

Research Article

The Use of Literacy Education in Guarding Against Girl Child Abuse in Ibadan City of Oyo State, Nigeria

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Article History

Received: 21.05.2020

Accepted: 15.06.2020

Published: 23.06.2020

Journal homepage:<https://www.easpublisher.com/easjhcs>**Quick Response Code**

Abstract: This study examines the effects of literacy education to guide against girl child abuse in Ibadan of Oyo State, Nigeria. The population for this study consists of all children in both public and private secondary schools in Ibadan town of Oyo State, Nigeria. The research instrument used was questionnaire and one hundred and fifty (150) respondents were used among the four selected literacy centers. The result showed that sexual abuse, right to equality was always violated by child marriages, beliefs in traditional attitudes deeply entrenched in custom practices child marriage, female genital mutilation was massively practiced and molestation are forms of child abuse in Ibadan of Oyo State, Nigeria. This study therefore recommended that there should be public enlightenment programmers to combat mass ignorance and public awareness on the right to freedom from all forms of child abuse and as much as possible, teachers/caregivers should avoid the use of corporal punishment because it only teaches children that violence is the best way of maintaining control and it encourages them to hit other children. The study concluded that child abuse and neglect is a global problem that takes place in many setting one of which is the school. Child abuse as discussed has serious implications on the educational system in Nigeria.

Keywords: Literacy education, child marriage, molestation, physical abuse, girl child abuse.

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INTRODUCTION

Section 277 of the Child Rights Act of 2003 defines “a child as a person who has not attained the age of eighteen years.” From conception, children bring joy and delight to their family and those around them. When they grow up, they serve an essential role within their community as they become the future leaders of the nation. However, despite the joy associated with the birth of children many remain victims of abuse, violence, and exploitation. They are easy victims of violence because they are weaker in size, stature, and mental capabilities. Child abuse is any act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, and sexual abuse or exploitation. In Nigeria, abuse against children is rampant although it is largely under-reported.

Under reporting stems from cultural justification of certain forms of abuse associated with cultural practices and the reluctance of children to speak about prior abusive experiences. Fear of their assailants’ threats or their parent’s reaction may be the cause of this reluctance. Also, some children may be either too young to understand their experience or unable to speak for themselves. The African Charter on the Rights and Welfare of the Child of 1999, provides that children must be protected from all forms of torture, inhuman, or

degrading treatment, physical, mental or sexual abuse, and neglect or maltreatment. When children are exploited or abused, they do not enjoy their childhood, which leads to several consequences in future. On the other hand, when children are protected from abuse, children will grow up in a healthy and confident manner, achieve their potential, and contribute to the development of the nation. Several legal provisions, which seek to protect children, have been enacted internationally and within Nigeria. However, these laws have not served as an effective tool in curbing the menace of child abuse, as originally intended. The purpose of enacting laws is to prevent a certain problem and decrease the frequency of its occurrence. When these laws are not effective, the purpose is defeated (De Bellis and Thomas, 2003).

Girl-child education in its simplest form is the educational training of the female child who is mostly below the age of 18 years. Such Literacy education could be the formal school type, informal, Western or Islamic or even both. The success of either type is largely predicated on the legal and institutional structures put in place to achieve its objectives. Over the years, the Federal, States and Local Governments including faith based religious bodies have promulgated laws and established bodies in order to promote girl-child education. The aim in this paper is however

limited to examining the adequacy or otherwise of the legal framework for promotion of formal girl-child education. Girl-child education is important to her personal as well as national development. An educated girl-child has significant role in upbringing her children as the first teacher, educator and developer in the society. There is a popular saying that 'if you educate a male, you educate an individual, but if you educate a female, you educate a nation', and so national development cannot be effective if about half of the nation's population (females) remain ignorant, marginalized and discriminated against. An attempt is hereby made to critically examine the legal framework for formal girl-child education with a view to improving their levels of education in Nigeria. In this regard, the paper examines the legal framework for girl-child education, what girl-child education entails followed by benefits derivable therefore, the challenges for the realization of girl-child education, cultural and religious shortcomings after which recommendations are made to convince the three tiers of government to improve upon girl-child education Flaherty (2006).

UNICEF and the National Policy on Children grant children the following rights: Protection against indecent and in human treatment like abuse and neglect, provision of a conducive environment to promote early stimulation to learning for the child, Entitlement of every child (male/female) to receive compulsory basic education and equal opportunity for higher education, Promotion and encouragement of child-friendly principles in all relevant institutions.

The above provisions recognize the importance of Literacy education for the optimum development of the child thus advocating for compulsory basic education and the provision of conducive learning environment. Literacy Education is therefore recognized as one avenue through which the child can develop properly. Many developing nations place a high premium on the literacy education of their citizen because education is viewed as an instrument for cultural, social, political, economic and technological development and emancipation In Nigeria, for instance, Literacy education is viewed as a means of building a free democratic, just and equalitarian society; a united strong and self-reliant nation; a land of bright and full opportunities for all citizens (Federal Republic of Nigeria, 2004). Thus, Nigeria and his people need a change and growth in literacy education so as to be in line with the developed nations. Every successive federal and state government administration has been allocating substantial portions of its annual budget to meet this broad objective. In some cases, regional and later state government had at one time or the other embarked on free literacy education programmer at all levels including higher institutions. Although these programmes have been brought to abrupt halt due to series of political changes and the present adverse

economic conditions, nevertheless, many state governments still endeavor to give financial aids to their students and educational institutions.

State governments have come up with various policies as regards admission, administration, and duration of programmes and so on. Presently, literacy education has been made compulsory for children at the basic level and every child is encouraged to take the opportunity of acquiring at least basic education up to the junior secondary level by some state governments. All these are efforts made to protect the basic right of children. The question is, are the children utilizing this opportunity maximally? In the traditional African society, the training of the child was the sole responsibility of the parents and the members of the community who had the right to discipline and correct the child whenever they went wrong. The parents trained the child in a way that is suitable and acceptable to the standard of the society. Following the advent of western education and the introduction of nursery and pre-primary schools, parents tend to give over the responsibility of guiding, directing, counseling and role modeling of the children to the school. Thus, putting more demands on the school to do what the parents should do in addition to their normal school functions (Mayowa, 2011).

Objective of the study

The purpose of this study is to find out the effects of literacy education to guide against girl child abuse in Ibadan town of Oyo State, Nigeria. The purposes include:

1. To find out the forms of child Abuse in Ibadan town of Oyo State, Nigeria.
2. To examine the policies protecting children from abuse in Ibadan town of Oyo State, Nigeria.
3. To research on the effect of girl child abuse in Ibadan town of Oyo State, Nigeria.
4. To know how literacy education guide against girl child abuse in Ibadan town of Oyo State, Nigeria.

Research questions

1. What are the forms of child abuse in Ibadan town of Oyo State, Nigeria?
2. What are the policies protecting children from abuse in Ibadan town of Oyo State, Nigeria?
3. What is the effect of girl child abuse in Ibadan town of Oyo State, Nigeria?
4. In what way do literacy education guide against girl child abuse in Ibadan town of Oyo State, Nigeria?

LITERATURE REVIEW

Concept of Girl Child Abuse

In the first instance, let us consider what constitute a child. According to the UN Convention on the Rights of the Child (CRC) 1989, a child is referred to a person under the age of eighteen. To corroborate

this, section 4a of Article 28, chapter 3 of the 1999 Constitution of the Federal Republic of Nigeria (1999) recognizes a person of eighteen years and above as having attained 'full age' or adulthood. The International Labour Organization (ILO) Convention No. 138 specifies 15 years as the age above which, in normal circumstances, a person may participate in economic activity. Now, what constitute girl child abuse? According to Mayowa (2011), child abuse is the physical, sexual, emotional mistreatment, or neglect of a child in this context, a girl child. Girl child abuse is any act or series of acts of commission or omission by a parent or other care-giver that results in harm, potential for harm, or threat of harm to a girl child.

Girl child abuse can occur in a child's home, or in the organizations, schools or communities the girl child interacts with. There are four major categories of girl child abuse: neglect, physical abuse, psychological and emotional abuse, and child sexual abuse. Herrenkohl (2005) cited the Journal of Child Abuse and Neglect, defines girl child abuse as "any recent act or failure to act on the part of a parent 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".

According to Hughes (2009), girl child abuse is a situation whereby the fundamental human right of a girl child is tempered with. That is, the child is not given adequate care and protection as it is the responsibility of every parent to take good care of their children. These rights are right to education, religion, freedom of movement, shelter etc. The child on most occasions is exposed to unnecessary hardship and odds in life. Girl child abuse is more than sexual abuse, bruises and broken bones. While physical abuse might be the most visible sign, other types of abuse, such as emotional abuse or child neglect, also leave deep, long lasting scars on the victims. The earlier abused children get help, the greater chance they have to heal from their abuse and not perpetuate the cycle.

Forms of child abuse in Ibadan town of Oyo State, Nigeria

Child abuse can either be sexual or non-sexual. Sexual abuse on sits of abuse that can either be child marriage, molestation, or female genital mutilation while non-sexual abuse includes child labour, kidnapping and neglect.

Sexual Abuse and Child Marriages

Child marriage is the practice in which children are married to adults. A variety of rights are violated by child marriage including the right to equality on grounds of sex and age, the right to marry and start a family, the right to life, the right to the highest attainable standard of health and the right to education. Child marriage is more common in rural

communities because such communities tend to have traditional attitudes deeply entrenched in customs, which are not easily altered by external influences. Nigeria is no exception to the prevalence of child marriage in rural communities, especially in the country's Northern states. Female children are given away in marriage at a young age to increase the wealth of family members through the payment of bride prices. Another factor is the high value placed on a girl's virginity. Child marriage exposes children to adverse health effects and deprives them of the childhood-time that is necessary for them to develop physically, emotionally, and psychologically. The Nigerian Child Rights Act of 2003, provides that a marriage entered into with a girl younger than eighteen-years-old is null and void. However, Section eighteen of the Marriage Act16 provides that a child below the age of twenty-one can get married if consent is obtained from the parents. The implication of this provision is that children as young as fifteen can get married once their parents' consent, which conflicts with the clear provisions of Section 21 of the Child Rights Act of 2003.

Female Genital Mutilation

The World Health Organization (WHO) defines Female Genital Mutilation (FGM) as "procedures that involve partial or total removal of the female external genitalia, or other injuries to the female genital organs for cultural or any other non-therapeutic reasons." The United Nations Convention on the Rights of the Child (UNCRC) provides that state parties to the convention should take measures to abolish traditional practices that are prejudicial to the health of children. FGM is rooted in cultural beliefs and traditions that have been in existence for several decades and are difficult to change. For example, it is believed that FGM fosters cleanliness and enhances male pleasure. Some communities also believe that if a woman's clitoris is not removed, it will result in the death of a baby during childbirth, if it touches the baby's head. All types of FGM have immediate health complications including infection, pain due to the cutting of nerves and sensitive genital tissues, shock, excessive bleeding, and death. Potential long-term complications include chronic pain, infertility, sexual dysfunction, and other obstetric complications.

Molestation

Molestation involves the forcing or enticing of a child to take part in sexual activities, but does not necessarily involve a high level of violence. The child may or may not be aware of what is happening. The activities may involve either physical contact or non-contact activities. Molestation can have lifelong effects on children that result in which a variety resulting in the possible exhibition of many symptoms such as, anxiety, bed-wetting, insomnia, nightmares, depression, suicidal behaviors, and eating disorders.

Neglect

American Humane Association (2011) sees child neglect as a common type of girl child abuse. It is a pattern of failing to provide for a child's basic needs, such as adequate food, clothing, hygiene, or supervision. Girl child neglect is not always easy to spot. Sometimes, a parent might become physically or mentally unable to take care of a child, such as with a serious injury and untreated depression. Other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe. There are many effects of child neglect, such as children not being able to interact with other children around them.

Physical Abuse

Physical abuse involves physical harm or injury to the girl child. It may be the result of a deliberate attempt to hurt the child, but not always. It can also result from severe discipline, such as using a belt on a child, or physical punishment that is inappropriate to the child's age or physical condition. Physical abuse is physical aggression directed at a child by an adult. It can involve punching, striking, kicking, shoving, slapping, burning, bruising, pulling ears or hair, stabbing, choking, belting or shaking a child. Shaking a child can cause shaken baby syndrome, which can lead to intracranial pressure, swelling of the brain, diffuse axonal injury, and oxygen deprivation; which leads to patterns such as failure to thrive, vomiting, lethargy, seizures, bulging or tense fontanelles, altered breathing, and dilated pupils.

Psychological/emotional abuse

However, out of all the possible forms of girl child abuse, emotional abuse is the hardest to define. It could include name-calling, ridicule, degradation, destruction of personal belongings, torture or destruction of a pet, excessive criticism, inappropriate or excessive demands, withholding communication, and routine labeling or humiliation. The US National Center for Victims of Crime (2011) asserts that victims of emotional abuse may react by distancing themselves from the abuser, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment development, a tendency for victims to blame themselves (self-blame) for the abuse, learned helplessness, and overly passive behavior emotional abuse can severely damage a child's mental health or social development, leaving lifelong psychological scars. "Emotional or psychological abuse is the persistent emotional maltreatment of a child that causes severe and persistent adverse effects on the child's emotional development." Children that are constantly humiliated, shamed, or rejected, often see themselves as worthless and incapable of being successful. This can lead to depression, lack of concentration in school, lowered self-esteem, dysfunctional relationships, and ineffective coping skills.

Kidnapping

Kidnapping is the "unlawful detainment of persons, either by force or fraud, and the undisclosed relocation against their will, usually to extract ransom. Kidnapping has caused a great deal of mental and emotional trauma for victims and their relatives. It violates their rights to life, freedom of movement, and freedom from inhuman and degrading treatments. Also, children are not exempt from the spate of kidnapping in recent times. The United Nations Office of Drugs and Crime (UNODC) has categorized kidnapping as follows: kidnapping for extortion; kidnapping between or within criminal groups; kidnapping for sexual exploitation; kidnapping linked to domestic or family disputes, revenge kidnapping and kidnapping for political or ideological purposes. The menace of kidnapping is attributed to unemployment, poverty, greed, high level of crime, corruption, a history of conflict and instability.

Child Labour

Child labour is defined as "any form of work likely to have adverse effects on the child's safety, health, and moral development. It refers to work that is mentally, physically, socially, or morally dangerous and harmful to children, deprives them of the opportunity to attend school.³⁴ Nigerian children work in a wide range of sectors and industries. In rural areas, children mostly work in agriculture. They are responsible for planting, weeding, harvesting crops, and tending to livestock. In urban areas they work as vendors, shoe shiners, carwashes, drug peddlers, and construction workers, etc. In most cases, child labour is determined by the family's economic status, the size of the household, and the parent's education level ³⁶. It affects development and stands as an impediment to achieving sustainable development goals such as poverty reduction, and universal primary education.

Child Neglect

Child neglect has been defined as, "a failure to provide basic needed care for the child such as shelter, food, clothing, education, supervision, medical care, and other basic necessities needed for the child's physical, intellectual, and emotional development." There are various categories of neglect such as: physical, medical, environmental neglect, emotional neglect and educational level ³⁹. Neglected children usually have intellectual, physical, social, psychological and developmental problems. They are often socially withdrawn, suffer from malnutrition, and are susceptible to several fatalities due to the absence of care givers at critical moments.

Policies Protecting Children from Abuse in Ibadan town of State

Nigeria has developed a number of policies, plans, and strategies that provide an enabling

environment for child survival and protect them from abuse. Some of the policies area follows:

According to the World Health Organization, (2015) “obstetric fistula is an abnormal opening between a woman’s vagina, bladder, and/or rectum, through which her urine and or feces continually leak.” This condition may be complicated by recurring infections, infertility, damage to vaginal tissues, and paralysis of the muscles in the lower legs. However, the possibility of occurrence of fistulae can be reduced if pregnancy is delayed until sexual maturity is attained. According to the policy, there are three elimination strategies for obstetric fistula. One is a primary prevention strategy that requires the creation of a political, legal, and social environment, and promotes improvement in the status of women and girls, therefore preventing obstetric fistula. Other elimination strategies are the secondary level prevention strategies and the tertiary level prevention strategies.

National Policy on Child Labour

The Nigerian government launched the National Policy and National Action Plan on Child Labor in 2013 to facilitate the elimination of child labour in Nigeria. The National Policy on Child Labour defines child labour as, “work that harms children’s well-being while, hindering their education, development, and future livelihood.” It also gives examples of what is considered to be the worst forms of child labour. According to the policy, there is a need to make concrete efforts to harmonize child labour projects and interventions in the country, while fostering network and collaboration among local, national, and international organizations. The mission of the policy is to eliminate child labour in its worst form, and to ensure that every child gets an opportunity to aspire and attain the apex of his or her potential. It also aspires to be a just society devoid of child exploitation and abuse.

National Policy and Plan of Action on the Elimination of Female

Genital Mutilation in Nigeria, The Federal Ministry of Health (2002) drafted the National Policy on the Elimination of Female Genital Mutilation (FGM), which was passed in October 2002. The policy’s stated goal is to eliminate the practice of FGM in Nigeria in order to improve the health and quality of life for girls and women. Its specific objectives are to: increase awareness of the dangers of FGM (particularly among family decision makers and FGM providers,); increase the number of health personnel who undergo training on prevention and treatment of FGM; and to provide educational programs directed at health workers, women’s and men’s groups, traditional rulers, religious and other community leaders, and traditional birth attendants.

The National Plan of Action on Orphans and Vulnerable Children(2006-2010) of 2007 The Orphans and Vulnerable Children’s (OVC) National Plan provides a framework for policy makers, program planners, and implementers of all levels, for carrying out interventions to mitigate the impacts on orphans and other causes of vulnerability in children. When children are deprived of their parents they can be vulnerable to various forms of abuse which include prostitution, lack of education, starvation, and molestation. To abate this, the plan includes strategies to strengthen the capacity of care givers and the vulnerable children themselves, as well as providing support and community-based responses. According to Mrs. Inna Maryam Ciroma, the former Minister of Women Affairs and Social Development, the plan is, “an important milestone in the field of child rights promotion and protection and will also serve as a concrete guide for programme implementers.

National Policy on Education

As a result of the 2006 National Curriculum Conference, the National Policy on Education was created when dissatisfaction was expressed with the existing education system. The prior system had become irrelevant to national needs, aspirations and goals. The National Policy on Education in Nigeria is based on the formulation of educational policies, which is most appropriate for a developing country and multi-ethnic nation like Nigeria. The policy provisions provide for Nigerian children six years of primary school, three years of junior secondary school, three years of senior secondary school and four years of university education(6.9.4).It has abroad curriculum which aims to create learning opportunities for all children, irrespective of their sex, peculiar background, or ability. Overly passive behaviour emotional abuse can severely damage a child’s mental health or social development, leaving lifelong psychological scars.

Effects of Girl Child Abuse

According to National Survey of Child and Adolescent Well-Being NSCAW (2004), more than one-quarter of children who had been in foster care for longer than 12 months and are maltreated had some lasting or recurring health problem which however have direct effect on their educational pursuit. Shaking a baby girl is a common form of girl child abuse. The injuries caused by shaking a baby girl may not be immediately noticeable and may include bleeding in the eye or brain, damage to the spinal cord and neck, and rib or bone fractures. A girl child who suffer from brain injury or have eye problem cannot read or write in the school which by implication will affect the academic performance of the girl child in school.

According to De Bellis & Thomas (2003) assert that girl child abuse causes important regions of the brain to fail to form or grow properly, resulting in

impaired development. These alterations in brain maturation have long-term consequences for cognitive, language, and academic abilities. Flaherty (2006) added that several studies have shown that a teenage who experienced abuse or neglect during childhood is more likely to suffer from physical ailments such as allergies, arthritis, asthma, bronchitis, and ulcers.

Johnson, Rew, and Sternglanz (2006) also stated that abused and neglected children are 25 percent more likely to experience problems such as delinquency, teenage pregnancy, low academic achievement, drug use, and Prevalence of Child Abuse and its Implications for the Educational System. The different forms of abuse stated above occur in schools in very subtle way and could have damaging effects on children's educational development. Some of these abuses are enumerated hereunder. This is not exhaustive but shows that abuse is ongoing in the school. Physical abuse is one form of abuse that persistently occurs in schools especially in the form of correction or corporal punishment. According to Straus (2004) corporal punishment is the use of physical force with the intention of causing bodily pain, but not injury for the purpose of correction or control. In many schools in the USA, corporal punishment has been declared illegal. This is not so in Nigeria where corporal punishment is being held in high esteem as a way of correcting and instilling discipline in young children. Even though spanking is culturally approved for correcting children most times the teachers do this in anger and in the process the child is left injured and physically inflicted with bruises and pains. Teachers hold great expectations of young children and so when these children fall short of these expectations, they are mercilessly flogged. Children are flogged for committing minor offences like coming to school late or failure to do homework and for other major offences like fighting and insulting others. Most teachers and school authorities assume that children are stubborn, in disciplined and unintelligent and the only way to drive out this 'foolishness' from the children is to use the rod in order not to spoil the child. Most times, the teachers fail to listen to the students' apparent show of some misbehavior. They hold more strongly to their beliefs and ideals that they are unwilling to hear the students out. Thus they unleash corporal punishment on the students at the slightest provocation leaving the students scared and unwilling to attend school. Agnew (2013) however advised against the use of physical punishment as it may lead to children committing delinquent act such as abandoning school. In recent times, the use of more positive forms of behaviour modification is advocated such as persuasion, appeal to reason and good judgment plus the reward for desirable forms of behaviour.

In addition, there is also the belief that there should be unconditional acceptance and regard for the learner and recognition that the child is worthy and

should be treated not as an animal but a human being with feelings. It is believed that if these strategies are used, children will be willing to attend and be active partakers in the education system. Teachers and students unintentionally inflict emotional pains on students. For instance in an attempt to punish students for misbehaviour, teachers usually ask students to kneel or stand with one foot in front of the classroom. In one nursery school visited, students reported that their teacher usually ask them to demonstrate as if they were "riding a bicycle". The mere fact that they are being punished in front of other students lower their self-esteem and if constantly punished that way may lead to poor performance, hostility, apathy and eventual dropping out of school. Other punishments adopted include threatening or terrorizing students as well as belittling them. Instances abound in schools where teachers use sinister languages in addressing students such words/phrases like 'idiots', 'never do well', 'I knew you'll never perform better', etc. This use of words/phrases not only belittles the child but may ridicule and lead to lack of concentration and withdrawal of students to themselves and eventual dislike of school. Confining students to dark rooms is used in many schools as a form of punishment. In one school, a child reported that those who did not pay fees were packed into the assembly hall and locked up until the school was over. The school ended up punishing innocent children instead of their parents whose responsibility it is to pay the fees.

The children are not only embarrassed but missed out on what was taught during those periods of confinement as those lessons would not be repeated again even after they had had their fees paid. Teachers have also been found who fail to provide love, support, care and guidance to children under their care. A particular instance was reported where a child had stayed for the first three years in school and could not handle a pencil. On interview, it was found that the teacher completely abandoned the child because he was slow in learning. It took the intervention of a lesson teacher and parents extra coaching to train the child to write. This shows the inability of the teacher to provide appropriate guidance needed by the child. Bullying is another form of emotional abuse that takes place in schools. The senior or older students who should provide emotional support for the younger and new students easily bully them. This can easily affect the children and make them withdraw from associating with other peers leading to personal-social maladjustment. The points enumerated show that teachers/school authorities intentionally/unintentionally indulge in emotional abuse which ultimately affects the child's ability to learn. This can also distract them from gaining meaningfully from the process of education leading to eventual abandonment of school. Learning can only take place in a conducive environment that promotes cordial relationship between the teacher and

the learner. Thus the United Nations Convention on the Rights of the Child and the African Union Charter on the Rights and Welfare of the Child provide for the protection of the child against physical and psychological abuse, discrimination and all forms of threat, be they with weapons or words. Incidence of sexual abuse abounds everywhere in homes, schools and the society and interferes with the normal, healthy development of the child. In schools especially where there are young male teachers, there is the tendency for the teachers to take advantage of the young, innocent, harmless and naïve school girls. Some teachers lure these students who sometimes transfer their parental affection to them, into having illicit affairs and relationship. At other times, the teachers deny the students their right and grades in demand for sexual gratification. The relationship is not only between male teachers and female students but also extends to that between male teachers and male students especially in the boys' school. These male teachers do not only fondle and play with the students genitals but also may force these young ones to play with their own and go ahead to commit homosexual acts. The same also goes for the relationship between female teachers and female students especially in girls' school.

Incidence of lesbianism occurs frequently and the students may find it difficult to report these cases. This unfortunate situation is quite disheartening, yet it is happening on a daily basis. For teachers to allow themselves to descend so low in luring and sometimes forcing students into affairs is contrary to the ethics of the profession and degrades the teachers self-worth and dignity. Teachers should realize that they are called into the profession to safe guard and protect the young ones under their care and as such should create an environment devoid of any hindrance to students' active participation in school. The consequences of sexual activities involving teenage students and their school teachers include unwanted pregnancy, sexually transmitted diseases such as Gonorrhoea and Acquired Immune Deficiency Syndrome (AIDS) which could lead to eventual withdrawal of the child from school. In schools, some form of neglect can be identified which can have damaging effect on the educational development of a child. In terms of physical neglect, some schools may fail to provide adequate supervision, safety and hygiene for their school children. In this era where children under two years are sent to school, it sometimes becomes too cumbersome for teachers to deal with a large number of them at the same time providing the proper attention that is required. In some day care centers, children are left to play and soil their clothes while others are left with wet diapers unattended to for hours. For older children in nursery/primary sections, the teachers do not have the time to go round and supervise the children when copying notes or doing class work. The students also are left to play unattended to and in the process get serious injuries which could lead to their being hospitalized and having to miss

school for days or weeks. As a result of not providing appropriate school needs for the children such as good seating arrangements, enough classrooms, writing boards and other school materials, children are made to learn under very hard and harsh school conditions. It is not uncommon in public primary schools to find children studying in a classroom with leaking roof or under shades of trees or very dilapidated classroom blocks. This gives room for children to play truant ultimately having very serious effect on their learning ability.

Very few facilitators if there are any, have time to attend to the emotional needs of the pupils in their classroom. Sometimes a child comes in late to school, sleeps through the class period or pays no attention in the classroom and yet the teachers do not show any sign of affection or love towards such children. This may have been children rejected by their parents who now feel that the best place to send them is the school. At the school, the child is made to feel less than a human being. Such a child becomes alienated and may withdraw from the school. Gaudin (1999) reported that neglected children have the worst delays in language comprehension and expression while the psychological neglected children score lowest in Intelligence Quotient tests. It therefore becomes pertinent that teachers and the school authority should pay attention to the needs of each and every pupil in the classroom in order to encourage pupils learning. Students also fall ill in schools and are left unattended to until the school is over. They therefore do not benefit in the classroom during those days. It is therefore necessary that each school should have a sick bay where students can be treated until their parents pick them up. The sick bays should also be adequately stocked with relevant drugs. Child exploitation apart from being carried out at home by the parents also takes place in the school. Some teachers use children to work in their farm. Children are also sent out by their teachers to fetch water, cook, and wash clothes at the time they should be learning. Some of the children are not conversant with these kinds of works, it therefore present challenges and could affect their health. The precious time that could have been used for studying is wasted on jobs that have no relevant to academic pursuit and this can have serious effect on students' ability to concentrate in the class. This type of trend should be seriously investigated and teachers warned to desist from such acts.

Benefits of Literacy education on girl child abuse

Girl-child education is a panacea for personal, as well as national development and a bridge to build family relationship. It encourages her to perform creditably well her responsibilities to her home and society at large and improves quality of living from which children and husband stand to gain tremendously. Educated girl-child knows when to protect her children from some killer diseases such as polio, measles, diphtheria, diarrhea, tuberculosis, and whooping cough

through immunization. Being educated helps her to reduce infant and maternal mortality, produces better nourished and healthier children and improves her self-esteem. She may be financially sound to assist the family and avoid being liability to others. Educated girl-child married to entrepreneurs and big time businessmen knows how to converse intelligently and offer useful advice to her husband. There has been a widely held view that a man's success greatly depends on the contributions of his wife, who with education, performs her tasks effectively and efficiently in different facets of life. In case of the inevitable, either death or divorce, educated girl-child knows how to cater for the children. She is in a better position to open a special bank account for the education of her children.

Educated girl-child values learning and tends to encourage parent/school partnership. When schools work with parents to support learning, girl-child tries to succeed not only in schools but also throughout life because parental involvement in girl-child education enhances learning abilities, reduces truancy and school drop outs. This is particularly true when girl-child is helped with her school assignments. Therefore denying the girl-child the right to education signifies making her a dysfunctional member of the society. The girl-child deserves every encouragement to contribute to mankind, her personal as well as national development. Despite these benefits, Nigeria has the highest number of girls out of school due to several challenges.

RESEARCH METHOD

Research Design

The study adopted descriptive research design of the survey type. This research design is a method of obtaining information from various groups of individual mainly through structured questionnaire.

Population

The population for this study consists of all children in both public and private secondary schools in **Ibadan town of Oyo State, Nigeria.**

Sample

This study adopted random sampling technique to select the respondents. Sample of 150 was randomly selected. The researchers, after determining the sample, then administered the questionnaire to the respondents.

Instrument

The instrument used for data collection was a structured questionnaire. The questionnaire was organised on Likert scale rating of 4-point of Strongly Agreed, Strongly Disagreed, Disagreed and Agreed.

Data Collection

The researcher collected data for this study through the use of structured questionnaire. A face-to-face system of distribution was used. Face-to-face system of distribution is the process where the researcher visits the individuals, institution, local government or organisation that is used as the case study. The researcher then administered the questionnaires to the respondents and was retrieved.

Data Analysis

In the analysis of the data collected, responses to the research questions, the use of descriptive statistics of frequency counts, percentage, Chi-square and inferential methods were used for the analysis and interpretation.

RESULTS AND DISCUSSION

This section presents the analysis of the data collected through the use of the researchers developed questionnaire to source for information on the effects of literacy education to guide against girl child abuse in Ibadan town of Oyo State, Nigeria.

Research Question 1: What are the forms of child abuse in Ibadan town of Oyo State, Nigeria?

Table 1: Respondents view on the forms of child abuse in Ibadan town of Oyo State, Nigeria

S/N	STATEMENT	RESPONSES				
		SA	A	D	SD	TOTAL
1	One of the common forms of child abuse is sexual abuse	86 57.3	33 22.0	23 15.3	8 5.3	150 100.0
2	Right to equality was always violated by child marriages which is common in my communities	62 41.3	58 39.3	25 16.7	4 2.7	150 100.0
3	Communities that beliefs in traditional attitudes deeply entrenched in custom practices child marriage	91 60.7	43 28.7	9 6.0	7 4.7	150 100.0
4	Female genital mutilation was massively practiced among the communities	95 63.3	20 13.3	20 13.3	15 10.0	150 100.0
5	Molestation is one of the forms of child abuse most children are exposed to	98 65.3	24 16.0	24 16.0	4 2.7	150 100.0

Source: Field Survey 2019

The Table shows the response of respondent on research question one, what are the forms of child abuse in Ibadan town of Oyo State, Nigeria. 57.3% and 22.0% strongly agreed and agreed respectively that one of the common forms of child abuse is sexual abuse while 15.3% and 5.3% of the respondents disagreed and strongly disagreed respectively that one of the common forms of child abuse is sexual abuse. In the same view, 41.3% and 39.3% of the respondents are of the opinion that right to equality was always violated by child marriages which is common in their communities while 16.7% and 2.7% are of contrary opinion. 60.7% and 28.7% of the respondents supported that community that beliefs in traditional attitudes deeply entrenched in custom practices child marriage while 6.0% and 4.7% were against the opinion. 63.3% and 13.3% of the respondents agreed that female genital mutilation was

massively practiced among the communities while 13.3% and 10.0% disagreed that female genital mutilation was massively practiced among the communities. Finally 65.3% and 16.0% of the respondents agreed that molestation is one of the forms of child abuse most children are exposed to while 16.0% and 2.7% of the respondents disagreed. It was discovered from the result that sexual abuse, right to equality was always violated by child marriages, beliefs in traditional attitudes deeply entrenched in custom practices child marriage, female genital mutilation was massively practiced and molestation are forms of child abuse in Ibadan town of Oyo State, Nigeria.

Research Question 2: What are the policies protecting children from abuse in Ibadan town of Oyo State, Nigeria?

Table 2: Respondents view on the policies protecting children from abuse in Ado Town of Ekiti State, Nigeria

S/N	STATEMENT	RESPONSES				
		SA	A	D	SD	TOTAL
6	World health organization policies are one of the strongest policies protesting child abuse	87 58.0	33 22.0	11 7.3	19 12.7	150 100.0
7	National policy discourage practicing of child labour in the community	75 50.0	32 21.3	28 18.7	15 10.0	150 100.0
8	National policy and plan of action address the issue on genital mutilation	98 65.3	23 15.3	21 14.0	8 5.3	150 100.0
9	The Orphans and Vulnerable Children's (OVC) are one of the recognized policy guiding prostitution	82 54.7	29 19.3	22 14.7	17 11.3	150 100.0
10	National policy on education and Minister of Women Affairs and social development are organized bodies which encouraged child right education	90 60.0	31 20.7	19 12.7	10 6.7	150 100.0

Source: Field Survey 2019

The Table above revealed result on research question two which indicate from the study that what are the policies protecting children from abuse in Ibadan town of Oyo State, Nigeria. It was discovered from the table that 58.0% and 22.0% of the respondents agreed that World health organization policies are one of the strongest policies protesting child abuse while 7.3% and 12.7% disagreed and strongly disagreed respectively. It was also cleared from the report that 50.0% and 21.3% of the respondent agreed and strongly agreed respectively that national policy discourage practicing of child labour in the community while 18.7% and 10.0% of the respondents are against the policy. It was also showed that 65.3 strongly agreed that national policy and plan of action address the issue on genital mutilation, 15.3% agreed while 14.0% and 5.3% of the respondents disagreed and strongly disagreed respectively. 54.7% and 19.3% of the respondents are of the opinion that the Orphans and Vulnerable Children's (OVC) are one of the recognized policy

guiding prostitution while 14.7% and 11.3% of the respondents were not were of that fact. Finally, 60.0% and 20.7% of the respondents are of the fact that National policy on education and Minister of Women Affairs and social development are organized bodies which encouraged child right education which 12.7% and 6.7% of the respondents disagreed with. The result revealed that the following policies are recognized policies protecting children from abuse, world health organization policies, national policy, national policy and plan of action address the issue on genital mutilation, the Orphans and Vulnerable Children's (OVC) and national policy on education and Minister of Women Affairs and social development are the policies protecting children from Abuse in Ibadan town of Oyo State, Nigeria.

Research Question 3: What are the effect of girl child abuse in Ibadan town of Oyo State, Nigeria?

Table 3: Respondents view on the effects of girl child abuse in Ibadan town of Oyo State

S/N	STATEMENT	RESPONSES				
		SA	A	D	SD	TOTAL
11	Injuries of sexual abuse can causes brain disorder	117 78.0	33 22.0	-	-	150 100.0
12	Child abuse caused impaired development and reduce grow properly	105 70.0	27 18.0	8 5.3	10 6.7	150 100.0
13	it effect can also be delinquency and teenage pregnancy	45 30.0	43 28.7	34 22.7	28 18.7	150 100.0
14	Low academic achievement and damaging the reason ability of the child	55 36.5	41 27.3	37 24.7	17 11.3	150 100.0
15	It can lead to early death of the child	104 69.3	18 12.0	4 2.7	24 16.0	150 100.0

Source: Field Survey 2019

Table 3 shows the result of respondent on research question three which stated what are the effect of Girl Child Abuse in Ibadan town of Oyo State, Nigeria, it was gathered that 78.0% of the respondents strongly agreed that injuries of sexual abuse can cause brain disorder. In the same line 22.0% agreed. 70.0% and 18.0% strongly agreed and agreed respectively that child abuse caused impaired development and reduce grow properly while 5.3% and 6.7% of the respondent disagreed and strongly disagreed respectively. It was also gathered that 30.0% and 28.7% of the respondents agreed and strongly agreed that it effect can also be delinquency and teenage pregnancy while 22.7% and 18.7% of the respondent disagreed and strongly disagreed respectively. From the same table, it was discovered that 36.5% and 27.3% of the respondents

were of the opinion that low academic achievement and damaging the reason ability of the child, 24.7% and 11.3% disagreed and strongly disagreed respectively. Finally, it was discovered that 69.3% and 12.0% strongly agreed and agreed that it can lead to early death of the child while 2.7% and 16.0% were against the opinion. The result shows that brain disorder, impaired development and reduce grow properly, delinquency and teenage pregnancy, Low academic achievement and damaging the reason ability of the child and early death of the child are the effects of girl child abuse in Ibadan Town of Oyo State, Nigeria.

Research Question 4: In what way do literacy education guide against girl child abuse in Ibadan town of Oyo State, Nigeria?

Table 4: Respondents view on the way literacy education guide against girl child abuse in Ibadan town of Oyo State, Nigeria

S/N	STATEMENT	RESPONSES				
		SA	A	D	SD	TOTAL
16	Literacy education introduce the uses of corporal punishment	67 44.7	43 28.7	25 16.7	15 10.0	150 100.0
17	It help the parent to provide highly their responsibility at home and in the society in protecting the right of the child	124 82.7	17 11.3	4 2.7	5 3.3	150 100.0
18	It help to reduce infant and maternal mortality	64 42.7	60 40.0	21 14.0	5 3.3	150 100.0
19	It enables child to values learning and tends to encourage parent and child partnership	106 70.7	36 24.0	4 2.7	4 2.7	150 100.0
20	Encouragement of mankind and personal development	64 42.7	45 30.0	35 23.3	6 4.0	150 100.0

Source: Field Survey 2019

On Table 4, research question 4 which indicates that in what way do literacy education guide against girl child abuse in Ibadan town of Oyo State, Nigeria, it is shown that 44.7% and 28.7% of the respondents strongly agreed and agreed respectively that Literacy education introduces the uses of corporal punishment while 16.7% and 10.0% were of contrary opinion. 82.7% and 11.3% were of opinion that it helps the parent to provide highly their responsibility at home and in the society in protecting the right of the child while 2.7% and 3.3% strongly disagreed and disagreed respectively. 42.7% and 40.0% strongly agreed and agreed that it helps to reduce infant and maternal mortality while 14.0% and 3.3% of the respondents disagreed and strongly disagreed respectively. The result also shows that 70.7% and 24.0% of the respondents are of the opinion that it enables child to value learning and tends to encourage parent and child partnership while 2.7% disagreed and strongly disagreed respectively. Finally 42.7% and 30.0% strongly agreed and agreed that encouragement of mankind and personal development while 23.3% and 4.0% are of contrary opinion.

The result reveals that literacy education introduces the uses of corporal punishment, helps the parent to provide highly their responsibility at home and in the society in protecting the right of the child, reduces infant and maternal mortality, enables child to value learning and tends to encourage parent and child partnership and encouragement of mankind and personal development are the ways by which literacy education could guide against girl child abuse in Ibadan town of Oyo State, Nigeria.

DISCUSSION OF FINDINGS

The result from research question one revealed that sexual abuse, right to equality was always violated by child marriages, beliefs in traditional attitudes deeply entrenched in custom practices child marriage, female genital mutilation was massively practiced and molestation are forms of child abuse in Ibadan town of Oyo State, Nigeria. The result is in line with American Human Association (2011) sees child neglect as a common type of girl child abuse. It is a pattern of failing to provide for a child's basic needs, such as adequate food, clothing, hygiene, or supervision. Girl child neglect is not always easy to spot. Sometimes, a parent might become physically or mentally unable to take care of a child, such as with a serious injury and untreated depression. The findings also collaborate with the research of US National Center for Victims of Crime (2011) asserts that victims of emotional abuse may react by distancing themselves from the abuser, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment development, a tendency for victims to blame themselves (self-blame)

for the abuse, learned helplessness, and overly passive behavior emotional abuse can severely damage a child's mental health or social development, leaving lifelong psychological scars.

The result revealed that the following policies are recognized policies protecting children from abuse, world health organization policies, national policy, national policy and plan of action address the issue on genital mutilation, the Orphans and Vulnerable Children's (OVC) and national policy on education and Minister of Women Affairs and social development are the policies protecting children from Abuse in Ibadan town of Oyo State, Nigeria. The result is according to the World Health Organization, (2015) "obstetric fistula is an abnormal opening between a woman's vagina, bladder, and/or rectum, through which her urine and or feces continually leak." This condition may be complicated by recurring infections, infertility, damage to vaginal tissues, and paralysis of the muscles in the lower legs. However, the possibility of occurrence of fistulae can be reduced if pregnancy is delayed until sexual maturity is attained. According to the policy, there are three elimination strategies for obstetric fistula. One is a primary prevention strategy that requires the creation of a political, legal, and social environment, and promotes improvement in the status of women and girls, therefore preventing obstetric fistula. Also the research is in line with The Federal Ministry of Health (2002) drafted the National Policy on the Elimination of Female Genital Mutilation (FGM), which was passed in October 2002. The policy's stated goal is to eliminate the practice of FGM in Nigeria in order to improve the health and quality of life for girls and women. Its specific objectives are to: increase awareness of the dangers of FGM (particularly among family decision makers and FGM providers); increase the number of health personnel who undergo training on prevention and treatment of FGM; and to provide educational programs directed at health workers, women's and men's groups, traditional rulers, religious and other community leaders, and traditional birth attendants.

The result shows that brain disorder, impaired development and reduce grow properly, delinquency and teenage pregnancy, Low academic achievement and damaging the reason ability of the child and early death of the child are the effects of girl child abuse in Ibadan Town of Oyo State. This result is in line with De Bellis & Thomas (2003), when children are protected from abuse, children will grow up in a healthy and confident manner, achieve their potential, and contribute to the development of the nation. Several legal provisions, which seek to protect children, have been enacted internationally and within Nigeria. However, these laws have not served as an effective tool in curbing the menace of child abuse, as originally intended. The

purpose of enacting laws is to prevent a certain problem and decrease the frequency of its occurrence. When these laws are not effective, the purpose is defeated.

The result reveals that literacy education introduce the uses of corporal punishment, help the parent to provide highly their responsibility at home and in the society in protecting the right of the child, reduce infant and maternal mortality, enables child to values learning and tends to encourage parent and child partnership and encouragement of mankind and personal development are the way literacy education guide against girl child abuse in Ado town of Ekiti State, Nigeria. This is in line with UNICEF and the National Policy on Children grant children the following rights: Protection against indecent and in human treatment like abuse and neglect, Provision of a conducive environment to promote early stimulation to learning for the child, Entitlement of every child (male/female) to receive compulsory basic education and equal opportunity for higher education, Promotion and encouragement of child-friendly principles in all relevant institutions. The above provisions recognize the importance of Literacy education for the optimum development of the child thus advocating for compulsory basic education and the provision of conducive learning environment.

CONCLUSION

This study has been able to show that child abuse and neglect is a global problem that takes place in many setting one of which is the school. Child abuse as discussed has serious implications on the educational system in Nigeria. It presents a serious draw back on the child Abuse and its Implications for the Educational Sector in Nigeria child educational development and thus hinders societal growth and development. The problem of child abuse in the education system requires adequate and efficient handling in order to improve educational development. The above provisions recognize the importance of literacy education for the optimum development of the child thus advocating for compulsory basic education and the provision of conducive learning environment. Literacy Education is therefore recognized as one avenue through which the child can develop properly. Many developing nations place a high premium on the education of their citizen because education is viewed as an instrument for cultural, social, political, economic and technological development and emancipation In Nigeria, for instance, Literacy education is viewed as a means of building a free democratic, just and equalitarian society; a united strong and self-reliant nation; a land of bright and full opportunities for all citizens (Federal Republic of Nigeria, 2004). Thus, Nigeria and his people need a change and growth in education so as to be in line with the developed nations.

Recommendation

Based on the findings of this study, the following recommendations were suggested:

- There should be public enlightenment programmes to combat mass ignorance and public awareness on the right to freedom from all forms of child abuse.
- As much as possible, teachers/caregivers should avoid the use of corporal punishment because it only teaches children that violence is the best way of maintaining control and it encourages them to hit other children,
- There should be provision of nurturing and supportive child friendly school, learning environment free from noise, distractions, discrimination and abuse of any kind;
- A child should not be disciplined when the adult's anger is out of control
- Intense awareness should be created among teachers and literacy organisers using seminars, workshops and training programmes about what constitutes child abuse
- All forms of abuse should be exposed to this class of caregivers so as to draw their attention to some of the unintentional acts that bother on child abuse
- Literacy education profession should be professionalized to ensure that there is no one teaching as a second best option, this would ensure that people in this profession really see it as their contribution to society's development.
- Penalty for teachers' who commit sexual abuse with their students should be severe enough to deter other perpetrators.

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