (52.0%) of Female respondents in the distribution also, there are 07 (4.5%) of 11 years and below, 152 (95.5%) of 12 years and above respondents in the distribution.

Answer to Research Question

Table2: Descriptive statistics of junior secondary school emotional and physical abuse. Descriptive Statistics

	N	Minimum	Maximum	Mean	Standard deviation
Physical abuse	159	5.00	16.00	14.00	2.22584
Emotional abuse	159	21.00	56.00	44.9636	7.25233

From Table 2, the mean score of junior secondary student physical abuse is 14.0249 out of 16.0 maximum obtainable score meaning that the students are physically abused. Also from the table, the average emotional abuse score is 44.9636 out of 56 maximum obtainable score signaling that the students are equally emotionally abused.

Hypothesis Testing

H_{01} : There is no significant relationship between child emotional abuse and junior secondary school student academic engagement in the study locale.

Table 3: Pearson product moment correlation of relation between child emotional abuse and junior secondary student's academic engagement

Emotional Abuse	Academic Engagement
r	.022
sig.	.786
N	159

Table 3 shows that the relationship between emotional abuse and junior secondary school students' academic engagement is weak and not significant ($r = .022$; $p > .05$). Therefore, H_{01} is accepted.

H_{02} : "There is no significant relationship between physical abuse and junior secondary school student academic engagement"

Table 4: Pearson products moment correlation of relationship between physical abuse and academic engagement of junior secondary school students' academic engagement

Emotional Abuse	Academic Engagement
r	-0.36
sig.	.623
N	159

From Table 4, there is a negative and weak non-significant relationship between junior secondary school students' academic engagement and physical abuse. Therefore, H_{02} was accepted.

H_{03} : There is no significant joint contribution of child emotional abuse and physical abuse to junior secondary school students' academic engagement in the study locale.

Table 5: Regression analysis of joint contribution of emotional and physical abuse to junior secondary school students' academic engagement

R	R²	Adj R²				
.040	.002	.011				
Model	Sum of Square	df	Mean Square	F	Sig.	R
Regression	8.128	2	4.064	.128	.88	
Residual	4947.457	156	31.714			
Total	4955.585	158				

Table 5 revealed that the joint contribution of physical and emotional abuse of junior secondary school students in Atiba local government area of Oyo state to their academic engagement is not significant ($R = .040$, $R^2 = .022$, $R^2 = .011$, $F(2,156) = .128$, $P > .05$). Therefore, H_{03} was accepted.

H_{04} : "There is no significant relative contribution of emotional and physical abuse to junior secondary school students' academic engagement in Atiba Local government area of Oyo state".

Table 6: Regression of analysis of relative contribution of emotional and physical abuse to junior secondary school students' academic engagement

Unstandardized coefficient			Standardized coefficient		
	$\hat{a}$	Standard Error	$\hat{A}$	T	sig
Constant	18.528	3.584		5.287	.000
Physical abuse	-.059	.211	-.024	-.282	.778
Emotional abuse	.031	.064	.041	.0486	.628

From the table 6, there is no significant relative contribution of physical abuse to junior secondary school students' academic engagement ($\beta = -.58$, $t = -.282$, $p > .05$).

Also, there is no significant relative contribution of emotional abuse to junior secondary school students' academic engagement in Atiba ($\beta = .031$, $t = .486$, $p > .05$). Therefore, H_{04} was accepted.

Discussion

In the study locale, it was established that junior secondary school students were experienced both physical and emotional abuse. It was also revealed in the table displayed that despite that student experienced both physical and emotional abuse, it did not significantly have substantial impact on their academic engagement. This might be due to the fact that some of the students may be fending for themselves and others may be engaging on hawking before coming to the school. This result is not in tandem with Augustine and Abubakar (2016) who opined that abused children generally performed poorly in school because they find it difficult to concentrate in their academics. It also negates Ogunlade & Olanrewaju 2021 who found parental involvement, school environment and teachers' attitude contributed significantly to students' academic engagement. In the same vein, it equally contrast to Sylvia and Davison (2017) who found that majority of the abused learners underperformed as a result of abuse and became suspicious of every person around them and this had a negative bearing to their academic performance.

The result of the present study might be as a result of self determination of students to engage in their academic despite their various forms of abuse. The result is also contrast to the finding of Waffa and Wejdan (2017) which revealed that physical abuse was predicted negatively affect children academics and behavioral adjustment. This maybe a function of other factors as said earlier. This may suggest that parents lack knowledge of child developmental psychology in the study locale and as a results exposed children to various forms of abuse.

Conclusion

The study concluded that students do experience both emotional and physical abuse and that such abuse did not impact on their academic engagement substantially, however, this is not to say that various forms of negative behaviour (child abuse) should be going on unabated.

Recommendations

From the findings of the study, the following are recommended:

- Parents and guardians should be counseled towards curbing their children excesses through non violence means so that their wards can repose confidence in them and be more opened to confide in them in case of attempted abuse whether physical or emotional;
- Parents and guardians should be exposed to enlightenment programs on best

practices of child rearing so that the children would have been adequately exposed to impending dangers in their vicinity and the strategies to take to avert such mishaps;

- Teachers should exercise enough patience when correcting learners under their umbrella so that in the process of correcting them they would not feel abused and be exasperated to the extent of ignoring their discipline or rebuffing it which invariable would be inimical to their wellbeing;
- Government should ensure adequate provisions of Guidance and Counsellors in schools for efficient and effective guidance and counseling services delivery so as to forestall all forms of students' abuse by their seasoned counselling services delivery.

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IMPACT OF COVID-19 ON ONLINE CLASSROOM LEARNING AMONG THE SENIOR SECONDARY SCHOOL STUDENTS IN IFE CENTRAL LOCAL GOVERNMENT AREA OF OSUN STATE, NIGERIA

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Abstract

The study assessed the impact of Covid-19 online classroom learning among the senior secondary school students in Ife Central Local Government Area of Osun State. The study employed correlational survey research design. The population comprised all students and teachers in Ife Central LGA of Osun State. The sample consisted of 100 students and 20 teachers who were purposively selected from five schools in the study area. Research instruments titled Students Attitudes towards Virtual Learning Questionnaire; Online Classroom Interaction Questionnaire; Teachers' Attitudes towards Virtual Learning Questionnaire and Students Online Learning Performance Test were used for data collection. Data collected were analysed using mean and Pearson Product Moment Correlation. The result revealed that the teachers had positive attitudes towards virtual learning and there was a significant positive relationship between teacher-students' online classroom interaction and their attitudes towards virtual learning. The result also showed a positive non-significant relationship between teacher-students' online classroom interaction and their academic performance. The study concluded that there was a significant relationship between teacher-student online classroom interaction and the students' attitude. Finally, it concluded that there was no significant relationship between teacher-student online classroom interaction and their academic performance.

Keywords: Online Learning, Academic Performance, Attitude, Learning Interaction.

Introduction

Education has been seen as the greatest force that can be used to bring about changes. Fuandai, Shiaki and Gbari, (2007), observed that the greatest investment a nation can make for the development of its economic, sociological and human resources is that of education. Education provides us with people possessing the necessary knowledge and skills to win a nation's state and to even export brains. Education is not only an end in itself. It is a key instrument for bringing about changes in knowledge, values and behaviours and lifestyles required to achieve sustainability and

stability within and among countries (Bajaj & Chiv, 2009). According to UNESCO (2000), "education refers to the total process of developing human ability and behaviours". It is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding values of all activities of life. Education delivers knowledge of equality among everyone in society and encourages the growth and improvement of the nation. Nowadays, everyone can get education using modern technology-based platforms, and also various distance education programmes are available for the same. And such a modern education system is completely proficient in discussing social problems of illiteracy and inequality among everyone of various castes and religion.

The birth of Coronavirus Disease 2019 (COVID-19) has posed serious challenge to the educational sector worldwide. COVID-19 was declared as a pandemic by the World Health Organization on March 11th 2020 mainly due to the speed and scale of the transmission of the diseases. The etiologic agent of COVID-19 was isolated and identified as a novel coronavirus, initially designed as 2019-nCoV. Later, the virus genome was sequenced and because it was genetically related to the coronavirus outbreak responsible for the SARS outbreak of 2003, the virus was named as severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2) by the International Committee for Taxonomy of Viruses. One of the strategies adopted in the bid to curb the Covid-19 pandemic was the lockdown of states and nations (Nigeria Centre for Diseases and Control [NCDC], 2020). In Nigeria, the full lockdown was between March and June 2020 while the partial lockdown lasted till September 2020 (NCDC, 2020). Conceptually speaking, lockdown has been referred to as an emergency response imposed by the government, mandating people to stay indoors in the event of an outbreak. In the case of Covid-19, the ultimate goal of a lockdown measure is to flatten the curve of the novel virus and the exercise entails the closure of all activities-based centers such as schools, hotels, clubs and religious houses that could make a sizeable number of people come together (Saxena, Baber & Kumar, 2020). This apart, directives such as social distancing, banning of congregations of more