

IMPLICATIONS OF CHILD LABOUR ON ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL PUPILS IN TAMBAWAL LOCAL GOVERNMENT AREA OF SOKOTO STATE**BY****Muhammad, Malami Tambawal: Department of Educational Foundations, Faculty of Education Sokoto State University, Sokoto; E-mail: tambuwalmalami09@gmail.com****Prof. M. U. Tambawal: Department of Educational Foundations, Faculty of Education & Extension Services, Usmanu Danfodiyo University, Sokoto.****Abdulkadir, Abdulkarim Olatunji (PhD): Department of Educational Foundations, Faculty of Education & Extension Services, Usmanu Danfodiyo University, Sokoto.****&****Musa, Bello: Department of Educational Foundations, Faculty of Education, Sokoto State University, Sokoto****Abstract**

This study examined the implications of child labour on academic achievement of primary school pupils in Tambawal Local Government Area of Sokoto State. Two research objectives as well as two research questions guided this study. The study adopted a descriptive survey method. The target population for this study was Public Primary school pupils in Tambawal Local Government Area. This area has 122 public primary schools, with total population of 43,807 out of which ten public primary schools was randomly used for this study with a total population of 9,003. The sample of (150) Parents and (150) Teachers was drawn from the ten selected public schools with the aid of Research Advisor (2006) table for determining sample size. Random sampling technique was used in selecting both parents and teachers. Researchers designed questionnaire was used to collect data and the instrument was adjudged to possess content and construct validity by experts in the Department of Educational Foundations, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto and Sokoto State University, Sokoto respectively. To obtain the reliability of the instrument, the instrument was administered to 20 Teachers and 20 Parents at interval of 4 weeks. The two set of scores were then subjected to Pearson Product Moment Correlation Coefficient statistics and a reliability indices 'r' of .80 and .86 were obtained for Teachers and Parents respectively. The study recommended that government should take harsh measures against child trafficking which will in turn reduce child labour and improve children academic performance and that Child Rights laws should be enforced especially in the rural areas where child labour is predominant.

Keywords: *Implications, Child labour, Academic achievement and Primary school*

Introduction

The incidence of child labour is most prevalent in sub-Saharan Africa followed by Asia and the Pacific. The prevalence of child labour is very high in sub-Saharan Africa especially in Nigeria. About 48 million child laborers across sub-Saharan Africa, including 15 million in Nigeria engaged in child labour (Ajakaye, 2013). In Asia and the Pacific is the region with the largest number of child labourers, India has the largest number of children in the world (ILO, 2012). Child labour is an old phenomenon in Nigeria. According to Ahmad (2012), it is traditional in Nigeria for children to participate in agricultural and household work. Parents believe that the work helps children learn new skills. However, in the process children are exposed to hazards and to physical hardships above their age limits.

Nigeria was colonized by British. Nigeria became a British colony in 1800 but acquired its independence in 1960. Nigeria is the most populous country in Africa with more than 170 million people. The country has the largest oil and gas reserves in sub-Saharan Africa. Despite its oil wealth, however, Nigeria still remains highly developing. Poor governance and corruption have limited infrastructure development and

social service delivery and slowing economic growth keeping much of the people suffers from extreme poverty (Ploch, 2013). Over the years there has been a rapid growth in Nigeria's population because of massive rural-urban migration. For instance Tambawal Local Government Area of Sokoto State, the city has experienced rapid growth in agriculture and many poor rural families struggle for a better life through agriculture in the area. This pushes families to force their children to work in order to supplement family incomes (Okafor, 2010; Nseabasi & Abiodun, 2010).

The number of child labour is increasing in Nigeria, in 1995, the number of child labour was twelve million while by 2006 the number has risen to fifteen million (Adegun, 2013). The International Labor Organization (ILO, 2013) estimates that about 25 percent of Nigeria's 80 million children under the age of 14 are involved in child labour. Children work in different sectors such as farms, domestic help, in fishing, mining, armed conflict, street hawking, and child trafficking. Street hawking is a very common form of child labour in Nigerian cities, these children working from morning to evening and as a result of this, they do not have the time to enroll in schools or most of them drop out of school. Awosusi and Adebo (2012) assume that many child labourers are abused physically, mentally, sexually and psychologically. They work long hours under dangerous and hazardous conditions with little or no pay benefits.

Nigerian government makes primary education free and compulsory for all children However, many children do not attend school, about 6 million children in Nigeria, both boys and girl, are estimated to be working (Awosusi & Adebo, 2012).The dropout rates for primary school are high for both boys and girls because of several factors such as poverty and early marriage teenage pregnancy or cultural and religious issues (Awosusi & Adebo, 2012; Elijah & Okoruwa, 2006). For many years, child labour has been one of the biggest obstacles to social development. It is a challenge and long-term goal in many countries to abolish all forms of child labour. Especially in developing countries, it is considered as a serious issue these days. Child labour refers to children who miss their childhood and are not able to have the basic amenities which a child should have. Recently the International Labour Organization (ILO, 2013) estimated that are around 215 million children between the ages 5 to 14 who are work worldwide. They are often mistreated and overworked for prolonged hours, in very bad conditions. This can affect their health physically, mentally and emotionally. These children do not have the basic rights like access to school or health care.

According to ILO (2013) the largest numbers of child laborers are working in hazardous work and the total number of child workers is increasing, even though it is forbidden by law. These children are vulnerable to diseases and they struggle with long-term physical and psychological pain. The main cause that induces children to work is poverty. These children work for their survival and their families (Mapaure, 2009). Some studies like Dessy and Pallage (2003) argue not all the work that children do is harmful or brutal. Some work may provide successful learning opportunities, such as babysitting or newspaper delivery jobs, but not if the work exposes them to psychological stress, like human trafficking, prostitution and pornographic activities. Observations in Tambawal Local Government Area also revealed that some children usually are exposed to different type of work especially in the morning before going to school and on market days so as to engage themselves in several work in the market and lead to attending school lately. The researchers intend to investigate the implications of child labour on academic achievement of primary school pupils.

Statement of the Problem

Child labour is a serious problem and a challenge for many developing countries. Many countries including Nigeria have enacted various laws and taken serious initiatives to eradicate child labour, but still the problem is getting out of control in Tambawal Local Government Area of Sokoto State. In addition to understanding and investigating different reasons behind the plague of child labour that has engulfed countries throughout the world, a brief review on how child labour has so far been executed.

Observations in Tambawal Local Government Area also revealed that some children hawk very early in the morning before going to school and on market days some either absent themselves so as to sell some items in the market or come late to school. They sometimes dodge into the school compound after the morning market sales. After the closing of the school, some are back to the street and market hawking, only to get back home at the late hours. Some of these children are often used as house helps. As a result of all these observations and discoveries it is the concern of the researchers to investigate the practices of this phenomenon in Tambawal Local Government Area of Sokoto State which is a real problem for school Administrators. The researchers investigated the implications of child labour on academic achievement of primary school pupils.

Research Objectives

This study found out:

1. Implication of child labour on the academic achievement of pupils in Tambawal Local Government Area
2. Strategies could be used to minimize child labour in Tambawal Local Government Area

Research Questions

The following research questions guided this study:

1. What is the implication of child labour on the academic achievement of pupils in Tambawal Local Government Area?
2. What strategies could be used to minimize child labour in Tambawal Local Government Area?

Methodology

This study adopted a descriptive survey method. The target population for this study is Public Primary school pupils in Tambawal Local Government Area. Ten Public Primary schools would be randomly used in this study; this method was used because all the schools were located within Tambawal Local Government Area. A sample of (150) parents and (150) teachers was randomly used making a total of 300 respondents. Researchers designed Questionnaire tagged: Implication of Child Labour on Academic Achievement of Primary School Pupils (ICLAAPSP). This questionnaire was designed by the researchers to obtain information on the research topic from the following categories of people: teachers and parents. The questionnaires has two major sections; Section A, elicit personal data of the respondents while Section B, elicit questions central to the topic. Altogether, there was an average of 43 items in the questionnaire. To determine the validity of the instruments, the questionnaire was given to experts in the Department of Educational Foundations, Faculty of Education Usmanu Danfodiyo University and Sokoto State University Sokoto to vet for content and construct validity. The questionnaire for teachers has 40 items on the drafted copy, but was reduced to 36 questions after vetting. And parents, there were 12 items on the questionnaire before vetting and after vetting it was reduced to 7 items. The judgment from the experts indicated the level to which the items could actually measure what they were designed to measure and thus the instrument was adjudged to possess content and construct validity.

To determine the reliability of the instruments, the researchers subjected the instruments to test-retest reliability measure; the questionnaire was administered to 20 teachers and parent at interval of four weeks between the first and second administration. The scores was then, subjected to Pearson Product Moment Correlation statistics and a reliability index of 0.80 and 0.86 was obtained for teachers and parents questionnaire respectively. The questionnaires were administered by the researchers through research assistants in each of the sampled schools. The questionnaire was administered on a face to face direct delivery technique and spot collection was done in order to avoid loss of questionnaire. A total of 300 questionnaires were provided to the respondents because it is the total number of sample for the study. Permission to conduct the study was obtained from the head teachers of the selected primary schools after presenting a letter of introduction which describes and explained the purpose of the study, the importance of completing the questionnaire as well as confidentiality of their responses which was preserved by the

researcher. The data collected in this study was subjected to descriptive statistics such as mean and rank order.

Results

Data Presentation and Analysis

Table 1: Implication of Child Labour on Academic Achievement of Pupils

B.		Mean	Rank
1.	Pupils that engagement in child labour become habitual absentees in school and may finally lead to poor academic achievement.	2.18	2 nd
2.	Late coming to school is a characteristic of pupils who engage in child labour and may leads to poor academic achievement.	1.30	13 th
3.	Most of the pupils who perform poorly in schools are victims of child labour.	2.22	1 st
4.	Most of the decisions taken by schools and community to control the menace of child labour are not strongly put into practice and thereby creating rooms for pupils' poor academic achievement.	1.66	9 th
5.	Hawking from morning to evening causes pupils' poor academic achievement.	2.16	3 rd
6.	Child labour prevents pupils from attending school and thereby leads to poor academic achievement.	1.56	11 th
7.	Persistent household chores from and for the parents or guardians compels pupils to perform poorly academically.	1.89	7 th
8.	Child labour is responsible for low rate of pupil staying at school.	2.07	5 th
9.	Child labour contributes to low performance of pupils in schools	1.53	12 th
10.	Pupils are demoted as a result of commitment to house hold chores and leads to poor academic achievement.	1.23	14 th
11.	Child labour greatly affects the rate of transition from primary to junior secondary school.	2.12	4 th
12.	Absenteeism is one of the factors affecting pupils' poor academic achievement in schools.	1.83	8 th
13.	Sneaking from the school by the pupils contribute immensely to the pupils' poor academic achievement in schools.	1.62	10 th
14.	Poor commitment of pupils towards learning is one of the problems affecting pupils' poor academic achievement in primary schools.	2.06	6 th

From the Table 1, it could be seen that “Most of the pupils who perform poorly in schools are victims of child labour” had the highest mean of 2.22 implication of child labour on academic achievement of pupils while “Pupils are demoted as a result of commitment to house hold chores and leads to poor academic achievement” has the lowest mean score of 1.23. This implies that pupils who perform poorly in schools are victims of child labour and commitment to house hold chores and do not lead to poor academic achievement among pupils in Tambuwal L.G.A.

Table 2:

C.	Strategies for Minimizing Child Labour	Mean	Rank
1.	Provision of school uniforms can minimize child labour among pupils.	2.03	8 th
2.	Availability of notebooks and textbooks to the pupils can	2.18	6 th

	minimize child labour.		
3.	Enforcement of laws that prohibit child labour is a measure to reduce child labour.	2.82	1 st
4.	Provision of support to children found in child labour can reduce the menace of child labour.	2.66	2 nd
5.	Creating awareness campaign by PTA/SBMC on the effects of child labour can reduce prevalence of child labour.	2.56	3 rd
6.	Setting a body that will inspect various places of work to fish out young children who are engaged in manual labour in order to send them back to school can reduce child labour.	2.19	5 th
7.	Creating employment opportunities for parents to be able to carter for their children at whatever level can reduce child labour.	2.07	7 th
8.	Engaging communities and parents in supporting child protection is a good strategy that can minimize child labour.	2.53	4 th

From the Table 2, it could be seen that “enforcement of laws that prohibit child labour is a measure to reduce child labour” had the highest mean of 2.82 in strategies for minimizing child labour while “provision of school uniforms can minimize child labour among pupils” has the lowest mean score of 2.03. This implies that enforcement of laws that prohibit child labour is a measure to reduce child labour and provision of school uniforms do not necessarily minimize child labour among pupils in Tambuwal L.G.A.

Conclusion

The study observed that all over the world children engaged in work but in the developing nations child labour is more extensive while some combine it with schooling. Child labour is mentally physically, socially hazardous and harmful to children’s health (Ilo 2012). It deprives the child of that childhood experience and subjects them to difference levels of abuses-physical, emotional and sexual. Government and Non-Governmental organizations at all levels have made effort to solve this problem in the society but it has continued to grow. It interferes with the education of the child. Attention is being paid to its effects on education because schooling is a major instrument for development of both the child and the society. In its most extreme forms, child labour involves children being enslaved separated from their families, exposed to serious hazards and illness and / or left to fend for themselves on the streets of large cities often at a very early age. Whether or not particular forms of work can be called ‘child labour’ depend on the child’s age the type and hours of work performed, the conditions under which it is performed and the objective pursued by individual countries. Thus, the answer varies from country to country, as well as among sectors within countries.

Recommendations

From the above findings it was recommended that:

1. Government should take harsh measures against child trafficking which will in turn reduce child labour and improve children academic performance.
2. Child rights laws should be enforced especially in the rural areas where child labour is Predominant.

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