

School Guidance-Counsellors' Management Of Child Abuse And Students' Academic Achievement In Public Secondary Schools In Akwa Ibom State

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Abstract: The study investigated School Guidance Counsellors' Management of Child Abuse and Students' Academic Achievement in Public Secondary Schools in Akwa Ibom State. Three research questions were raised and the three null hypotheses were formulated to guide the study. The design of the study was ex-post facto survey. The population comprised 2838 SSII students in the sampled public secondary schools in Akwa Ibom State. Multistage sampling technique was used to select the sample size of 500 students. A researcher-developed instrument, "School Guidance-Counsellors' Management of Child Abuse Questionnaire" (SGCMCAQ) validated by experts, was used to gather the data. The reliability co-efficient of the instrument was determined using the Cronbach Alpha. The reliability index of 0.83 was obtained. The mean and standard deviation were used to answer the research questions while the independent t-test was used to test the hypotheses at .05 alpha levels. The findings of the study revealed that there is a significant difference in student's academic achievement based on guidance counsellors' effective and ineffective management of child abuse. The study therefore concluded guidance counsellors should be trained on how to manage child abuse in Akwa Ibom State. It was recommended that Family Planning should be made compulsory before marriage so that every family can procreate children they can cater for.

I. INTRODUCTION

In an attempt to put sound education on ground worldwide, many factors have been identified as being responsible for the falling standard of education where it is perceived and established. Among such factors is the issue of child abuse. Child Abuse refers to any harm that is done to children or action which impede their development. According to Hakan (2012) child abuse is any physical, psychological harm, which parents or caregivers inflict on children who are in their custody. Failure to manage child abuse in Nigeria, Akwa Ibom State and secondary schools in particular has resulted to creation of miscreant, continues upsurge in violent crimes, dwindling economic fortune and waste of resources in crime control and management.

The management of child abuse is never easy, but considering and reporting suspected cases of child abuse and neglect are important skills and obligation of the parent's

teachers and guidance counsellors. Management is the coordination of all resources through the process of planning, organizing, directing and controlling in order to attain stated goals. Management involves identifying the mission, objective, procedures, rules and manipulation of the human capital (Abused Children) of an organization (school) to contribute to the success of the organization (Frank, 2006). Management of child abuse involved, forecasting, planning, organizing, commanding, coordinating and controlling the activities of the abused children for them to make a positive contribution to national development.

In order to manage child abuse the following are the indicator that a child is sexually, emotionally, physically, and negligently abuse according to Lucy Faithfully Foundation (LEF) (2016),

Sexually Abuse: acting out in an inappropriate sexual way with toys or objects, nightmare, sleeping problems, becoming withdraw or very clingy, becoming unusually secretive,

sudden unexplained personality changes, mood swings and seeming insecure, regressing to younger behaviour e.g. bedwetting, unaccountable fear of particular places or people, outburst of anger, changes in eating habits, new adult words for body parts and no obvious source, talk of a new, older friends and unexplained money or gifts; touch or rub their own genitals, show and look at private parts, self-harm (cutting, burning or other harmful activities), physical signs, such as, unexplained soreness or bruises around genitals or mouth, sexually transmitted diseases, pregnancy, running away, not wanting to be alone with a particular child or young person

Signs that an adult may be using their relationship with a child for sexual reasons include refuse to allow a child sufficient privacy or to make their own decisions on personal matters, insist on physical affection such as kissing, hugging or wrestling even when the child clearly does not want it, are overly interested in the sexual development of a child or teenager, insist on time alone with a child with no interruptions, spend most of their time with children and have little interest in spending time with people of their own age, buy children expensive gifts or give them money for no apparent reason, treat a particular child as a favourite, making them feel special compared with others in the family, school etc, pick on a particular child.

Emotional Abuse: bed-wetting or bad soiling that has no medical cause, frequent psychosomatic complaints (e.g. Headaches, nausea, abdominal pains), prolonged vomiting or diarrhoea, has not attained significant developmental milestones dressed differently from other children in the family, school etc, has deprived physical living conditions compared with other children in the family or school, suffers from severe developmental gap, severe symptoms of depression anxiety, withdrawal or aggression, severe symptoms of self-destructive behaviour, self-harming, suicide attempts, engaging in drug or alcohol abuse, when at play, behaviour may model or copy negative behaviour and language used at home.

Sign that an adult is emotionally abusing a child are: constantly calls the child names, labels the child or publicly humiliates the child, constantly threatens the child with physical harm or forces the child to witness physical harm inflicted on a loved one, involves the child in adult issues, such as separation or access issues, keep the child at home in a role of subservient or surrogate parent or caretakers.

Physical Abuse: indicators of physical abuse include the following: bruises and welts: These may appear on the face, back, bottom, genitals and arms. Fracture: Any fracture in a child between the ages of 12-17 years is a serious concern. Burns and scalds: These may show the shapes of the item used to inflict them. For example, iron, grill, cigarette burns. Other types of burns include boiling water, oil or flame burns. Abdominal injuries: torn liver, spleen or ruptured intestines may be present without any outward signs of bruising on the abdominal wall. The signs are pain, vomiting, restlessness and fever. Head or brain injuries: there may be no outward signs that these injuries are present. They are usually observed by health professionals and include subdural hematoma and other brain injuries which may lead to permanent brain damage; eye damage caused by shaking; and absence of hair,

which may indicate that hair has been pulled out. Lacerations and abrasion to the head, face and mouth: the shape may indicate the implement used, for example, fingernail scratches leave parallel linear marks. Human bite marks, multiple injuries: these may be both old and new, history of repeated injuries, any injury to a very young child.

Behavioural Indicators of physical Abuse: the child is unusually wary of physical contact with adults; the child seems to be unduly frightened of a parent or another adult. The child does not show emotion when hurt. The child offers unlikely, implausible explanations of injuries. The child is habitually absent from school without an explanation. The parent/caregiver may be keeping the child at home until physical evidence of abuse has disappeared. The child may wear inappropriate long sleeved clothing on hot days to hide bruises or injuries. The child may be overly complaint, shy, withdrawn, passive and uncommunicative. The child may be hyperactive, aggressive, disruptive and destructive toward themselves and others. The child displays regressed behaviour, such as bedwetting or soiling, drug abuse, criminal behaviour, sexual and malnourished. May have severe napping or other persistent skin disorders or rashes resulting from improper care or lack of hygiene. (South Eastern Centre Against Sexual Assault (SECASA), 2016). These are indicators in a child's behaviour: demonstrates severe lack of attachment to other adults, poor attendance to school; performance and social skills. May steal food; is very demanding of affection or attention. Has no understanding of basic hygiene.

Indicators in adult behaviour that could indicate neglect are: Failure to provide for the child's basic needs such as housing, nutrition, medical and psychological care. Failure to enrol a child in school or permits truancy, leaves the child at home alone, overwhelmed with own problems and puts own needs ahead of the child's needs (child matters, n.d)

Failure to address or manage abuse can result to the following according to Joy Heart Foundation (2016): Child's mental health: These includes: anxiety, depression, disassociation, difficulty concentration, academic problems in school-aged children, withdrawal or difficulty connecting with others, flashbacks, increased hyper vigilance and difficulty in sleeping. Physical effects: these are bruises, lacerations or abrasions, difficulty in walking or sitting, torn, stained or blood clothing; pain or bleeding in the external genital area, sexually transmitted infections or diseases, lack of adequate supervision, nutrition or shelter; poor hygiene and inappropriate dress. Emotional effect: these are eating disorder, drug use, risky sexual decision-making, self-harm, troubled sleeping and discomfort with physical touch.

According to Hampshire County Council (2016), management of child abuse falls into the following categories: Physical Abuse, Emotional Abuse, Sexual Abuse, and neglect management. Physical Abuse: Includes deliberate aggressive actions on the child that inflict pain, wounds, bruises, burns, and sore muscles.

Emotional Abuse: is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- ✓ Conveying to a child that he/she is worthless, unloved, inadequate, or valued only insofar as he/she meets the needs of another person.

- ✓ Imposing developmentally inappropriate expectation, example interactions beyond the child's developmental capability, over protection, limitation of exploration and learning, preventing the child from participating in normal social interaction.
- ✓ Causing a child to feel frightened or in danger example, witnessing domestic violence, seeing, and learning the ill treatment of another child's exploitation or corruption.
Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not he/she is aware of what is happening
- ✓ Activities may involve physical contact, including penetrative and non-penetrative acts. Penetration acts include: rape (forced penetration of vagina, anus or mouth with a penis) and assault by penetration (sexual penetration of vagina or anus of a child with a part of the body or an object).
- ✓ Sexual activities may also include non-contact activities, example, involving a child in looking at/production of abusive image, watching sexual activities, the use of photos, pictures and cartoon. Another aspect of child abuse that needs to be properly addressed is the issue of neglect.

Neglect: can be defined as persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health and development. It may involve failure to: provide food, clothing shelter, education, supervision and so on.

It is important to manage abused children in order to effectively and efficiently utilise their potentials for national economic, political and educational development. Management of child abuse may be described as the process of planning, organising, staffing, directing, co-ordinating, reporting, budgeting and reorienting the abused children in order to bring out the best in them. Planning is the determination of courses action to achieve desired goals. Organising as a process involves identification of activities, classification of grouping of activities, assignment of duties, and delegation of authority. Staffing is the function of manning the organisation structure and keeping it manned. Directing deals with influencing, guiding, supervising and motivating sub-ordinate for the achievement of organisational goals. Co-ordinating is the process of integrating the objectives and activities of the separate units (departments or functional areas) of an organisation, in order to achieve the organisational goal efficiently. Reporting is the process of keeping the executive informed about what is going on through record, research and inspection. While, budgeting is the process of creating a plan on how to spend money; this is in the form of fiscal planning, accounting and control. The abuse children may be managed by the government, the adult members of the society, parents, teachers and guidance counsellors. For the purpose of this study, management of child abuse will be limited to guidance counsellors.

A guidance counsellor is trained professional person who provide programme and services that promotes personal, social, educational and career development to the clients or students. Williams in Olingbenga and Ogidan (2006), opined that guidance and counselling is a service that seeks to assist the client (students) to discover their hidden strengths and

weaknesses and understand themselves, accept themselves and ultimately grow to be independent, hence develop the ability to make and take their decisions, make choices and adjusted unaided. Chaichan (2006) view guidance as a professional person who makes people to adjust better in their environment and leads them to self-reliance and self-direction. From these assertions, guidance counsellor is a professional person who can assist the abused children to discover their hidden strengths, weakness and adjust better in their environment. The function performed by the guidance counsellor in the school system according to Ipaye in Olugbenga and Ogidan (2014) includes: To help students develop the skills of self-study, self-analysis and self-understanding. To help students develop awareness of opportunities in the personal, social, educational, vocational areas by providing them with appropriate, useful and useable information. To help students acquire the skills of collecting using appropriate information. To help students develop positive attitude to self, to others, to appropriate national issues, to work and learning. To help students acquire as early as possible in their lives a positive image of selves through self-understanding and self-direction. The services should help students who are under achieving to use their potentials to the maximum. To help students relate behaviour meaningfully to cognitive achievement and the chances of success in life. To help build up or sharpen the students' perception of reality, development of a sense of autonomy and to whip up the motivation for creativity and productivity. The services in the schools should assist students in the process of developing and acquiring skills in problem solving and decision making. To help build up in individuals positive attitude to fellow Nigerians and a sense of total commitment to the unity of Nigeria. p46

According to Crosson-Tower (2003), the school guidance counsellors should initiate the following programmes within the school in order to manage child abuse: life skill training, socialization skill, problem-solving and coping skills, preparation for parenthood training, self-protection training, sex education, conflict management skill, peer mediation skill, communication skill.

Trust in Barret, Lester and Durhan (2011) affirms that it is the counsellor's duty to advocate reducing environmental and institutional barriers that impede students' academic success. Trusty and Brown (2005) articulate a set of advocacy dispositions, knowledge, and skills essential for school counsellor advocacy competency. According to Trusty and Brown, to manage child abuse, a disposition toward advocacy which reflects the personal beliefs, values, and commitments held by the counsellor; and includes a sense of personal altruism, a solid grounding in ethic, a commitment to both family empowerment and social justice, and a social advocacy orientation should be applied by the counsellors.

From the ongoing discussion, it could be seen that managing child abuse in secondary school is an important aspect of educational management. If the set objectives are to be attained, contrary to this, it has been observed that increasing number of children hawking in the street or schools seems to be abused children or students. Some of them within the school that cannot perform well academically have resulted to truancy, stealing, cultism, dropout and committing of all sorts of crime in the school and society at large. It is

assumed that poor academic achievement could result from throwing some of these children out of their homes into the streets and labelling them as witches and wizards. All these problems may be attributed to poor management of child abuse by the parents, teachers, school administrators and guidance counsellors. It could be attributed to lack of, or poor skills in the management of child abuse in the area of planning, organising, staffing, directing, reporting and budgeting. This group of people as mentioned earlier can manage child abuse by planning for programmes such as sex education, problem solving and communication skills. Co-ordinating the programmes to make sure that the objectives are realised. Provide competent hands to man for the programme through staffing, organising the programme, by identification of the abused children within the school. Sourcing for money to run the programmes and report incidents of child abuse within the school to the government.

Njeri (2007) conducted a study to establish the influence of guidance and counselling programme on academic performance of secondary school students in Bahati division of Nakuru district. This study adopted an ex post facto research design. It targeted all the 1385 form four students. 21 guidance counsellors and 21 head teachers of the 21 selected public secondary schools in the study area. Simple random sampling techniques was adopted; a sample size of 196 students, ten guidance counsellors and ten head teachers were selected from collected through administration of questionnaire: to the selected respondents. The collected data was analyses using descriptive and inferential statistics with the aid of Statistical Package for Social Science (SPSS) version 11.5 for windows. The findings revealed that secondary schools in the area differed in number of guidance and counselling services that they had implemented. Counsellors had little training in guidance and counselling. There was poor academic performance among students. Based on findings the following recommendations were made: there was need to improve the level of training of students' counsellors in guidance and counselling. Guidance and counselling programme should be strengthened in order to improve the academic performance of secondary schools in the area. From the studies so far reviewed, it is obvious that none was carried out in Akwa Ibom State. Besides most of the variables used for each of the reviewed study were different from those used in the present study. This has therefore created a gap. It is this gap that this study titled "Guidance-Counsellors' Management of Child Abuse and Students' Academic Achievement in Public Secondary Schools in Akwa Ibom State" is poised to fill. The question therefore is what is the difference in students' academic achievement based on the management of child abuse by the guidance counsellors in Akwa Ibom State?

STATEMENT OF PROBLEM

In Nigeria, there has been public outcry including media campaign against the prevalent exposure of children to this misfortune called child abuse. Children between 12-17 years engage in petty trading, hawking for their parents and teachers when they are supposed to be in the school or classroom. There are cases of rape by teacher and adult members of the

society of children between 12-17 years. Some sometimes lead to unwanted pregnancy which may inflict emotional trauma on the child and may lead to disruption in their educational pursuit. These negatively affect their academic performance. Through personal observation, the researcher observed that some of the children hawking in both Ikot Ekpene plaza and Uyo plaza are ostracized from their homes due to the cultural believe that they were possessed. For example a child was rescued by a woman after he was abandoned by the parent and family for being a witch and was wandering naked through the street of Akwa Ibom surviving on food given by locals, Olori (2016). Some children engage in farm work for their teachers during school hours instead of being in the class leaning.

The school guidance counsellors seems not to cope with these abuse children because some of them seems to lack the skills of managing child abuse, while some seems to view them as stubborn children; these are assumed to have hampered their roles in the management of the abused children both at home and in the public secondary schools in Akwa Ibom State. In view of these, the study focuses on management of child abuse by the school guidance counsellors as it relates to students' academic achievement.

PURPOSE OF THE STUDY

The main purpose of this study was to investigate the management of child abuse and students' academic achievement in Akwa Ibom State, specifically the study is set:

- ✓ To determine the difference in students' academic achievement base on the school guidance counsellors' effective management of child abuse in Akwa Ibom State.
- ✓ To determine the difference in students' academic achievement base on the school guidance counsellors' ineffective management of child abuse in Akwa Ibom State.

RESEARCH QUESTIONS

The following research questions were posed to guide the study.

- ✓ What is the difference in students' academic achievement based on school guidance counsellors' effective management of child abuse?
- ✓ What is the difference in students' academic achievement based on school guidance counsellors' ineffective management of child abuse?

NULL HYPOTHESIS

The following null hypothesis were formulated to guide the study

HO₁: There is no significant difference in students' academic achievement base on guidance counsellors' effective management of child abuse.

HO₂: There is no significant difference in students' academic achievement base on guidance counsellors' ineffective management of child abuse.

II. RESEARCH METHOD

DESIGN OF THE STUDY

The design which will be used for this study is the ex-post facto survey design. The ex-post facto design is considered appropriate because the phenomena (child abuse and academic achievement), had already occurred and it is not possible to manipulate the characteristics of these variables to arrive at the answer. The design is suitable because it is non-experimental and involves the study of facts that cannot be manipulated. The survey method of the ex-post-facto design will be used because the researcher intends to establish differences between the independent variable units with the dependent variables.

AREA OF THE STUDY

The research area for this study is Akwa Ibom State. Akwa Ibom State was created on 27th September, 1987. It was carved out of the former Cross River State. Akwa Ibom State has 31 Local Government Area with Uyo as the state capital. Akwa Ibom State is one of the largest oil producing states in the South-South geopolitical zone of Nigeria. The State is situated within the tropics. The state shares a common boundary with Abia State in the north, Cross Rivers State in the East, Bight of Bonny in the South and Rivers state in the west. The state lies between latitude 4⁰33' and 5⁰33' North and longitude 7⁰25 and 8⁰25 East. Akwa Ibom State has a population of 3.9 million people (National Population Commission, 2007).

The state occupies a total land mass of 7,245, 935 sqkms. The state has 234 government owned secondary schools clusters into 17 Local Education Committees (LECs), and two Federal Government (Unity) secondary schools at Ikot Ekpene and at Ikot Obio Itong, Mkpato Enin. There are 1,146 public primary schools. The state has higher educational institutions which include; one Federal university at Uyo, the state headquarters, one state university, the Akwa Ibom State University, at Mkpato Enin, one Federal Polytechnic at Ukana Essien Udim, one State owned Polytechnic at Ikot Osurua, one Maritime academy at Oron, one state college of education at Afaha Nsit. Others include; the School of Health Technology, Etinan, the School of Nursing and Midwifery, Uyo. The state is recently blessed with some private higher institutions, notably Obong University.

Akwa Ibom State is divided into three major political zones namely, Uyo Senatorial District. Eket Senatorial District and Ikot Ekpene Senatorial District. The major ethnic groups in Akwa Ibom State are the Ibibios, the Annang, the Orons and the Andonis. The occupation of the people of the state is fishing, farming, trading, while a good number of people of Akwa Ibom State are civil servants.

Akwa Ibom State makes immense human and material inputs to the nation and numerous oil wells are located here. She is believed to have contributed a greater percentage to the nation's wealth, and the state is regarded as being educationally advantaged. Hence, the researcher's interest in the area is to establish the influence of management of the child abuse and students' academic achievement in Akwa Ibom State secondary schools.

POPULATION OF THE STUDY

The population of this study will consist of all the 2,838 SSII students in 235 public secondary schools in Akwa Ibom State. (Secondary Educational Board Statistics Unit, 2015).

SAMPLE AND SAMPLING TECHNIQUE

The sample of this study will consist of 511 SSII students (18%) of the sampled schools. The multistage Sampling technique will be used for the study. Cluster sampling technique will be used for grouping the respondents into the local government in the three Senatorial Districts in Akwa Ibom State. Five percent of schools from each cluster were sampled and 18% of SSII students' results were drawn from the schools. Simple random sampling technique will be used both in selecting the schools and in selecting students' results from each school. The hat and draw method which will give the highest probability of selecting a representative sample will be used in selecting the schools so that every school will have equal chance of being selected. Systematic sampling technique will be used in selecting students' results. The Sampling Frame is shown in Table 1.

Senatorial District	No. of public secondary schools	5% of schools in local govt. selected	Total No. of SSII students in the sampled schools in local govt.	Sample of SSII Results selected 18%
Uyo	64	2	700	126
IkotEkpene	86	4	1078	194
Eket	85	4	1060	191
Total	235	10	2,838	511

Table 1: The Sampling Frame for the Study

INSTRUMENTATION

A researcher-developed instrument, "Guidance-Counsellors' Management of Child Abuse Questionnaire (GCMCAQ)", was used for data collection on management of child abuse, while the SSII Mock Examination was used to assess students' academic achievement.

Questionnaire on item management of child abuse contained 15 items measured on a 4-point rating scale, with the following codes: SA -Strongly Agree - 4 point, A - Agree-3point, D - Disagree - 2 point, SD - Strongly Disagree - 1point.

The scoring will be used for positively-worded items while the negatives items will take the reverse scoring.

SS II Mock Examination was scored using 4-point rating scale, with the following codes: Distinction - 4 point, Credit - 3 point, Pass - 2 point and Fail - 1 point. Civic Education was the subject used.

VALIDATION OF THE INSTRUMENT

The instrument, "Guidance-Counsellors' Management of Child Abuse Questionnaire (GCMCAQ)" face validated by one validate in the Departments of Curriculum Studies, Educational Management and Planning and by two experts in Measurement and Evaluation in the Department of Educational the reliability of the instrument GCMCAQ. This was trail tested once using 30 students from schools in Ikot

Ekpene Senatorial District that were not part of the main study. The data obtained were analysed using Cronbach alpha and it yielded an overall reliability coefficient of 0.86, which was considered high enough for use in the study.

ADMINISTRATION OF THE INSTRUMENT

The instruments were administered personally by the researcher to the participants with the aid of one trained research assistant from each school. At the end of the exercise, the instruments were retrieved and scored for analysis and interpretation in subsequent section of the study.

METHOD OF DATA ANALYSIS

Mean and Standard Deviation Analysis were used to answer the research questions while the independent t-test analysis was used to test the null hypotheses at 0.05 significant level.

III. RESULTS

The results of the study are presented in the table below according to the research questions and hypotheses

RESEARCH QUESTION 1

What is the difference in students' academic achievement based on school guidance counsellors' effective management of child abuse?

Variables	Categories	N	Mean	S.D
Guidance counsellor effective Management of child Abuse	Lowly achieved Student	113	41.79	26.70
	Highly achieved Student	117	43.77	24.68

Table 4: mean and standard analysis of students' academic achievement based on guidance counsellors' effective management of child abuse

Table 4 reveals the lowly and highly mean scores of 41.79 and 43.77 for students' achievement in civic education based on guidance counsellors' effective management of child abuse respectively. The result means that students whose guidance counsellors effectively managed their abuse achieve higher in civic education. In other words, students' academic achievements are influence by how guidance counsellor manage the abuse.

RESEARCH QUESTION 2

What is the difference in students' academic achievement based on school guidance counsellors' management of child abuse?

Variables	Categories	N	Mean	S.D
Guidance counsellor Ineffective management Child Abuse	Lowly achieved student	113	45.78	23.32
	Highly achieved Student	157	36.69	25.53

Table 5: mean and standard analysis of students' academic achievement based on guidance counsellors' management of child abuse

Table 5 reveals the lowly and highly mean scores of 45.78 and 36.69 for students achievement in the subject based on guidance counsellor ineffectiveness in management of child abuse. The result means that students whose guidance counsellor ineffectively managed their abuse cases performed low in civic education. In other words, students' academic achievements are influence by how guidance counsellor manage the child abuse.

TESTING OF HYPOTHESIS

NULL HYPOTHESIS 1

G/ C Management of child abuse		N	Mean	S.D	df	t _{cal}	t _{crit}
Ineffective	L A	113	41.79	41.79	268	0.59	1.96
	H A	117	43.77	43.77			

Table 6: independent t-test analysis of the difference in students' academic achievement in civic education based on guidance counsellors' ineffective management of child abuse

As shown in table 6 since the calculated value of 0.59 is less than the critical values of 1.96 at degree of freedom of 268 and 0.05 level of significant respectively, for guidance counsellors' ineffective management of child abuse. The null hypothesis that there is no significant difference in students' academic achievement in public secondary schools in Akwa Ibom State based on guidance counsellors' ineffective management of child abuse was accepted whereas the alternative hypothesis which states that there is a significant difference in student's academic achievement in civic education based on guidance counsellors' ineffective management of child abuse was rejected. This implies that students' academic achievement is not significantly depending on guidance counsellors' ineffective management of child abuse.

NULL HYPOTHESIS 2

G/ C Management of child abuse		N	Mean	S.D	df	t _{cal}	t _{crit}
Effective	L A	113	45.78	45.78	268	2.99	1.96
	H A	157	36.69	36.69			

Table 7: independent t-test analysis of the difference in students' academic achievement in civic education based on guidance counsellors' effective management of child abuse

As shown in table 7, the calculate t-value of 2.99 is greater than the critical t-value of 1.96 at the degree of freedom of 268 and 0.05 significant level respectively, for guidance counsellors effective management of child abuse. The null hypothesis that there is no significant difference in students' academic achievement in public secondary schools in Akwa Ibom State based on guidance counsellors' management of child abuse was rejected whereas the alternative hypothesis which states that there is significant difference in students' academic achievement in civic

education based on guidance counsellors' management of child abuse was accepted.

This implies that students' academic achievement in civic education is significantly depending on guidance counsellors' management of child abuse.

IV. SUMMARY OF THE FINDINGS

The findings of the study are presented according to the research questions answered and the null hypothesis tested.

- ✓ Students' academic achievement in civic education in public secondary schools in Akwa Ibom State is positively influence by guidance counsellors' effective management of child abuse.
- ✓ Students' academic achievement in civic education in public secondary schools in Akwa Ibom State is negatively influence by guidance counsellors' ineffective management of child abuse.
- ✓ There is no significant difference in students' academic achievement based on guidance counsellors' ineffective management of child abuse.
- ✓ There is a significant difference in students' academic achievement based on guidance counsellors' effective management of child abuse.

V. DISCUSSION

The result of the findings on hypothesis 1 revealed that there is no significant difference in students' academic achievement in civic education based on guidance counsellors' ineffective management of child abuse. This is so because the calculated t-value of 0.59 is less than the critical t-value of 1.96 at degree of freedom of 268 and 0.05 significant levels. Also, the result in hypothesis 2 revealed that there is a significant difference in students' academic achievement in civic education based on guidance counsellors' effective management of child abuse. This result is so because the calculated t-value of 2.99 is greater the critical t-value of 1.96 at the degree of freedom of 268 and 0.05 significant levels. This result could be attributed to guidance counsellors' effectiveness and knowledge of management principle in management of child abuse. These results confirm with Trust in Barret, Lester and Durhan (2011) who affirms that counsellors should advocate reducing environmental and institutional barriers that impede students' academic achievement. The finding is also in line with Njeri (2007) who said that guardian counsellors little training hinder their role in enhancing students academic achievement.

VI. RECOMMENDATION

The following recommendations were made:

- ✓ Family planning should be made compulsory before marriage so that every family can procreate children they can cater for.
- ✓ Government should organised regular campaign against child abuse.

- ✓ Government and school administrator should organised seminar and workshop for guidance counsellors on how to manage child abuse.
- ✓ Sex and child abuse education should be integrated in the curriculum from primary to secondary levels.
- ✓ Government should establish rehabilitation centres with trained guidance-counsellors to manage the abused victims.

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