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PHOTOGRAPHIC IMAGE REPRESENTATION OF CHILD ABUSE AS INSTRUCTIONAL MATERIALS FOR TEACHING STUDENTS IN JUNIOR SECONDARY SCHOOLS IN EMOHUA LOCAL GOVERNMENT AREA OF RIVERS STATE

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ABSTRACT

The aim of this study was to examine the Photographic Image Representation of Child Abuse as Instructional Materials for Teaching Students in Junior Secondary Schools in Emohua Local Government Area of Rivers State. Four objectives, research questions and hypothesis respectively were formulated and used for the study. A descriptive survey design was adopted, while questionnaire instrument based on modified Likert type scale was used to collect data for the five research questions formulated to direct the study. The sample of the study consisted of 350 junior secondary school students which were randomly selected from 25 government public junior secondary schools in Emohua Local Government Area of Rivers State. The data were analysed through testing using Pearson's Product Movement Correlation Coefficient (PPMCC) and the result of the testing and analysis revealed that there is a significant correlation between the impact of photographic image representation of child abuse and instructional materials for teaching in Junior Secondary Schools in Emohua Local Government Area of Rivers State. Thus, the study recommended that photographic image representation of child abuse be used in teaching child abuse related issues in the schools in Emohua Local Government Area of Rivers State in order to create better awareness on the negative effects of child abuse. It is believed that this study has contributed to knowledge in the use of photographic image representation of child abuse as instructional materials for teaching and learning in Junior Secondary Schools in Emohua Local Government Area of Rivers State.

Keywords: Photographic Image, Representation, Child Abuse, Instructional Material, Teaching.

Introduction

Art as widely practiced among humanity is diversifying in the two broad dimensions it is known; two dimensional and three dimensional arts. Photography as a brain child of graphic art is an interesting field of study. Photography is a combination of two Greek words "photo" meaning light and "graphie" expressing writing or drawing (Hobbies, 2016; Cornelius, 2015). Altogether, writing or drawing with light formed photography. Photographic camera drags its origin from the instrument called camera obscura (a dark roomor light tight box). According to Grenspun (2007), this formed the beginning of modern photography. Photography has been defined by several authors and scholars with one central idea of creating images which is a picture of someone or something. (Collins, 2019. Webster, 2019, Spencer, 1973:). It is employed in many fields of sciences, manufacturing (e.g. photography) and business, as well as its direct use for art, film and video production, recreational purpose, hobby and mass communication. It is also one viable medium for teaching and learning in our schools (Lewis,2018). The use of images in the classroom is a pedagogical strategy aimed at engaging students who have grown up in media–rich environment. Images in the classroom has led to increase student interactivity and visual literacy skills, which contribute to their overall critical thinking, skills and life-long learning (Hall, 2013). Instructional materials are pedagogical aid which enables instruction to be meaningful to learner, due to the role of representing the idea in question in visual form. Instructional material can be used to teach all topics including child abuse in the school system. Child abuse constitutes all forms of physical, emotional, ill-treatment, neglect, sexual abuse and commercial or other exploitations that result in actual or potential harm to the child's health, survival, development or dignity in context of a relationship or responsibilities, trust, or power (World Health Organization, 2016).

However, several studies have been carried out by scholars and authors on photographic images and that of child abuse which has expanded literature on the above concepts, yet none of the studies was done on the impact of photographic image representation of child abuse, as instructional material in teaching students in Emohua Local Government Area of Rivers State, Nigeria. The prevalent cases of child abuse in recent time has assumed an alarming rate that if urgent measures are not taken could lead to unpleasant consequences in the near future which might impact negatively on the cultural norms and values of the people. Reason being that instead of the trend to reduce, it is rather increasing and given birth to cultism, prostitution, drug abuse and other forms of criminality that threatens lives and properties in the area. It is observed that in most of the secondary schools in Emohua Local Government Area that teachers do not use instructional materials to teach their subjects. This act is adversely affecting studies. Child abuse has become a global problem that needs to be tackled if children are to be given the right to education and freedom.

The issue of child abuse has not been given serious attention in many parts of Nigeria and Emohua in Rivers State is not left out. Giving this serious attention, one would have thought that this menace will not persist. However, a retrospect at the society shows that child abuse occurs not only at home but has reared its ugly head into the school system thus creating a barrier to the attainment of sound educational development in the country (Umobong, 2019).

The author affirms that in the traditional African society, the training of the child was the sole responsibility of the parents and the members of the community who had the right to discipline and correct the child whenever he goes astray. The parents trained the child in a way that is suitable and acceptable to the standard of the society.

Following the advent of western education and the introduction of nursery and pre-primary schools, parents tend to give over their responsibility of guiding, directing, counselling and role modelling for their children to the school. Thus, putting more demands on the school to do what the parents should do in addition to their normal school functions. Parents now push over the responsibility of caring for their children to the school. Many young children who would have been at home at about two years have been pushed over to the school. The tasks thus become enormous for the teachers and the school management to carry, leading to many children being neglected, despised and abused on daily basis. This clearly undermines the provision for the right of the child on 'protection against indecent and inhuman treatment like abuse and neglect as earlier stated. Rather, the child has been subjected to all kinds of maltreatment, is neither protected, valued nor defended. Most times, the treatment meted out to young children as corrective measures constitutes one form of abuse or the other.

The application of instructional resources (graphics) to present learning contents to students in Nigerian primary and junior secondary schools has been a challenging task to most teachers. Problems associated to the utilization of graphic instructional resources could stem up from different aspects – ranging from teachers' attitude to work, dispositions of school managements to use of instructional media, and a multitude of other factors (Faruk, 2005). The author emphasized that inadequacy of skills on design of graphic resources among teachers are yet another area of concern. After the decision to present a learning content in visual form has been reached by a teacher, the problem of basic illustration techniques arise. The difficulty in physically forming an image on paper becomes so frustrating to some teachers that they give up the idea and all the potentials of visual communication is lost. The deficiency of knowledge about the principles and elements of graphic design, a nervous hand, and a dripping pen often force many teachers into the avenue of escape. Except for the few who have the advantage of training in drawing or have access to art services, creating visual image is one of the most challenging problems in teaching. Hence the above articulated issues and many more constituted the problem of this study.

Aim and Objectives of the Study

The aim of the study was to determine the impact of photographic image representation of child abuse as instructional material for teaching in Junior Secondary Schools in Emohua Local Government Area of Rivers State. Specifically, the objectives of the study were to:

1. examine the relevance of photographic image representation of child abuse as instructional material for teaching students in Junior Secondary Schools in Emohua Local Government Area of Rivers State.
2. Identify the factors hampering on photographic image representation of child abuse as instructional material for teaching in Junior Secondary Schools in the Local Government Area.

3. Determine the level of utilization of photographic image representation of child abuse as instructional material for teaching in Junior Secondary Schools in Emohua Local Government Area of Rivers State.
4. Ascertain the correlation existence between photographic image representation of child abuse as instructional material and student's assimilation of instruction delivery.
5. Explore and create photographic image representation of child abuse to be used as instructional material for teaching in Junior Secondary Schools in Emohua Local Government Area.

Research Questions

1. To what extent are photographic image representation of child abuse as instructional materials relevant to teaching students in junior secondary school in Emohua Local Government Area of Rivers State?
2. What are the factors hampering on photographic image representation of child abuse as instructional material for teaching in junior secondary school in Emohua Local Government Area of Rivers State?
3. What is the level of utilization of photographic image representation of child abuse as instructional material for teaching students in junior secondary school in Emohua Local Government Area of Rivers State?
4. Does any correlation exist between the use of photographic image representation of child abuse as instructional materials and the student's assimilation of instruction delivery?
5. Can photographic image representation of child abuse be explored and created for teaching in junior secondary school in Emohua Local Government of Rivers State?

Research Hypothesis

The following hypotheses were formulated to guide the study.

H_{O1}: There is no significant correlation between the impact of photographic image representation of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area of Rivers State.

H_{O2}: There is no significant correlation between the factors hampering photographic image representation of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area of Rivers State.

H_{O3}: There is no significant correlation between utilization of photographic image representation of child abuse and instructional material for teaching in junior secondary schools in Emohua Local Government Area of Rivers State.

H_{O4}: There is no significant correlation existing between using photographic image representation of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area.

Significance of the Study

The study helped to create more awareness on the need to use photographic image representation of child abuse as instructional materials to teach students in junior secondary schools in Emohua Local Government Area of Rivers State. The study also helped to create photographic image representation of child abuse that could be used for teaching in junior secondary schools as instructional materials. It would further create more awareness on the plight of child abuse in Emohua Local Government Area. Another significance of the study is the addition to the existing literature and served as springboard for further research on photographic image representation of child abuse as instructional material for teaching in junior secondary schools in Emohua Local Government Area, Rivers State.

Theoretical Framework – Art as Communication

This theory presents the primary objective of the works of art in the society which is communication. Works of art passes unambiguous messages to the audience. The message of the artist is uninhibited, not by culture or education. It is easy to understand because of the universal language it portrays. Communication expresses the act of conveying information from one entity or group to another through the use of mutually understood signs, symbols and semiotic rules.

From ancient times, people have used images to communicate to others. Visual arts explore concepts or ideas without requiring written statements. Words are sometimes included and can be an effective complement, but they are not the primary way ideas are conveyed in visual arts. Artists have made drawings, paintings, sculptures, and many other art objects to challenge assumptions, to support causes and to explore deep personal questions. And throughout history, art has been used for many purposes including communicating to others with artworks. Communication through arts can be achieve in many ways that do not rely on words. Sometimes they are obvious, like a celebratory image of something interesting (political leader). But other times art works communicate through elements you might not notice at first, like the choice of colours, composition, that is, the underlying form and how elements relate to one another or how the forms are either put together or fractured. Communication presupposes that the works of art are capable of transmitting concrete and definite "messages". For example, Tolstoy holds that the purpose of art is to transmit feelings of brotherhood of man. Many modern thinkers claim communicability as the defining future of all art. The impact of photographic image of child abuse as instructional material in teaching students corroborates quite well with the theory of art as communication, hence photographic images are graphic art works which also communicate to people. Where used as instructional material in teaching, students will be made to be aware of the ugly monster ravaging the society called child abuse. They would be taught how to overcome the uninvited enemy to their lives as to take their studies more serious in school.

Presentation of Data and Discussion

Research Question One: To what extent are photographic image representation of child abuse as instructional materials relevant to teaching students in junior secondary schools in Emohua Local Government Area of Rivers State?

Table 4.1: Summary of relationship test between photographic image representation of child abuse and teaching students

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r_{cal}
Photographic images of child abuse	1942	5790	9546	0.310
Teaching students	3428	17084		

The result from Table 1 shows the summary of the Pearson Product Moment Correlation (PPMC) of the relationship between photographic image representation of child abuse as instructional materials relevant to teaching students in Junior Secondary Schools in Emohua Local Government Area. The result of the analysis showed an r-value of 0.310. This indicated that photographic image representation of child abuse has a positive correlation as instructional materials relevant to teaching students in junior secondary schools.

Research Question Two: What is the correlation between the factors hampering photographic image representation of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area of Rivers State?

Table 4.2: Summary of relationship test between factors hampering photographic image representation of child abuse and instructional materials for teaching

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r_{cal}
Factors hampering photographic image representation of child abuse	1715	4445	8171	0.601
Instructional materials for teaching	3347	16303		

The result from Table 2 shows the summary of the Pearson Product Moment Correlation (PPMC) of the relationship between factors hampering photographic image representation of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area. The result of the analysis showed an r-value of 0.601, indicating a high relationship between factors hampering photographic images of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area of Rivers State**.**

Research Question Three: What is the correlation between utilization of photographic image representation of child abuse and instructional material for teaching in junior secondary schools in Emohua Local Government Area of Rivers State?

Table 4.3: Summary of relationship test between utilization of photographic image representation of child abuse and instructional material for teaching.

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r_{cal}
Utilization of photographic image representation of child abuse	1715	4375	5635	0.486
Instructional material for teaching	2345	8155		

The result from Table 3 shows the summary of the Pearson Product Moment Correlation (PPMC) of the relationship between utilization of photographic image representation of child

abuse and instructional material for teaching in junior secondary schools. The result of the analysis showed an r-value of 0.486. This indicated that utilization of photographic image representation of child abuse correlates instructional material for teaching in junior secondary schools in Emohua Local Government Area of Rivers State.

Research Question Four: Does any correlation exist between using the photographic image representation of child abuse as instructional materials and students' assimilation of instructional delivery?

Table 4.4: Summary of Relationship Test between photographic image as instructional materials and students' assimilation of instructional delivery

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r_{cal}
Photographic image representation of child abuse as instructional materials	1566	3630	6827	0.591
Students' assimilation of instructional delivery	3064	13576		

The result from Table 4 shows the summary of the Pearson Product Moment Correlation (PPMC) of the relationship between using the photographic image representation as instructional materials and students' assimilation of instructional delivery. The result of the analysis showed an r-value of 0.591. This indicated that using the photographic image representation as instructional materials correlates students' assimilation of instructional delivery

Null Hypothesis One: There is no significant correlation between the impact of photographic image representation of child abuse and instructional materials for teaching in in junior secondary schools in Emohua Local Government Area of Rivers State.

Table 4.6: Summary of PPMC significant relationship Test between impact of photographic image representation of child abuse and instructional materials for teaching

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r_{cal}	Df	r_{crit}	Decision
Impact of photographic image representation of child abuse	1942	5790	9546	0.310	698	0.139	Reject Null Hypothesis
Instructional materials for teaching	3428	17084					

Significant @ .05 alpha level

The result from Table 6 showed that at 0.05 level of significance and with a df of 698, the calculated value of r (0.310) is greater than the critical value of r (0.139). This has led to the rejection of the null hypothesis, therefore, there is a significant correlation between the impact of photographic image representation of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area of Rivers State.

4.2.2 Null Hypothesis Two: There is no significant correlation between the factors hampering photographic image representation of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area of Rivers State.

Table 47: Summary of PPMC significant relationship test between factors hampering photographic image representation of child abuse and instructional materials for teaching

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r_{cal}	Df	r_{crit}	Decision
Factors hampering photographic image representation of child abuse	1715	4445	8171	0.601	698	0.139	Reject Null Hypothesis
Instructional materials for teaching	3347	16303					

Significant @ .05 alpha level

The result from Table 7 showed that with a df of 698 and at 0.05 level of significance, the critical value of r (0.139) is less than the calculated value of r (0.601). This means that the null hypothesis is rejected. Therefore, there is a significant correlation between the factors hampering photographic image representation of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area of Rivers State.

Null Hypothesis Three: There is no significant correlation between utilization of photographic image representation of child abuse and instructional material for teaching in junior secondary schools in Emohua Local Government Area.

Table 4.8: Summary of PPMC significant relationship test between utilization of photographic image representation of child abuse and instructional material for teaching

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r_{cal}	Df	r_{crit}	Decision
Utilization of photographic image representation of child abuse	1715	4375	5635	0.486	698	0.139	Reject Null Hypothesis
Instructional material for teaching	2345	8155					

Summary of result in Table 8 indicated that with a df of 698 and at 0.05 level of significance, the calculated value of r (0.484) is greater than the critical value of r (0.139), which led to the rejection of the null hypothesis. Therefore, there is a significant correlation between utilization of photographic image representation of child abuse and instructional material for teaching in junior secondary schools in Emohua Local Government Area.

Null Hypothesis Four: There is no significant correlation existing between using photographic image representation of child abuse and instructional materials for teaching in

junior secondary schools in Emohua Local Government Area and students' awareness of child abuse.

Table 4.9: Summary of PPMC significant relationship test between using photographic image representation of child abuse and instructional materials for teaching and awareness of child abuse

	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r_{cal}	Df	r_{crit}	Decision
Using photographic image representation of child abuse	1566	3630	6827	0.591	698	0.139	Reject Null Hypothesis
Instructional materials for teaching and awareness of child abuse	3064	13576					

Summary of result in Table 8 indicated that with a df of 698 and at 0.05 level of significance, the calculated value of r (0.591) is greater than the critical value of r (0.139), which has led to the rejection of the null hypothesis. Therefore, there is a significant correlation existing between using photographic image representation of child abuse and instructional materials for teaching in junior secondary schools in Emohua Local Government Area and students' awareness of child abuse.

Conclusion

To bring this research to a conclusion, it would be pertinent to note that, the research work was aimed at examining the impact of photographic image representation of child abuse as instructional materials for teaching in Junior Secondary Schools in Emohua Local Government Area of Rivers State. Aim, objectives, research questions and hypothesis were outlined to enabled the study be effectively carried out, its analysis and testing to achieve correlation between impact of photographic image representation of child abuse as instructional materials for teaching in Junior Secondary Schools. The study discovered that the use of photographic image representation of child abuse as instructional materials for teaching in Junior Secondary School was very effective and there was correlation between the use of photographic image representation of child abuse as instructional materials for teaching in Junior Secondary School in Emohua Local Government Area of Rivers State. Thus, the study finally concluded that there was need for the use of photographic image representation for the teaching of child abuse in secondary schools to create more awareness for the students.

Recommendations

Based on the findings obtained from the study, the following recommendations are made:

1. Teachers should design very effective child abuse photographs as instructional materials to teach students in secondary schools in Emohua Local Government Area of Rivers State as to help motivate students to develop interest to learn.
2. Parents, guardians and other custodians who are saddled with the responsibility of taking care of children should reframe from indulging in any form of child abuses, because it affects student's concentration to learn effectively in the school.

3. Government should provide a sustainable welfare package for children from day one of birth to 18 years, to help take care of the necessary needs like clothing, food and education.
4. Children found hawking in the street during school hours should be arrested and the parents fined heavily by government in order to stop child abuse.
5. Government should enforce family planning in other for parents to control the number of children they can give birth to and cater for.

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