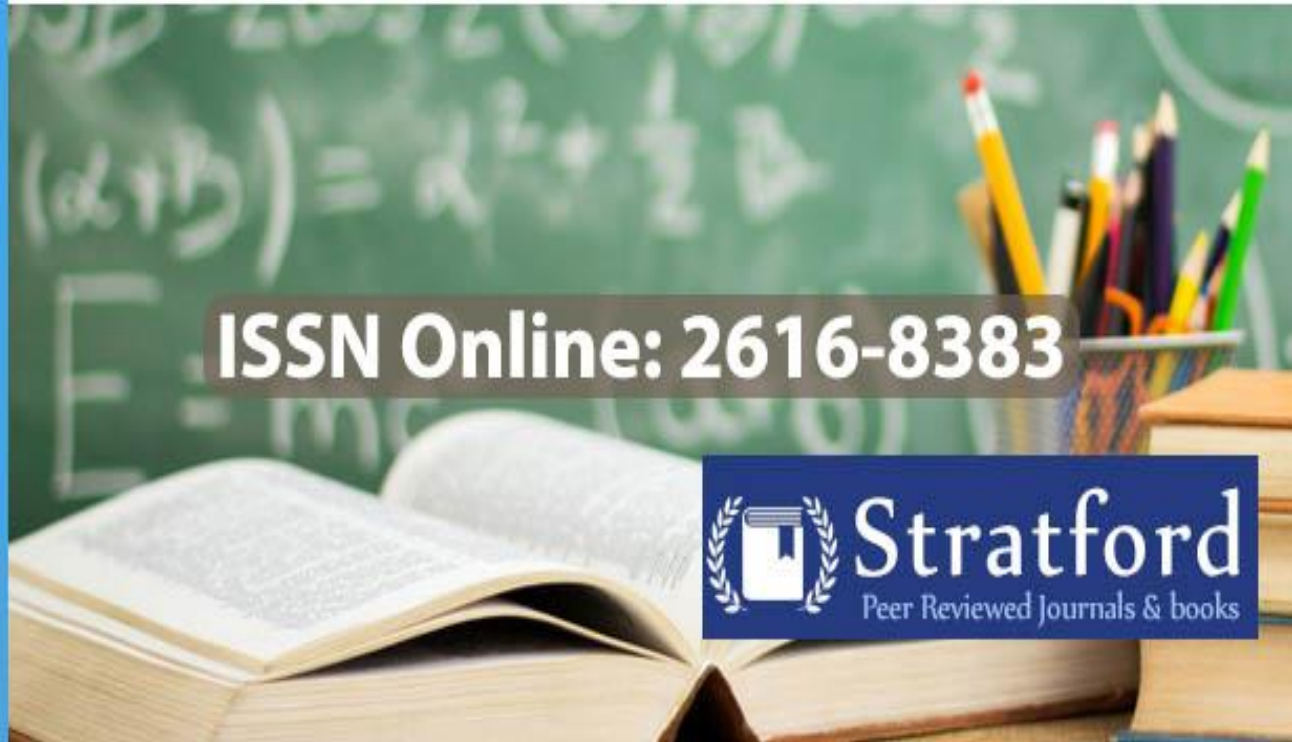


Journal of Education



ISSN Online: 2616-8383



Stratford
Peer Reviewed Journals & books

Effect of Abuse and Neglect on Academic Performance of children in Canada

**Foster Perlman Herrenkohl, Dr. Perez Hashmi & Prof.
Leiter Lowenthal**

ISSN: 2616-8383

Effect of Abuse and Neglect on Academic Performance of children in Canada

¹*Foster Perlman Herrenkohl, ²Dr. Perez Hashmi & ³Prof. Leiter Lowenthal

¹*Postgraduate student, University of Toronto

^{2&3}Lecturers, University of Toronto

*Email of the corresponding author: herrenkohlwenthal@gmail.com

How to cite this article: Herrenkohl, P., H., Hashmi P., & Lowenthal, L. (2021). Effect of Child Abuse and Neglect on Academic Performance in schools in Canada. *Journal of Education*, 4(8), 1-10. <https://doi.org/10.53819/81018102t5031>

Abstract

Child neglect and abuse is expressed as the failure of parent, guardian, or other caregiver to attend to a child's fundamental demands. Thus, the study sought to examine effect of child abuse and neglect on academic performance in schools in Canada. The target population included 374 teachers and learners. Questionnaires were utilized to gather the information. The research found there is a significant impact of child abuse and neglect on students' academic performance. The results indicated that when child abuse and neglect increase by one unit, the student's academic performance will reduce by 0.3441 units when other factors are held constant. Preventing child abuse and neglect requires addressing risk and protective factors at the individual, relational, community, and societal levels. Child abuse is whereby a parent or any other individual who has a duty for the child protection causes injury, death, emotional harm, or risk of severe damage to a child. Child abuse can include physical abuse, sexual assault, exploitation, and psychological abuse. Psychological abuse is the most typical form of abuse, with physical abuse being the most reported and sexual assault being the least reported. Child abuse and neglect impact learning adversely. The research suggested that parents constantly show their children love and affection and meet their needs. The government should put mechanisms to protect children from any form of abuse. The neglected children need to be helped by the community or government with the basic needs to enhance their survival. It was recommended that public engagement and education campaigns and practical approaches be adopted to reduce corporal punishment. The communities need to be engaged in efforts to address family needs, and families need to be able to access supports and resources where they live, work, and worship.

Keywords: *Child Abuse, Neglect, Academic Performance, Canada*

<https://doi.org/10.53819/81018102t5031>

1.0 Introduction

Child abuse has been discovered to be among the crucial social troubles that require the general public's attention (Costin, Karger & Stoesz, 2019). Throughout the globe, there are children doing work like slaves; they beg in the towns and cities, toil under the sun in the fields and plantations and do the job both day and night in shops and factories. More children lose their lives; some are denied schooling and never experience the joy of childhood years due to the sort of misuse they experienced at a very early age. There exist many manifestations of kid neglect, consisting of non-compliance with health care guidelines, lack of suitable health care, deprivation of food leading in starvation, and the failure of a child physically to prosper (Iwaniec, 2018). Other reasons for concern consist of children's exposure to substance use and inadequate protection from environmental risks. Furthermore, abandonment, insufficient supervision, bad hygiene, and being deprived of education have all been considered as confirmation of neglect.

Child abuse is whereby a parent, a primary caretaker, or any other individual who has duty for the child through an action (e.g., defeating, stabbing) causes injury, death, emotional harm, or risk of serious harm to a child (Sedlak and Broadhurst, 2019). Child abuse can include physical abuse, sexual assault, exploitation, and psychological abuse. Psychological abuse is the most typical form of abuse, with physical abuse being the most reported and sexual assault being the least reported. Alternatively, child neglect is explained as the failure of a parent, guardian, or another caretaker to provide for a child's fundamental requirements (e.g., physical, medical, academic, and psychological demands). Maguire, Williams, Naughton, Cowley, Tempest, Mann & Kemp (2020) argued that child neglect is frequently not reported yet has devastating impacts on children. Child abuse in all its forms has a significant unfavorable influence on the growth, present and future academic performance, and emotional and psychological well-being of children. Additionally, experiences of childhood abuse can have damaging implications in the adult years (e.g., emotional distress and dangerous sex-related behavior, which increases vulnerability to venereal diseases. Children subjected on abuse may experience depression, anxiety, stress-associated conditions, and post-traumatic conditions.

Regarding academic performance, child abuse has been related to reduced cognitive functioning and educational success, decreasing levels of school readiness, and regular incidents of behavior issues in learners and teenagers (Noble, Tottenham & Casey, 2020). Learners who have been victims of injustice have likewise been revealed to present non-academic problem habits (i.e., aggressiveness, off-task behavior, and inadequate social skills) at larger rates as related to their non-abused counterparts. Subsequently, abused learners are most likely to receive school self-discipline recommendations, suspensions, and expulsions. Kiesel, Piescher and Edleson (2018) revealed low school attendance and reduced school performance coincided with the timing of abuse. As a result of the bad academic results experienced by learners who are victims of child abuse, most of these learners need to receive special education services under a range of impairment categories.

Children that one or more forms of abuse have victimized show some behaviors different from others in school with attendant impacts on their academic performance (Harrell, 2021). Child abuse usually postpones learners' progression academically because there is always an absence of trust in people because they have been dissatisfied and abused by those that should be a source of delight, confidence, protection and security to them, they think no place is secure and nobody is to

<https://doi.org/10.53819/81018102t5031>

be trusted. This leads to changes in behavior such as psychological pain, physical discomfort, withdrawal from the opposite sex, poor social relationship, anxiousness, mental stress, depression, trouble in mingling, despair, hooliganism, thuggery, defiant, malnourishment, anger, scars on body parts, addictions, sexual situations, unhealthy appearance and clothing. These qualities lead to bad academic performance by the child as the focus becomes a problem. Child abuse may influence how children go to school. Datta Julian and Shelley (2019) on research on childhood victimization; physical violence, criminal offenses, and abuse in the lives of kids revealed that experiencing abuse and neglect affects learner's school performance in several means, consisting of low grades, high rates of absences, enhanced disciplinary issues and more excellent rates of school dropout. Calam and Franchi (2020) added that the school non-attendance for abused learners was more than three times higher than that of their non-abused peers. These deficits appeared to exceed those of learners experiencing various other forms of the negative social aspect. Thus, based on this background, the conducting of the study was deemed worthy.

2.0 Literature review

Herrenkohl, Herrenkohl and Egolf (2018) examined the survivors of child abuse and their ability to proceed with their academics after secondary school. Therefore, this research discovered the lived experience of self-identified abuse survivors that were registered in higher education. The theoretical bases for this study consisted of Bandura's social cognitive concept, Rotter's concept of locus of control and Heider's and Weiner's idea of attribution. Open-ended interviews were performed with 15 survivors of kid abuse signed up in an undergraduate or graduate degree program at an online university. The interviews were transcribed and assessed for appropriate codes and styles. Outcomes of this phenomenological qualitative research exposed those exterior assistances played the primary duty in inspiration for survivors of abuse to seek higher education and which middle school was a pivotal point for kid abuse survivors. This research contributes to social adjustment by supplying information to survivors of child abuse, instructors, family members, and therapists that might better understand the demands of the survivors of child abuse and raise training efficiency for interventions beneficial in meeting the particular needs of child abuse survivors.

Hoft and Haddad (2017) argued that child abuse and neglect are significant worldwide health and social welfare issues. In the United States, millions of kids from all socioeconomic histories, across all ages, religious beliefs, and cultures, are victims of kid abuse daily and millions even more, are at risk. The study has continually revealed that direct exposure to child abuse and neglect in all its kinds adversely influences the existing and future academic performance and psychological and emotional well-being of kids. This research aims to supply a literature synthesis of the effect of child abuse and neglect on the educational and mental well-being of learners.

Lawson and Lawson (2020) executed research to determine the effect of child abuse and neglect on learners' attention span in class; and the partnership between the child's active participation in parent's business and mindset to class assignments. Detailed study style of study type was embraced for the research. The population for this research consisted of all instructors in primary and secondary schools in both public and private sectors in Switzerland. Expert judgments were utilized to guarantee face and material credibility. The test-retest approach was utilized test-retest the integrity and a dependability coefficient of 0.72 was acquired. The outcome exposed a considerable relation between child abuse and neglect on kids' attention period in class. The

<https://doi.org/10.53819/81018102t5031>

development also revealed a substantial correlation between a kid's active participation in a parent's company and their mindset to class assignments. Based upon outcomes, it was advised that the impacts of child abuse and neglect on children's classroom habits and later educational performance need to receive interest in education policy forums; and parents are required to always associate with their children with love and affection and provide for their demands.

Vulliamy and Sullivan (2020) analyzed the impact of Child abuse and neglect on learners' educational performance and its ramification on the Swedish economy. Findings from the study revealed that the 3 significant types of child abuse are physical, sexual and psychological or mental abuse. The findings likewise discovered that abused kids typically perform poorly in school because they find it hard to concentrate in their academics. Furthermore, 24.6 percent of kids in Sweden were abused yearly, which has influenced the development of the Swedish economy negatively. To suppress this pattern, it was recommended that parents, institution authorities, educators, and government all have roles to play to alleviate this problem for the economic growth of Sweden.

Perlman and Fantuzzo (2019) conducted a study among children aged below 18 years to examine the influence of abuse and neglect on performance. Present literature review embraced Slade and Wissow's version to take a look at, the link in between childhood year's abuse and neglect and academic success, the link in between childhood year's abuse and neglect and psychological health results, and the bidirectional partnership in between childhood year's educational achievement and psychological health. Moreover, evaluate variables that could affect or assist clarify the connection in between childhood abuse and neglect and academic results, drawing on developing perspectives and Bronfen Brenner's ecological design. Ultimately, the provided outcomes of certain abused kids in out-of-home highlight the particular difficulties experienced by this population. Results show that kids with abuse and neglect backgrounds frequently experience impairments in both their academic efficiency and mental well-being (e.g., stress and anxiety, reduced mood, hostility, social abilities deficiencies, and bad interpersonal relationships). These impairments appeared to be pronounced explicitly amongst abused kids in out-of-home care. Outcomes, albeit thin, likewise suggested that psychological health problems are adversely related to learner's educational accomplishment and, similarly, that educational accomplishment shortages are related to psychological health issues. The connection between childhood abuse and neglect and academic results might be partly expressed by disturbing crucial developmental processes in children, like attachment, emotion regulation, and sense of agency. Also, abuse attributes and the functioning of numerous systems in which children are ingrained (e.g., household, school, children welfare) can positively or negatively affect the academic results of abused children.

Phasha (2018), on his research on child abuse, has become an international issue that requires handling if learners are to be offered the right to academic and liberty. Early exposure to unfavorable childhood experiences of physical, sexual, and emotional abuse; neglect; violence; household dysfunction; parental substance abuse or mental illness; and an absent parent are solid forecasters of bad education performance. The primary goal of this research was to explore the influence of child abuse on the educational performance of students in public primary schools in Croatia. The research embraced a descriptive study style. The target population for this research made up 52 headteachers, 560 educators and 2,275 students. A sample of 26 head teachers, 280 educators and 228 students was picked utilizing proportional random sampling. Descriptive

<https://doi.org/10.53819/81018102t5031>

statistics were utilized to analyze the measurable information and content evaluation was used to analyze the qualitative data. The outcomes of the research revealed that students had a reduced level of awareness of child abuse. Child abuse was found to influence school attendance, students' behavior and learning conditions adversely and all the hypotheses were as a result rejected.

Briscoe-Smith and Hinshaw (2020) executed research to analyze the impact of child abuse and neglect on the academic performance of Senior high school students in Toronto. The questionnaire was the data collection instrument provided to five hundred and twelve students selected arbitrarily in two city government areas. A hypothesis that "there is no significant connection between child abuse and educational performance" was created. This was evaluated utilizing multiple regression evaluation and the outcome suggested a considerable relationship between child abuse and academic performance. It is advised, among others, that the government needs to increase initiatives to eliminate poverty amongst the population to enable parents to have sufficient capital to provide for their kids. Also, single parenthood must be discouraged as it subjects children to all kinds of abuse. Child neglect is explained as the failure of a parent, guardian, or another caretaker to provide for a child's fundamental requirements. Child abuse and neglect impact learning adversely. The research suggested that parents constantly show their children love and affection and meet their needs. The government should put mechanisms to protect children from any form of abuse. The neglected children need to be helped by the community or government with the basic needs to enhance their survival. It was recommended that public engagement and education campaigns and practical approaches be adopted to reduce corporal punishment. The communities need to be engaged in efforts to address family needs, and families need to be able to access supports and resources where they live, work, and worship.

Lowenthal (2017) performed research to determine the impact of child abuse on students' educational performance in main scientific research in Lord Dufferin Junior and Senior Public School in Canada. To execute this research successfully two variables were noted for the research. They were utilized to formulate the primary theories. The layout for the research was ex-post-facto. The population of study contained all key 6 learners in 2019/2020. This consisted of 68 analysis rsmers from 994 primary schools in the nation. Two tools were made use of: A Child Abuse Questionnaire (CHAQ) and a primary scientific research criticalssix to check leas' educational performance. The independent t-test was utilized to assess the information. The outcome revealed that learners that were not abused do far better than their peers that were abused.

Clopper (2018) conducted a study regarding the prevalence of street hawking, its effects, and academic aspects. This research emphasizes street hawking as an element of child labor, misuse, and neglect. The research objective on child misuse and academic performance of kids who participate in it as regular scholars and individuals has defined child labor in several methods. It is the exploitation of children, early assumption of grown-up roles for kids; working long hours for low salaries in Poland has three primary functions: recognizing the degree of learners' participation in street hawking. Secondly, establish the elements that influence learners' involvement in road hawking and contrast the partnership between road hawking and academic efficiency of those engaged in the tasks with those who are not. The data utilized in examining the hypothesis was obtained from the post-test scores of all the subjects. The hypothesis was discussed at a 0.5 level of significance.

Ali, Asim, Edhi, Hashmi, Khan, Naz & Jehan (2017) performed research to determine the impacts of child abuse on the educational performance of elementary school students in Westside Montessori School in Canada. The research was qualitative and utilized the phenomenological study style. The target population was the mistreated students from the Westside Montessori Institution. Information was accumulated from 15 abused students and their class instructors. The vital case purposive sampling approach was utilized to pick the students. Hence, just those learners who were abused were chosen. The outcome revealed that a bulk of the overused students underperformed due to misuse and became questionable of every person around them. This had an unfavorable bearing on their educational performance. Few became antisocial and embraced a misdirected rancorous attitude to every person around them. Thus generally, the research concluded that child abuse influences students' academic efficiency at the primary school level. According to the outcomes, the study suggests that the stakeholders, parents, school managers, and instructors need to function together in handling overused students to assist them in overcoming their difficulties and enhancing their academic performance.

Kiesel, Piescher & Edleson (2016) looked at the long-term intellectual and academic results of 413 learners who were victims of kid abuse contrasted to a matched control group of 286. Outcomes of the research showed that youngsters based on eight various forms of abuse (i.e., sexual, physical, and disregard) varied substantially in IQ scores after controlling for different demographic variables.

3.0 Research Methodology

The study adopted the cross-sectional research design. The target population was 374 teachers and students. The study did a sampling of 193 respondents that were selected from the target population of 374. Questionnaires were used to collect the data. The analysis of the data was done using descriptive and inferential statistics.

4.0 Research Findings and Discussion

The research findings and discussion present the correlation and regression results

4.1 Correlation Analysis

Table 1: Correlation Analysis

		Academic Performance	Child Abuse and neglect
Academic Performance	Pearson Correlation	1.000	
	Sig. (2-tailed)		
Child Abuse and neglect	Pearson Correlation	.410 **	
	Sig. (2-tailed)	0.000	0.000

The correlation results from Table 1 show that child abuse and neglect is positively and significantly associated with academic performance ($r=.410$, $p=.000$). Harrell (2021) articulated that child abuse leads to changes in behaviour such as psychological pain, physical discomfort, withdrawal from the opposite sex, poor social relationship, anxiousness, mental stress, depression, trouble in mingling, despair, hooliganism, thuggery, defiant, malnourishment, anger, scars on body parts, addictions, sexual troubles, unhealthy appearance and hence these leads to bad academic performance by the child as concentration becomes a problem.

4.2 Regression Analysis

The section comprised of model fitness, analysis of variance and regression of coefficient. The results presented in Table 2 indicate the model fitness

Table 2: Model Fitness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.151a	0.243	0.204	0.0000

The results from Table 2 show that child abuse and neglect was found to be satisfactory in explaining the academic performance of students in Canada. This was supported by the coefficient of determination, also known as the R square of 0.243. This implied that child abuse and neglect explain 24.3% of the variations in the academic performance among students in Canada.

Table 3: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.467	2	2.121	36.57	.000b
	Residual	3.145	5	0.058		
	Total	8.612	7			

The results in Table 3 indicate that the overall model was statistically significant. The results imply that child abuse and neglect are good predictors in explaining the academic performance among the students in Canada. This was supported by an F statistic of 36.57 and the reported p-value of 0.000 which was less than the conventional probability significance level of 0.05. Therefore, the society can work on improving the child abuse and neglect since it was fundamental in determining the academic performance.

Table 4: Regression of Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.535	0.054		5.175	0.029
Child Abuse and Neglect	-0.344	0.064	0.451	3.218	0.004

Based on the results presented in Table 4, it was found that child abuse and neglect is negatively and significantly related to academic performance ($B=-0.3441$, $p=0.004$). The results indicated that when child abuse and neglect increase by one unit, the student's academic performance will reduce by 0.3441 units when other factors are held constant. The results concur with Phasha's (2018) findings that child abuse and neglect influenced school attendance, students' behavior, and learning conditions adversely. Moreover, Lawson and Lawson (2020) exposed that parent must always associate with their children with love and affection and provide for their demands.

5.0 Conclusion and Recommendations

The research concluded that there is a significant impact of child abuse and neglect on students' academic performance. The results indicated that when child abuse and neglect increase by one unit, the student's academic performance will reduce by 0.3441 units when other factors are held constant. Preventing child abuse and neglect requires addressing risk and protective factors at the individual, relational, community, and societal levels. Child abuse is whereby a parent or any other individual who has a duty for the child protection causes injury, death, emotional harm, or risk of severe damage to a child. Child abuse can include physical abuse, sexual assault, exploitation, and psychological abuse. Psychological abuse is the most typical form of abuse, with physical abuse being the most reported and sexual assault being the least reported. Child neglect is explained as the failure of a parent, guardian, or another caretaker to provide for a child's fundamental requirements. Child abuse and neglect impact learning adversely. The research suggested that parents constantly show their children love and affection and meet their needs. The government should put mechanisms to protect children from any form of abuse. The neglected children need to be helped by the community or government with the basic needs to enhance their survival. It was recommended that public engagement and education campaigns and practical approaches be adopted to reduce corporal punishment. The communities need to be engaged in efforts to address family needs, and families need to be able to access supports and resources where they live, work, and worship.

REFERENCES

- Ali, M., Asim, H., Edhi, A. I., Hashmi, M. D., Khan, M. S., Naz, F., ... & Jehan, I. (2017). Does academic assessment system type affect levels of academic stress in medical students? A cross-sectional study from Pakistan. *Medical education online*, 20(1), 27706. <https://doi.org/10.3402/meo.v20.27706>
- Briscoe-Smith, A. M., & Hinshaw, S. P. (2020). Linkages between child abuse and attention-deficit/hyperactivity disorder in girls: Behavioral and social correlates. *Journal of Child abuse & neglect*, 30(11), 1239-1255. <https://doi.org/10.1016/j.chiabu.2006.04.008>
- Calam, R., & Franchi, C. (2020). Child abuse and its consequences. CUP Archive.
- Casey, B. J. (2020). Neuroscience perspectives on disparities in school readiness and cognitive achievement. *The Future of Children*, 71-89. <https://doi.org/10.1353/foc.2005.0006>
- Clopper, E. N. (2018). Child labor in city streets. Macmillan.
- Costin, L. B., Karger, H. J., & Stoesz, D. (2019). The politics of child abuse in America. Oxford University Press.
- Datta, D., Stratford, E., Julian, R., & Shelley, B. (2019). Child maltreatment, violence, offending, and educational outcomes: review of the literature.
- Harrell, U. N. (2021). Enigma: the power of resilience a narrative case study on adult survivors of childhood physical and sexual abuse, and poverty (Doctoral dissertation).
- Herrenkohl, E. C., Herrenkohl, R. C., & Egolf, B. (2018). Resilient early school-age children from maltreating homes: Outcomes in late adolescence. *American Journal of Orthopsychiatry*, 64(2), 301-309. <https://doi.org/10.1037/h0079517>
- Hoft, M., & Haddad, L. (2017). Screening children for abuse and neglect: A review of the literature. *Journal of forensic nursing*, 13(1), 26-34. <https://doi.org/10.1097/JFN.0000000000000136>
- Iwaniec, D. (2018). The emotionally abused and neglected child: Identification, assessment and intervention: A practice handbook. John Wiley & Sons.
- Kiesel, L. R., Piescher, K. N., & Edleson, J. L. (2018). The relationship between child maltreatment, intimate partner violence exposure, and academic performance. *Journal of Public Child Welfare*, 10(4), 434-456. <https://doi.org/10.1080/15548732.2016.1209150>
- Lawson, H. A., & Lawson, M. A. (2020). Student engagement and disengagement as a collective action problem. *Journal of Education Sciences*, 10(8), 212. <https://doi.org/10.3390/educsci10080212>
- Lowenthal, B. (2017). Educational implications of child abuse. *Intervention in School and Clinic*, 32(1), 21-25.
- Maguire, S. A., Williams, B., Naughton, A. M., Cowley, L. E., Tempest, V., Mann, M. K., ... & Kemp, A. M. (2020). A systematic review of the emotional, behavioural and cognitive features exhibited by school-aged children experiencing neglect or emotional abuse. *Child: care, health and development*, 41(5), 641-653. <https://doi.org/10.1111/cch.12227>

<https://doi.org/10.53819/81018102t5031>

- Perlman, S., & Fantuzzo, J. (2019). Timing and influence of early experiences of child maltreatment and homelessness on children's educational well-being. *Children and Youth Services Review*, 32(6), 874-883. <https://doi.org/10.1016/j.chidyouth.2010.02.007>
- Phasha, T. N. (2018). The role of the teacher in helping learners overcome the negative impact of child sexual abuse: A South African perspective. *School Psychology International*, 29(3), 303-327.
- Sedlak, A. J., & Broadhurst, D. D. (2019). *The national incidence study of child abuse and neglect*. Washington, DC: US Department of Health and Human Services, 8730763.
- Vulliamy, A. P., & Sullivan, R. (2020). Reporting child abuse: pediatricians' experiences with the child protection system. *Journal of Child abuse & neglect*, 24(11), 1461-1470. [https://doi.org/10.1016/S0145-2134\(00\)00199-X](https://doi.org/10.1016/S0145-2134(00)00199-X)