

EFFECTS OF EMOTIONAL ABUSED ON CHILD ENTREPRENEURSHIP EDUCATION IN ZARIA LOCAL GOVERNMENT OF KADUNA STATE

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ABSTRACT

The most prevalent type of child abuse that has a significant effect on the life of a child is the emotional abused. Many societal crimes happens due to emotional scars that a child has at early stage of life from the home, by the parents ,siblings and other care givers which may regrettably affects the child entrepreneurship education in school, such as poor performance and lack of proper concentration in class. It is in view of that, this paper tried to find out the effect of emotional abused on child entrepreneurship education. The study adopted descriptive cross sectional survey research design. Convenience sampling technique was used to select six public secondary schools in Zaria Local Government Area of Kaduna state. Questionnaire was used to collect data from SS1- SS111 students. However, the data collected were analyzed using frequency and percentage for demographic characteristics, while mean and standard deviation was used to interpret the data collected. Therefore based on the findings possible recommendations were made such as; parent should try and adopt a good parental style with flexibility according to situation on ground; also home visitation by teachers will give room for better interaction with parents, and serves as a means of tracing any kind of abused on children, in order to prevent occurrence of harmful effects on the child entrepreneurship education.

Keywords: Abused, Child, Education, Entrepreneurship, Emotional.

INTRODUCTION

Child abuse can be seen as any kind of maltreatment done to a child, that can damage his emotional and psychological well being instantly or in his future life. Therefore, in order to fully prepare the individual child for a meaningful life of sound healthy living with entrepreneurship skills. It is of enormous importance to protect a child from all kind of abuse, be it at home, at school or in the society and by whoever is concern. In fact the modern society is showing greater concern for the entrepreneurship education of its young children; emphasis is highly placed on skills acquisition; accuracy; competence; efficiency; and effectiveness. Entrepreneurship Education is regarded as prerequisite for eradicating poverty all over the world, which may be hindered by the present of abuse on the child. Obanya (2002) and Osokoya, (2008) believed that, the concept of entrepreneurship education is of paramount important to child upbringing, that need to follow a

systematic process of socialization of an individual skills acquisition, with collective opinions and feelings of nationality from one generation to the other. They also noted the main function of entrepreneurship education as the means of transmission of skills, societal norms and values to the younger generation. However in the same perspective Khosravan, Moosa, and Sofia (2018) acknowledged entrepreneurship education as the logical process of bringing out the innate potentialities skills in humans for proper utilization within the society. Similarly Mfonobong (2010) stressed that a child is always recognized as holistic that needs all aspects of care to be looked into for better entrepreneurship educational growth and development. This means that children deserve to be respected, to be love and to be care for as human being; but unfortunately, the emotional feeling of some children tends to be overlooked in child upbringing. Maltreatment of a child emotionally is very common and anyone can be the abuser, knowingly or unknowingly either by the parents, guidance, grand parents, siblings, aunties, uncle, teachers or caregivers. An emotional abused usually caused deliberate scaring or humiliating in child, which in turn affect their entrepreneurship education in schools.

The emotional abused may involve conveying to a child that they are worthless, unloved, or in adequate both at school and at home (Alokan and Olatunji, 2014). Also Augustin and Abubakar, (2016) opinioned that child emotional abused involved either coercive comparisons to others; frequent yelling; threatening or bullying of the child; rejecting and ignoring the child as punishment; and having limited physical contact with the child (no hug, kisses, or other signs of affection). These may probably lead to interference with the child's entrepreneurship education. In line with that Putnam (2003) opinioned that if a child is neglected either at home or at school, the result of that neglect can leads to emotional child abused, and the effect of that may also has negative effects on the child educational development, especially when the caregiver fails to provide basic needs for the child, such as adequate food, clothing, shelter, medical care, and other needed support to the child. In support of that Kim, Kim, Park, Zhang and Lu (2000) stressed that any type of emotional abuse and neglect, be it at home or at school leave the affected child with long lasting scars and hatred that may affect the physical or psychological feelings of the child, as well as child education development.

However, it is in line with this problem that prompted the researcher to conduct this study in order to assess the effects of emotional abused on child entrepreneurship education in Zaria local government of Kaduna state, Nigeria. To find out the causes of child abuse and to identify how this problem can be curtail or be remove entirely, so that children can acquire sound skills in entrepreneurship education without any challenge. Aluede, Ojugo and Okoza,(2012) viewed emotional abused of secondary school students by teachers in Edo state, Nigeria; their study examined the forms of emotional abused experienced by students and the percentage of victims that experienced the various forms of emotional abused, samples study drawn from public secondary schools in Edo state. Amal and Abdullahi (2012) carried out a study on emotional abused towards children by school teachers in Aden Governorate, Yemen: a cross-sectional study. The main objective of their study was to estimate the prevalence of emotional abused among pupils in basic education schools and the risk factor associated with. Esmen and Bengu (2017) Assessed examination of pre-school teacher candidates: knowledge and awareness levels for emotional neglect/abused with the aim of providing information and awareness about the emotional neglect and exploitation of pre-school teaching candidates in North Cyprus. However, many more of this kind of studies were done in many part of Nigeria and other countries, however; more emphases was put on emotional abused by teachers ignoring other care givers at home and the society in

general, that may have influence on child educational development, like the parents, guidance, grand parents, siblings, aunties, uncle, teachers and other caregivers.

Therefore the main objective of this study is to examine the effects of emotional abused on child entrepreneurship education in Zaria local government of Kaduna state, Nigeria

SPECIFIC OBJECTIVES OF THE STUDY:

- 1- To assess the causes of child abuse at home
- 2- To find out the possible effects of child abuse to entrepreneurship education

RESEARCH QUESTIONS

These research questions were raised to guide this study:

- 1-What are the causes of emotional child abused in the home?
- 2- What are the effects of emotional child abused on entrepreneurship education?

EMOTIONAL CHILD ABUSED AND ENTREPRENEURSHIP EDUCATION

Entrepreneurship education could be seen as the major agency trying on skills for both personal and national socio- economic development, but unfortunately the implication of declining in Nigerian quality education at all levels has far-reaching implications on our moral, civic, and economic development. It is therefore, necessary to have reforms for education at different levels in order to prepare future leaders and develop the high level technical capacities needed for economic growth and development (Osokoya, 2008). The utmost importance attached to education in Nigeria was clearly underscored in the National Policy on Education (FRN, 2004). The Federal Republic of Nigeria, in this policy adopted education as an instrument for effective National development. Without mincing words, it can be stated that education is the bedrock of development and the most enduring asset and legacy that any Nation can bequeath to their citizens. This claim was supported by Karakurt and Silver (2013) they asserts that if we truly desire a brighter rewarding future and greatness for our nation and generation to come, we need to equip our youths with relevant and functional education that will enable them to compete favorably in the present global system driven by knowledge and skills. However, it is in line with that Obanya (2002) and UNESCO (2005) argued that development is not a stage to be attained or a goal to aim for. Rather, it is a constant process of improvement in which education, research, and service play prominent roles in creating positive change in the self, the people around us, our communities, and the institutions and structure that support us.

However, there are many challenges that hinder child entrepreneurship educational development, in which emotional child abused has been identified as the major one. In the traditional African society, the training of the child with functional skills was the sole responsibility of 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, but some parents used to miss used this opportunity and maltreat the child at different means. Child abused is a serious global problem that is deeply rooted in cultural, economic and social practice that occurs in a variety of ways and places. According to the National child abuse and neglect data

system (NCANDA, 2006) reported by Gelles (2009) in the United States for instance, more than 900,000 children die as a result of abused, and those who survive often suffer emotional trauma that may take long for the bruises to be healed. Child abused is also a disturbing issue that is affecting the smooth running of entrepreneurship education of children in Zaria local government of Kaduna state, Nigeria. The child abused is not only done in schools by the teachers, but is common also in the home either by the parent, siblings, step parent or any of the caregiver in the home. These abuses may be grouped into physical abused, emotional abused, sexual abuse, neglect and child labor. Despite the efforts of the United Nations, European Union, African Union, UNICEF and ANPPCAN in advocating for protection of the right and well-being of children, still child abused is in existence. However, the National Clearinghouse on Child Abuse and Neglect Information (2006) defines emotional abused as “acts or missions by the parents or other caregivers that have caused, or could cause serious behavioral, cognitive, emotional or mental disorder”. Emotional abused usually attacks the child self- concept making the child see himself/herself as unworthy, worthless and incapable. When a child is constantly humiliated, shame, terrorized or rejected, the child suffers more than if he/she had been physically maltreated. In support of that Khartri (2004) has the opinion that the resulting effect of emotional abused on child is that most children withdraw to themselves, leading to depression and lack of concentration in school.

REVIEW OF RELATED EMPIRICAL STUDIES

Many children were been emotional abused through poor parenting, humiliating, shouting, calling by bad names, and embarrassing in public, either in the home or at school, by the parents, guidance, grand parents, siblings, aunties, uncle, teachers or caregivers, which have significant influence towards child skills acquisition development. Though, several empirical studies were conducted on child abused in relation to teacher attitude on children (Mfonobong, 2010; Umobong, 2010; Khosravan, 2018; Dlamini, 2017; Tomison and Tucci, 2012). Early study by Howes and Espinos (1985) stressed that whatever threat of harm made to a child by someone acting in the role of caretaker may be termed as emotional abused. Aluede, (2012) conducted a study on emotional abused of secondary school students by teachers in Edo State, Nigeria. His findings indicated that the instrument used for the study was emotional abused in the classroom. Such as terrorizing, dominating, discriminating, rejecting, verbal assaulting, ignoring and degrading of students. The study suggests that the school counselor should help to educate teachers to discard the use of punishment in the classroom in correcting inappropriate behaviors instead to use verbal reprimands. In another study conducted by Amal, Saddik & Abdullahi (2012). Title emotional abused towards children by school teachers in Aden Governorate, Yemen. The primary objective of the study was to estimate the prevalence of emotional abused among pupils in basic education school and the risk factors associated with it. The findings of his study conclude that emotional abused was highly prevalent in pupils in basic schools education and pupils’ gender, family type and father education were the main risk factors associated with emotional abused. Other studies were conducted and supported that emotional abused maltreatment is a problem that is affecting people of all races, religions, socio-economic group, sex, and ages (Aluede, and Ojugo, 2009).

From the above discussions, it indicated that several studies were conducted in relation to child abused in different perspectives. Most of the studies focused on emotional abused by teachers in schools none of the study give full attention on the emotional child abused in the home, which may also has a significant effects on the child entrepreneurship education. That’s why this study was

conducted to find out the effects of emotional abused on child entrepreneurship education in Zaria Local Government of Kaduna State. Nigeria.

METHODOLOGY

The study employed descriptive cross sectional survey research design whereby response of the respondents were collected at once in order to reduce time and cost involved. Questionnaire was used to collect data from the students. The instrument contains twenty five items for students to answer including their demographic characteristic, causes and effect of emotional child on entrepreneurship education. The population of this study consists of all students in Public Senior Secondary School in Zaria. The schools were eleven (11) in number, out of which six (6) were chosen by convenience sampling technique, the sample schools are: Government Secondary School (girls) Dakaci; Barewa College Zaria (Boys); Science Secondary School Kufena (boys); Ahuda Huda College, Zaria (boys); Government Girls Secondary School Kongo; and Government Secondary School Bogari (girls). Thus the sample consists of three Male and three Female Senior Secondary Schools.

In each of the sample school, fifty (50) students were selected using purposive sampling method, thus one hundred and fifty (150) Male and one hundred and fifty (150) Female students were sampled, all totaling three hundred (300) students. The head teachers were met and they (head teachers) pointed to students fit to be used for the study. All in all three hundred (300) questionnaires were distributed but only two hundred and eighty five (285) were valid as retrieved.

DATA ANALYSIS

The data collected was analyzed statistically; frequency and percentages were used for demographic characteristics of respondents, while mean and standard deviation were used to interpret the perceptions of the respondents on effects of emotional child abused on entrepreneurship education.

RESULT AND DISCUSSIONS

Table 1: Research question one: What are the causes of emotional child in the home?

S/NO	Items Description	SA	A	D	SD	Mean	Standard deviation
1	Domestic violence among the parents	108	119	36	22	3.10	0.90

2	Alcohol or drug abusing parent	132	104	35	14	3.24	0.85	
3	Depression or other illness among the parents	88	142	37	18	3.10	0.03	
4	Lack of parenting skills by the parents or caregivers	104	140	34	7	3.20	0.73	
5	Other stressful situation in the home	67	162	33	23	2.96	0.83	
6	Broken homes	70	125	64	26	2.84	0.90	
7	Financial pitfalls	68	137	61	19	2.89	0.84	
8	Job problems or unemployment	90	47	61	87	3.04	0.83	
9	Single parenting without support	74	131	65	15	2.93	0.83	
10	Child attitude due to peer groups	74	138	56	17	2.94	0.83	
11	Poor channel of communication in the family	71	115	56	43	2.94	0.83	
12	Lack of cooperation, love and affection in the family	69	101	87	28	2.74	0.94	
Weighted average mean		2.98						

Source: Field survey 2024

Table 1 shows the causes of emotional child abused in the house which may eventually affect the smooth running of the child education generally. The table shows that majority of the students agree to a large extent that “Frequent domestic violence among the parents” is the major course of the child abused in the home, with a mean of 3.10 which is interpreted as very high. While items “depression or illness among the parents” was also very high with mean of 3.10. Items on “alcohol or drug abusing parent” had 3.24 also very high. While “Lack of parenting skills by the parents or caregivers had a mean of 3.20 very high also. Items on “any stressful situation in the home” had a mean of 2.96 as high. 2.84 was the mean for items on “divorce or broken homes” which is high also. Items on “Financial worries” had a mean of 2.89, interpreted as high. For items on “Job problems” had a mean of 3.04, interpreted as very high. 2.93 is the mean for items on “lack of support due to single parent family” high also. Items on “child attitude due to peer groups” is with the mean of 2.94 which is interpreted as high. Another mean of 2.94 is for items on “poor channel of communication in the family” high, while the items on “lack of cooperation, love and affection in the family” had a mean of 2.74 interpreted as high also.

Table 2: Research question two: What are the effects of emotional child abused on entrepreneurship education?

s/no	Items description	SA	A	D	SD	Mean	Standard deviation
1	Lack concentration in school	115	124	31	15	3.19	0.82
2	Very poor in skills acquisition	81	153	36	15	3.05	0.79
3	Truancy without reason	78	141	57	9	3.01	0.78
4	Forming immoral Gangs	93	133	47	12	3.08	0.81
5	Failure and drop out of school without functional skills	80	145	51	9	3.04	0.77
6	Lack of confidence in school activities	85	142	46	12	3.05	0.79
Weighted average mean		3.07					

Source: Field Survey 2024

Table 2 shows that majority of the students agree with options given for the effects of emotional child abused on entrepreneurship education, all with very high mean value respectively. The items on “Lack concentration in school” had a mean of 3.19 which is very high. Items on “Very poor in skills acquisition” had 3.05; ‘ Truancy without reason” 3.01; items on ‘ Forming immoral Gangs” with 3.08 mean; ‘ Failure and drop out of school without functional skills” had 3.04; and items on ‘ Lack of confidence in school activities” had 3.05. All indicated very high respectively.

DISCUSSIONS OF FINDINGS

By looking at the interpretation table one dealing with the first objectives and the research question, it revealed that all the twelve items used for the courses of emotional child abused scale in the study were highly perceived by the respondents (over all mean= 2.98). The impact of the overall SD value is not wide, 0.9, 0.8, 0.7 and 0.03 respectively. This shows that the majority of the opinions agree that the effects of emotional child abused also have effects on child educational development.

The second objectives and question two was interpretation and revealed that all the six items used for the effects of emotional child abused on educational development scale in the study were highly perceived by the respondents (over all mean= 3.07). The impact of the overall SD value is not wide, 0.8 and 0.7 respectively. This shows that the majority of the respondents agreed that child educational development use to be effected as a result of emotional child abused.

CONCLUSION

Based on the findings from this study, the following conclusions were drawn: The study indicated that emotional child abused is a very serious problem that used to occur on some children not necessary in school but it do happens at home also, as a result of frequent domestic violence among the parents, depression or illness among the parents, poor parenting skills by the parents or caregivers, any stressful situation in the home, divorce or broken homes, financial worries, job problems, lack of support due to single parent family, child attitude due to peer groups, poor communication in the family, and lack of cooperation, love and affection in the family. All these factors have significant influence towards child psychological development as well affects their educational development. The findings of this study shows the magnitude of the emotional child abused on entrepreneurship educational development to be very severe that courses lack of concentration in school activities, very poor performance in studies, truancy without reason, joining immoral Gangs, failure and drop out of school, and also course lack of confidence in school activities. Based on the findings, the study concluded by saying that child abused problem has a long life effects on child life which if not handle properly it can be severe leading to deviant behaviors' in school, home and outside society at large. The findings is in line with the studies of Howes and Espinos (1985), Aluede, and Ojugo (2009) that emotional abused and maltreatment is a problem that is affecting people of all races, religions, socio-economic group, sex, and ages. Therefore based on that, recommendations are made.

RECOMMENDATIONS

However in other to minimize the emotional abused on children for better educational development the following recommendations are made:

1. Parent should try and adopt a good parental style and let it be flexibly according to situation on ground;
2. Any kind of violence at home should not be done in the present of children;
3. Educationist and medical psychologist need to be employed in schools for proper handling of children with emotional problems;
4. Home visitation by teachers will give room for better interaction between parents and teachers, and this will lead to tracing of any kind of emotional abuse on children;
5. Provision of proper channel of communication is necessary in the homes;
6. There is need to treat children equally at home without any kind of discrimination what so ever;
7. Children need to be guided against in moral act both at home, school and the society in general, not through abused, humiliation, neglecting among other things; and
8. Children deserve to be respected, to be love and to be cared for both at home, at school and the society.
9. Government should avenues of creating awareness to parents, care givers, teachers and the general public about the effects of emotional and psychological abuse to child educational development.

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