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RELATIONSHIP BETWEEN, PSYCHOLOGICAL ABUSE AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN KATSINA STATE, NIGERIA

By

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Abstract

This study investigated the Relationship of Education of the Nigerian Child, Psychological Abuse and Academic Achievement in Mathematics among Senior Secondary School Students in Katsina State Nigeria. The study was guided by three objectives from which corresponding research questions and null hypotheses were generated and analyzed. Correlational research design was adopted. Sample of three hundred and seventy (370) randomly was selected from a total population of twelve thousand three hundred and twenty-eight (12,328) students. Two instruments tagged, Psychological Abuse Questionnaire (PAQ) by Muhammad khan and Qualifying Examination Results were used to collect data. The data collected were analyzed using Pearson Product Moment Correlation Coefficient (PPMC) and independent sample t-test at 0.05 level of significance. The results of the study revealed that, there is significant negative relationship between psychological abuse and academic Achievement in Mathematics among senior secondary school students with r = – .746, and (P = .000) and the research also shows that, there is significance difference of school location between (urban and rural) on psychological abuse and academic achievement among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State with t-value computed is 3.272 and p-value is .001 at 0.05 level of significance. The p-value of .001 is less than the alpha value of 0.05. The null hypothesis was rejected and alternative is retained. Based on the findings, it was recommended that educational psychologist should identify students with potential needs, so the group of people should be assisted using appropriate counseling, students should be guided generally as they have clear correlation on improving students' academic Achievement and finally, seminars and workshops can be organized in order to find ways of reducing psychological abuse and enhance students' academic Achievement.

Key Words: Nigerian Child, Psychological Abuse, Academic Achievement, Mathematics and Senior Secondary School Students

Introduction

Psychological abuse in school context refers to verbal or emotional abuse; this typically refers to any statement that can cause psychological or to interfere with psychological adjustment of the students. Example of psychological abuse includes: "You can't do anything right!", "You are a big liar!", "Very wrong!". Psychological abuse, often called emotional abuse, is a form of abuse, characterized by a person subjecting or exposing another person to behavior that may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder. It is often associated with solutions of power imbalance in abusive relationships, and may include bullying and abuse in the workplace. It may also be perpetrated by persons conducting torture, other violence, acute or prolonged human rights abuse, particularly without legal redress such as detention without trial, false accusations, false convictions and extreme defamation such as perpetrate by state and media.

Psychological abuse also deals with delinquent behaviour and negative communication. It is an act of commission, which could be verbal, emotional or any harm speech. He added that it can affect the social participation of the Student been abused can make withdraw from social gathering Cicchetti (2015) declares psychological abuse as common social problems globally. According to him, the impacts of psychological abuse range from chronic low self-esteem to severe dissociative states. The cognitive effects on the other hand, range from attention problems and learning disorders to severe organic brain syndromes. Behaviourally, the consequences of abuse range from poor peer relations all the way to extraordinarily violent behaviours (Kempe, 2010). For over 30 years, clinicians like medical doctors and other health workers have studied the effects of students' abuse on the physical, psychological, cognitive, and behavioural development of Student. In recent years, students' abuse has been the object of attention, debates and studies at both international and national levels, on its immediate and long term negative impacts on the victims and the society at large. In respect to the calamities of students' abuse, on the 26th November, 1924, the assembly of the United Nations declared the students' welfare charter that frowns against students' abuse. The Universal Declaration of Human Rights, states that: "a student shall be protected against all forms of abuse and neglect, cruelty and exploitation". It is further stated in the Universal Declaration of Human Rights that for the foundation of freedom, justice and peace in the world, the governments should protect students against all forms of abuses and exploitations. The Global International Documentation of International Law stated that the UN Declaration of the Rights of the students (DRC) should build upon the right to protection against students' trafficking, exploitation and all forms of abuse (The United Nations, 1971& 1999).

Academic Achievement is the extent to which a students, teacher or institution has attained their short or long educational goals, completion of educational benchmarks such as secondary school diplomas and behavior's degree represent academic achievement. Achievement encompasses students' ability and Achievement; it is multi-dimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole students; it is not related to a single instance, but occurs across time and levels, through a student's life in public schools and into post-secondary years and working life (Steinberg 2016).

However, Nigerian society shows that psychological abuse occur not only at home but also in schools there by constituting bottlenecks in the attainment of better academic achievement. The researcher observed that students' academic achievement in urban areas may be differing with the academic achievement of students in rural areas which happens because of poor background and location. Moreover, the researcher observed that psychological abuse is made by some teachers in some secondary schools which can affect students' achievement in Mathematics. It has been observed by the researcher that the senior secondary school achievement of students in qualifying examination has been fluctuating over the years in Katsina Zonal Education.. Despite all the efforts taking by teachers and parents, the researcher observes that the problem is still persistence among senior secondary schools students in Katsina Zonal Quality Assurance and if care is not taking the problem may lead to poor academic achievement.

In Nigeria, fundamental human rights include right to fair treatment and judgment, right to education, freedom of movement, speech and right to freedom of existence. An individual denied of these rights has the legal obligation to seek redress. Research has shown that students who experience psychological abuse can lead to mental health issues, such as anxiety, depression, and post-traumatic stress disorder (PTSD), which can also negatively affect academic Achievement (Teicher et al., 2016). Psychological abuse, such as verbal insults or emotional manipulation, can also lead to negative impacts on mental health and academic Achievement.

A study by Reupert, et al. (2015) found that psychological abuse had a significant impact on students' academic functioning, including lower grades and decreased engagement in schools. Oruche (2021) investigated the perceived influence of students' abuse on the academic achievement of Public secondary school students in Anambra State. The results of the study revealed among others that there is a significant influence between perceived emotional abuse and students' academic achievement in English language. Yakubu, Idoko and Afolabi (2021), on the Influence of Physical Abuse on Pupils' Academic Achievement in Makurdi

Metropolis: A Case of Selected Public Primary Schools. The findings of the study revealed that emotional abuses have statistical significant relationship with pupils' academic Achievement. Muza, Aliero and Bashir (2020), examine the effects of physical and psychological abuse, social adjustment on academic Achievement of junior secondary school students in Kebbi State Nigeria. Findings revealed that significant difference existed between physically and psychologically abused students on their social adjustment (P = 0.016) and also significant differences were found between physically and psychologically abused students in their academic Achievement (P = 0026).

Ezenwa (2019), conducted a study on the influence of students' abuse and parental support on Student's interest in school attendance and achievement motivation among primary school pupils in Nsukka. The findings revealed that significant negative associations exist among physical abuse and academic Achievement (P = 0.001), psychological abuse and academic Achievement (P = 0.028). Muhammad, Atiku and Balarabe (2018) investigated the Relationships among Physical Abuse, Psychological Abuse and Academic Achievement of Primary Five Pupils in Kaduna State. The findings revealed that significant negative associations exist among psychological abuse and academic Achievement (P = 0.028).

Students who experience psychological abuse may also struggle with concentration, retention, and motivation, affecting their academic achievement. This is a serious matter of concern even in the education sector owing to its negative impact and implications on students' academic pursuits, achievements and the economy at large. It is as a result of this that the researcher has undertaken this study to unveil the influence of psychological abuse on students' academic Achievement in Nigeria using secondary schools in Katsina state.

Objectives of the study

To guide the study, the following objectives were addressed:

1. To determine the relationship between psychological abuse and academic Achievement in Mathematics among senior secondary school students in Katsina Zonal Education Katsina State.
2. Identify the influence of school location between (urban and rural) on psychological abuse and Achievement among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State.

Research Questions

1. What is the relationship between psychological abuse and academic Achievement in Mathematics among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State?
2. What is the difference in psychological abuse among urban and rural among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State?

Research Hypotheses

$H0_1$: There is no significant relationship between psychological abuse and academic achievement in Mathematics among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State.

$H0_2$: There is no significance difference in psychological abuse among urban and rural among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State.

Research Methodology

This study adopted a correlational research design. The population of the study is twelve thousand three-hundred and twenty-eight (12,328) SS II students with the sample of three hundred and seventy (370) randomly selected from a total population. Students Abuse Questionnaire was used as instrument for data collection, the instrument was adapted from Mohamad khan (2021), and academic Achievement of students Qualifying Examination Result in Mathematics of the selected schools was used.

The statistical tools used for this study are Pearson Product Moment Correlation Coefficient (PPMC), and independent t-test. All null hypotheses were tested at 0.05 alpha level of significance. Hypotheses **1** was tested using PPMC while **2** was tested using independent sample t-test.

Results

1. There is no significant relationship between psychological abuse and academic Achievement in Mathematics among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State.

Table 1: Result of Pearson Product Moment Correlation on the Relationship between Psychological abuse and Academic Achievement in Mathematics among senior secondary school students

Variables	N	Mean	Std. Dev.	r-value	p-value	Decision
Psychological Abuse	370	52.34	12.00			
				- .746**	.000	Sign.
Academic Achievement	370	15.15	10.74			

Table above, the Pearson Product Moment Correlation Coefficient statistic was (r = – .746, N = 370, and P = .000). Now since the p-value (.000) is less than the alpha value (.05), the null hypothesis is hereby rejected and the alternate hypothesis was adopted. So, the researcher found out that there is significant negative relationship between psychological abuse and academic Achievement in mathematics among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State. This means increase in psychological abuse decreases academic achievement.

Ho2: There is no significance difference in psychological abuse between urban and rural among senior secondary school students

Table 2: t-test analysis of difference of school location between (urban and rural) on psychological abuse.

Variables	N	Mean	SD	t-value	p-value	Decision
Urban	205	37.96	8.213			
				3.272	.001	Sign.
Rural	165	35.88	8.797			

Table above shows that, the t-value computed is 3.272 and p-value is .001 at 0.05 level of significance. The p-value of .001 is less than the alpha value of 0.05. The null hypothesis was rejected and alternative is rejected, thus, there is significance difference of school location (urban and rural) on psychological abuse and academic achievement among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State. This means students in urban schools experienced psychological abuse more than their counterpart in rural.

Summary of Findings

Based on the analysis presented, the following are the major findings of the study:

1. There is significant negative relationship between psychological abuse and academic Achievement in Mathematics among senior secondary school students in Katsina Zonal Education Quality Assurance with r = – .746, N = 370, and (P = .000)
2. Similarly, there is no significant difference in psychological abuse on academic Achievement in Mathematics between urban and rural senior

secondary school students in Katsina Zonal Education Quality Assurance, Katsina State were t-value computed was 3.372 and (p-value 0.001).

Discussions of the Findings

Concerning the relationship between psychological abuse and academic achievement, the study found significant negative relationship among the variables in Mathematics among senior secondary school students in Katsina Zonal Education with (N = 370, r = – .746,*p* = .000). The finding agreed with Muhammad, Atiku and Balarabe, (2019) who investigated the Relationships among Physical Abuse, Psychological Abuse and Academic Achievement of Primary Five Pupils in Kaduna State. Their findings revealed a significant negative associations among physical abuse and academic Achievement (P = 0.001), psychological abuse and academic Achievement (P = 0.028).

As regard to the differences in Psychological Abuse on Academic Achievement between urban and rural the study found that there is difference in school location between (urban and rural) on psychological abuse and Academic Achievement among senior secondary school students, Katsina State. This agrees with the findings of Ogundele and Akinade (2017), on the relationship of physical abuse, psychological abuse on academic Achievement among Mathematics secondary school students in Ibadan, Oyo Nigerian. The findings revealed a significant negative relationship between physical abuse and academic Achievement in core subjects such as Mathematics and English Language.

Conclusion

Based on the above research findings, the following conclusions were reached:

There is significant negative relationship between psychological abuse and academic Achievement in Mathematics among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State.

There is significant influence exists in significant difference in psychological abuse and Achievement in Mathematics among students in Katsina State.

Significant difference of school location between (urban and rural) on psychological abuse and Achievement among senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State.

Recommendations

Based on the findings of the study, the researcher therefore makes the following useful recommendations:

1. Educational psychologists should organize seminars and workshops to train and support groups of people, providing appropriate counseling assistance.

2. Students should be guided generally as they have clear correlation on improving students' academic Achievement.
3. Seminars and workshops can be organized in order to find ways of reducing psychological abuse and enhance students' academic Achievement.

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