

**IMPACTS OF CHILD LABOUR ON ACADEMIC PERFORMANCE OF  
CHILDREN IN UHUNMWODE LOCAL GOVERNMENT OF EDO  
STATE**

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**CERTIFICATION**

This is to certify that the original research work was carried out by **Winifred Eseose OAMEN** with matriculation number **SSC1909942** under our strict supervision and has been approved as adequate in scope and content in partial fulfillment in award for Bachelor of science (B. Sc) degree in social work, University of Benin.

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## **DEDICATION**

This project is dedicated to God Almighty.

## **ACKNOWLEDGEMENT**

I want to sincerely express my gratitude to God for guiding me throughout this journey and the source of every blessing that has enriched this project. His guidance and grace have been my constant pillars of strength.

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## ABSTRACT

*This study used the quantitative research method to determine the impact of child labour on academic performance of children in Uhumwonde Local Government Area of Edo State. The survey design was adopted as the research design for the study and a sample size of one hundred (120) respondents were randomly taken using the simple random sampling technique. The questionnaire instrument was used for data collection and the content validity was used for validation while the test retest method was used to determine the reliability of the instrument. The statistical package for social science (SPSS) version 21 was used to analyze the data using the frequency distribution and simple percentage method. The study showed that some women are highly competent for most of the job opportunities in Nigeria but yet are not adequately employed due to diverse reasons such as inequalities as a result of gender.*

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background of Study

The African society is characterized by ethics of conducts and behaviors that guide the manner in which we interact with one another. One of such ethics/morals is that children are expected to obey and reverence their parents. Indeed, even the bible admonishes same doctrine which largely, is enforced by parents, and adhered to strictly by the African child. However, over the years, there has been a growing concern about children been exploited and forced into a situation known as child labour.

Child labour is a far-reaching and complex problem in developing countries (Holgado et al., 2014). Every child should enjoy basic human rights, including the right to health and education. Any deviation from this fact may be detrimental to the wellbeing of the child, as well as the society at large. Child labour refers to the admission or employment of a child who is still within the age of compulsory school education (Oni, 2018). The international labour organization (ILO) in Sweeney (2017) defines child labour as any economic activity performed by any person under the age of 15. Abdul *et al* (2020) further describes it as a situation

where children are exposed to long hours of work in a dangerous and unhealthy environment at the expense of their schooling. FAO (2019) more comprehensively defines child labour as work that is inappropriate for a child's age, affects children's education, or is likely to harm their health, safety or morals. Unfortunately, this incidence of child labour is rampant in a country like Nigeria, being a developing country. It has been reported that Africa and Asia together, accounts for up to 90% of the total child employment (ILO, 2006; Omwenga, 2015). In developing countries alone there are at least 120 million children between the ages of five and fourteen who are fully at work and more than twice as many or about 250 million of those for who work is a secondary activity (Omwenga, 2015).

Recent trends indicate that 160 million children of which 63 million are girls and 97 million are boys, were in child labour globally at the beginning of 2020, implying almost 1 in 10 of all children worldwide (ILO & UNICEF, 2021). Of this amount however, it has been reported that around 70% of all child labourers work in the agricultural sector (FAO & UNICEF, 2019). The authors stated that several factors have been identified as causes of child labour among which are social and cultural factors, poverty, as well as activities of the government. They

identified poverty as one of the major causes of child labour. A high rate of poverty has continually characterized the developing country which has resulted in high rates of child labour. According to the National Bureau of Statistics, NBS 2021, it was reported that over 40% of Nigerians live in poverty. This is an improvement from the reports in 2012, where poverty incidence in the country was at 69% with 112.47 million citizens living below the poverty line (NBS, 2012). Another feature of the developing community is the prevalence of agriculture as the major source of labour. Hence, as the population of individuals engaged in agriculture increases, so does the proportion of children engaged in child labour in the agricultural sector increases.

## **1.2 Problem Statement**

Children are a special link between the present and the future generation (Maimuna, 2013). However, in order for information and values to be passed across through generations, the child has to be equipped with basic necessities of life, including adequate education. However, with the proportion of children being subjected to child labour, there is an obvious adverse effect reflecting in the academic performance of the child. The differences in academic performance of students under the same conditions of teaching have overtime given the researcher

a cause for concern (Okpechi, 2014). This may be attributed to the fact that children who are subjected to child labour may be forced to spend school hours performing other economic activities like street hawking, selling of commodities at various shops, farming, catering for younger siblings, domestic services, load carrying and, garbage picking at such a time when they ought to be in school (Mbah 2017).

One other form of child labour particularly rampant in Nigeria is children serving as begging aids for physically challenged individuals and internally displaced people (IDPs). Other children may attend school during school hours, but resume the above listed activities as soon as they get home, without being allowed neither to rest nor go over the day's school activities for better assimilation. And this continues the next day and the next, until their childhood innocence has been completely taken away.

It has been reported that around 70% of all child laborers work in the agricultural sector (UNICEF, 2019). This same sector has been listed as one of the three most dangerous sectors to employ in along with construction and mining, characterized by high level of fatalities, accidents and occupational diseases alongside injuries

that occur as a result of working with dangerous equipment, exposure to pesticides, and strenuous physical work over long hours (ILO, 2017). Enforcing children to be gainfully employed in such an environment clearly poses a problem. Little wonder then, that it was reported by Ofuoku and Ugbechie (2017) in a study of the Influence of Agricultural Child Labour Experience on Students' Decision to Study Agriculture, that many students who have farm experience have been observed to jettison the study of agricultural science at a higher level. Child labour seems so widespread in Nigeria that it has been accepted by many as part of normal life (Oni, 2018). It has become a normal sighting to see children of unimaginably young and tender ages walking long distances to sell commodities for their parents so as to meet the need of the family. All of these eventually reflect on the academic performances of children in developing communities.

### **1.3 Objectives of the Study**

The broad objectives of this study will be to examine the Impacts of Child Labour on Academic Performance of Children in Uhumwode Local Government of Edo State. To achieve this, the specific objectives will be to;

- i. ascertain the practices of child labour

- ii. pinpoint the area that contributes to child labour
- iii. examine the link between attending classes and performance in academics
- iv. examine the relationship between child labour and performances in academics.

For these reason the following questions are raised:

1. What are the practices of child labour?
2. What sector contributes mostly to child labour?
3. What is the relationship between attending classes and performance in academics?
4. What is the link between child labour and performance in education of the children?

#### **1.4 Scope of the Study**

This study was carried out in Uhumwonde Local Government Area (LGA), Edo State, Nigeria. The State is located geographically between longitude 6° 4' East and 6° 43' East and latitude 5° 44' North and 7° 34' North. It has a landmass of 17,802sqkm, a population of 3,497,502 (National Population Census, 2006). It is

divided into three senatorial zones which are Edo Central, Edo North, and Edo South Senatorial Zones.

### **1.5 Significance of the Study**

Prevalence of child labour has particularly affected the developing countries whose demand for child labour has been prompted by subsistence economy, poverty, large families, absentee husbands, attitudes towards female, as well as traditional patterns of labour (Kamuri, 2016). This has resulted in the topic of child labour garnering the attention of researchers over the years (Okpechi, 2014). Previous studies such as, impacts of child labour on school attendance and academic performance of senior secondary school students in Nigeria (Oni, 2018). Children are typically called the leaders of tomorrow; hence any information that will generally aid their physical, mental and psychological growth and development is vital to the society. The results of this study will be beneficial to parents as it reveals some vital information about the improvement of the wellbeing of their children. It will also be vital to the children in the country as it will help them be better catered for. The study will also be beneficial to policy making bodies as it will help focus their attention on carrying out activities and implementing policies that will aid the development of the child.

## **1.6 Definition of Terms**

**Child:** This a young person below the age of puberty or below the legal age of majority.

**Labour:** This refers to work, especially physical work

**Academic Performance:** This is the measurement of student achievement across various academic subjects.

**Child Labour:** This refers to work that is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter gives a breakdown of literature review on the research. It comprises of four sections; a child, child labour, child labour and education and effect of child labour on academic performance of children. Biologically, a child (plural children) is a person between birth and adolescence (O'Toole, 2013) or between childhood and adolescence (Rathus, 2013). The legal definition of a child usually refers to a minor, also known as a minor (The Free Dictionary, 2013). Children generally have fewer rights and fewer responsibilities than adults. They are classified as incapable of making serious decisions and by law must be in the care of their parents or other responsible guardian.

The United Nations Convention on the Rights of the Child defines a child as "a person under the age of 18, unless the age of majority has been reached earlier under the law applicable to the child" (UNCRC, 2010). It was ratified by 192 out of 194 member states. The term child can also refer to an age limit defined by law that does not refer to the age of majority. For example, in Singapore, the Children and Youth Act defines a person as under 14 years of age, while the age of

majority is 21 (CYPA, 2017). In US immigration law, a child means a person under the age of 21. The United Nations Children's Fund defines a child as a person under the age of 18 who may otherwise be dependent on a parent or guardian for basic care in relation to social, economic and cultural well-being. Biologically, a child (plural children) is a person between birth and adolescence (O'Toole, 2013) or between childhood and adolescence (Rathus, 2013). The legal definition of a child usually refers to a minor, also known as a minor (The Free Dictionary, 2013). Children generally have fewer rights and fewer responsibilities than adults. They are classified as incapable of making serious decisions and by law must be in the care of their parents or other responsible guardian. The United Nations Convention on the Rights of the Child defines a child as "a person under the age of 18, unless the age of majority has been reached earlier under the law applicable to the child" (UNCRC, 2010).

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defines a child as a person under the age of 18 who may otherwise be dependent on a parent or guardian for basic care. In relation to social, economic and cultural well-being.

## **2.1 A Child**

Biologically, a child (plural children) is a human being between the stages of birth and puberty (O'Toole, 2013), or between the developmental period of infancy and puberty (Rathus, 2013). The legal definition of child generally refers to a minor, otherwise known as a person younger than the age of majority (The free dictionary, 2013). Children generally have fewer rights and less responsibility than adults. They are classed as unable to make serious decisions, and legally must be under the care of their parents or another responsible caregiver.

The United Nations Convention on the Rights of the Child defines child as "a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier" (UNCRC, 2010). This is ratified by 192 of 194 member countries. The term child may also refer to someone below another legally defined age limit unconnected to the age of majority. In Singapore, for example, a child is legally defined as someone under the age of 14 under the "Children and Young Persons Act" whereas the age of majority is 21 (CYPA,

2017). In U.S. Immigration Law, a child refers to anyone who is under the age of 21. United Nations' Children Fund defines a child as any person under the ages of 18 who can otherwise be considered dependent on a parent or guardian for basic support, as well as for social, economic and cultural wellbeing.

## **2.2 Child Labour**

Child labour has become a serious social problem in most countries of the world today, which must be addressed urgently. Its prevalence and frightening effects are said to be common in the developing world. For example, in 2000, more than 211 million children between the ages of 5 and 14 were engaged in child labour worldwide (ILO, 2013). However, this incidence appears to be most common in developing countries such as sub-Saharan Africa, Asia and the Pacific. For example, there are about 48 million child laborers in sub-Saharan Africa and Nigeria unfortunately ranks high with about 15 million children at risk (Ajakaye, 2013). However, India occupies a central position in the Asia Pacific region (ILO 2012) and the wider world. In Nigeria too, the threat seems to be growing and changing. Adegun (2013) revealed that 12 million children participated in the exercise in 1995 and by 2006 it had increased to 15 million. see thousands of young boys and girls from Calabar, Delta, Imo, Anambra, Oyo, Ondo and Kwara

working either as domestic/family servants or hawking day and night on the streets of most Nigerian cities (UNICEF 2001). In the East, the phenomena of child labour are also similar, because the risk is said to be greater in this region than in other parts of Nigeria (Okpukpara & Odurukwe 2006). Field experiences also show that some children also work in various fields, such as farms, fishing, mining, armed conflicts and prostitution, home industries and workshops, shops and markets, begging, shoe shining, car washing/guard work, weaving, hair care, barbed wire, tailoring, washing and top loading services in the market. In Nigeria, child labour refers to the employment of children under the age of 18 in a manner that limits or hinders their basic education and development (FAO, 2013).

Child labour is pervasive in all states of the country. In 2006, the number of child labourers was estimated at 15 million. The US Department of Labour states in a 2010 report that Nigeria has the worst forms of child labour, especially in agriculture and domestic work. In rural areas, most children work in agriculture, where cassava, cocoa, and tobacco are produced, for example. These children usually work with their families for long hours and little pay. The report claims that some children are exposed to pesticides and chemical fertilizers in cocoa and tobacco fields due to archaic family practices, and some children are used as

forced labour without protective equipment. In addition, street children work as porters and cleaners, and more and more of them are begging. According to the report, commercial sexual exploitation of children, especially girls, is also taking place in some Nigerian cities, including Port Harcourt and Lagos.

Child labor is a nebulous concept as its meaning varies in different/important contexts. For example, children barking on the street cannot be considered child labour and exploitation, but rather a way of educating and developing a child in the African context (Adebayo and Olaogun 2019; Johnson et al. 2019). However, the World Health Organization (2016) describes child labour as work performed for payment by a person under working age that deprives the child of formal education and normal development. This definition may have little meaning for poor households, who see the family as a team where each member contributes to its survival.

In line with this notion, Nduka and Duru (2014) stated that the prevalence of out-of-school children is alarming because children are seen chopping objects in traffic during school hours and many of these children are sexually exploited for a small amount, of money. It highlights the precarious situation of many children in

Africa. Despite differences in understanding of the use of child labour, it is extremely important to note that child labour is inhumane. The recruitment of children into economic activities seems to be more visible in the informal space. Studies show that more than 80 percent of workers in less industrialized countries work in the informal sector. However, this is often not documented in relevant policies and working life (Al-mataani et al. 2017; Siqueira et al. 2016). Workers in the informal sector receive different wages depending on their age, gender and level of education. In informal markets, workers' wages are implicitly determined through informal interactions between traders. The Union of Merchants collects the membership in different units. For example, the written and unwritten rules of the market govern the various connections in the informal market space in Nigeria. Many informal market traders join a market association to gain social capital and protection through cohesion, cheap loans and interpersonal assistance (Omobowale et al. 2018; Oladejo 2015). Omobowale and Omobowale (2019) further reiterate that social solidarity among informal market traders acts as a chain that promotes business and survival in the informal market area. The binding force that unites traders in the informal market space is social capital characterized by trust and shared norms (Cohen and Prusak, 2020). Considering

the high proportion of children recruited by traders to informal markets and the passion there for such activities. The central question of this study is why are school-age children working in the informal market when they should be in school? Thus, work is child labour if it is exploitative and/or harmful to some aspect of the child's developing personality. United Nations Children's Emergency Fund to find out if a child is using child labour.

(UNICEF) provided a list of indicators to consider: Starting full-time work at too early an age; Too many hours for work inside or outside the family, which causes excessive fatigue; To deprive children of their right to education where there is a school, or to prevent their education; Participation in work that causes excessive physical, social and psychological stress to the child; Too much responsibility for the child; low salary; and work that does not promote the child's psychological development, such as boring repetitive tasks that do not stimulate the child's creative abilities, etc.

### **2.2.1 Forms of Child Labour**

The phenomenon of child labour occurs in various forms and shades. Some are clearly more prominent than others. Children are known to make various works -

soccer balls in Pakistan, coal in Brazil, fireworks in China and shoes in India, diamonds in Ivory Coast, etc.

In sub-Saharan Africa, hawking/street trading appears to be the most popular form of child labour. It is estimated that 20 percent of children between the ages of 10 and 14 use child labour and street trading. As such, children constituted approximately 17 percent of the labour force in Africa (Ekpenyong & Sibiri, 2011). This is certainly the case in Nigeria in general and in the South East region in particular where such children hawk various cheap products, edible products and products such as water sachets, plantains, bread, crackers, Okpa, Ugba, fruits and vegetables, wear, newspapers, etc. on streets and roadsides, especially on damaged road sections where drivers and other road users are forced to slow down due to the poor condition of the road. Domestic helpers or maids are another form of child labour. In this case, the privileged people of the cities convince the poor rural parents to hand over their children to them with various promises of a better life and education. However, these children sooner or later become domestic helpers who cook, wash, take care of babies, fetch water and do all kinds of household chores. "In Nigeria, children in home care can take many different forms. First, it can include children from other families, parents or other

members of society who are employed by certain people who are likely to be wealthy and sometimes have modest incomes. One the child is expected to work as a "home helper" (domestic servant), looking after the home and ensuring that the needs of the whole family are met. He wakes up very early in the morning and begins his work fetching water from a nearby well and balancing a heavy jar on his head when he returns. He then prepares breakfast and serves it to the family members. Besides, he later does the rest of the work in the evening and late at night" (Okafor, 2010).

Child labour also exists as bonded labour, also known as bonded labour or peonage. This is another form of child labour and defines the promise of work as payment or security for a debt. Child labour refers to situations where a child is offered a labour service in exchange for a loan (Genicot, 2000). In some cases, this practice applies only to the work of the child or the whole family, which is offered directly during a certain period. In other cases, slavery is intergenerational, so that when parents are no longer able to work due to illness or old age, debts are passed on from them to children, and it can even last generations. Slave labour has been widespread since ancient times and flourished at various times in most countries. The starting point of slave labour is a loan that the family 16 usually

takes from the employer to take care of previous loans, to pay for food, health care, marriage, funeral services, etc. If for any reason a refund cannot be made, the family is forced to pledge the work of some of its members, both adults and children, to the lender for a loan. These victims then commit to working to pay off their debts. Such lenders also take advantage of victims' illiteracy and lack of basic skills; so in many cases the debt will increase rather than decrease. Working conditions are also usually exploitative and inhumane. In other cases, some children are taken to work in shops and commercial centers/workshops for several years (usually 5-7 years), promising to help them start their own business after the work is over service time In many cases such children are exploited because they are simply taken advantage of and dumped at one charge or another. This has led to the frustration of many young people 17 who do not have an adequate mechanism to seek redress or social safety nets to fall back on. According to Amon et al (2012), child labour mostly in sub-Saharan Africa and Southeast Asia is associated with the worst forms of child labour that persist, such as child trafficking, slave labour, child domestic labour and hazardous child labour. More than 90 percent of children work in hazardous jobs that involve exposure to chemicals and dangerous tools. Much of the hazardous work takes place in poor

countries where children lack access to health infrastructure and basic knowledge of health risks and protective measures (ILO, 2012; Aqal, 2012; Miller, 2010).

- **ILO Worst forms of Child Labour Convention Itemizes them as Follows**

- a. All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour including forced or compulsory recruitment of children for use in armed conflict;
- b. The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c. The use, procuring or offering of a child for illicit activities in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- d. Work which by its nature or the circumstances in which it is carried out is likely to harm the health, safety or morals of children.

### **2.2.3 Causes of Child Labour**

- **Poverty**

Poverty and the naturally declining community support of the almajiris are the main reasons often cited by most Quranic teachers for sending their students to periodic begging sessions Awosusi and Adebo (2012). The consequences reiterated by Awosus and Adebo (2012) were the facts that children are inhumanely exploited physically, mentally, sexually and psychologically, working long hours in hazardous and dangerous conditions with little or no pay. Ekpenyong and Sibirii (2011) attributed child labor to the prevailing economic reality where many families live under poverty and barely earn enough to feed themselves and their children. In such a scenario, the adoption of various counter mechanisms has become an inevitable choice for people (Ikwaakam and Iyela 2015), hence child labor has unfortunately become a choice.

- **Lack of education**

Another important reason that favors the use of child labor is the lack of schooling or quality education. According to the International Labor Organization, children work because they have no better alternative. It has been observed that many communities, especially in rural areas where 60-70 percent child labor is prevalent, do not have enough school space. Although schools are sometimes

available, they are too far away, difficult to access, unaffordable, or the quality of education is so poor that parents wonder if going to school is really worth it. Another critical cause of child labor is a lack of educational resources such as insufficient chairs, desks or poorly trained teachers. Sometimes the parents of child laborers are not educated or well educated, so they do not see the importance of their children going to school.

- **Harmful cultural practices**

In Africa and other developing countries, certain cultural practices rationalized the use of child labor. Some uninformed people see "child labor" as building character and equipping them with the skills to meet the challenges of the future. In many cultures, including Nigeria, many believe that educating girls is a bad investment. Thus such girls are forced to trade on the street, while others end up as domestic helpers.

- **Loss of parents**

Global HIV/AIDS has left many children orphaned. According to UNAIDS, 2,200,000 children in Nigeria have lost one or both parents to HIV/AIDS (UNAIDS, 2013). In addition, many children lost their parents due to accidents, illnesses and various other reasons. Due to the loss of breadwinners, these

children are left to fend for themselves. This always encourages the use of child labor and street children, which definitely encourages child labor. • Broken homes

Divorce and remarriage of married couples often traumatize children from broken homes. Most often such children are abused and neglected by the stepfather or mother. The case was reported by Vanguard News on April 2, 1994. It involved a 12-year-old boy who ran away from home because of the neglect he suffered after his mother got married.

#### **2.4 Child Labour and Education**

Education is a must and a right of every Nigerian regardless of gender, social status, creed, colour, ethnicity and any special individual challenges (FRN, 2013). This educational philosophy in Nigeria is based on the development of the individual into a healthy and effective citizen and the provision of equal opportunities to all citizens of the country at the primary, secondary and tertiary levels both within and outside the formal school system. Bhat (2010) argues that quality education can help keep children out of work, so it is important for a school to have enough trained teachers to maintain a high number of student teachers in classrooms. However, for many poor parents, sending their children to school can become expensive because their families live on their children's

income and cannot afford school fees, uniforms or other additional costs (Bhat, 2010). Bhat (2011) highlighted that compulsory education legislation can help children attend school and combat child labour. The child labour policy program should provide free, high-quality, compulsory education to working children in poor areas. Baht meant that children up to the age of 15 should be provided with quality education. In this way, the influx of children into the labour market can be reduced by providing educational opportunities for working and former working children (Baht, 2011).

Children are forbidden to leave school and work. On the other hand, many children combine work with school or drop out. Bangladesh, India and Pakistan have high dropout rates, with 13 million children dropping out of school and growing up. In Pakistan alone, there are 7.3 million children of primary school age who are out of school (Brown, 2012). Parents consider sending their children to work instead of school because of tuition costs, lack of teachers and school supplies, or poor teaching. In Nigeria, education is compulsory for a nine-year-old child. The Nigerian government makes primary education free and compulsory for all children. However, many children do not go to school, it is estimated that about six million Nigerian children, both boys and girls, work. Primary school

dropout rates are high for both boys and girls due to a number of factors such as poverty and early marriage, poor schooling during teenage pregnancy, or cultural and religious issues (Awosusi and Adebo, 2012; Elijah and Okoruwa, 2006). According to Akarro and Mtweve (2011), primary school enrollment remains low in developing countries because millions of children are forced to work instead of going to school. In the South-East and South-South geopolitical zone many children leave school to do housework. In the western zone, many children participate in street exercises and domestic help (Okpukpara and Odurukwu, 2004). In addition, some Nigerian children engage in occupations such as mining, mining and agriculture (Ugal and Undyaundeye, 2011).

## **2.5 Child Labour and Academic Performance**

Academic success, on the other hand, is how students or students approach their studies and how they cope with or complete the various tasks given by teachers. Onomodeke (2005) found that the success of a student or student in academic achievement requires that the student must attend school regularly, face learning problems fairly, avoid being late to school and negotiate with the teacher. Yap (2003) pointed out that a child who attends school more often can influence the amount of information he receives. The more learning, the less time a child has

for working life. In addition to health problems, child labor has a strong impact on education, regardless of whether children work full-time or combine school and work. For example, children who combine work and school may experience absences, have little time for school work, have poor concentration in class due to fatigue, and this ultimately leads to poor academic performance. Chronic absenteeism and poor academic performance can eventually cause sick children to drop out of school before completing primary school. Kibugu (2011) conducted a study on the impact of child labor on free primary education in Mwea District, Kirinyaga District. The study also examined gender related to the use of child labor, the reasons for the use of child labor, and the various occupations of child laborers. The World Bank (2012) uses test score data from a nationally representative survey of secondary schools in Cambodia and reports that work has a significant and detrimental effect on academic performance, particularly among eighth graders. Literacy test estimates (including child, parent, household, and school characteristics) show that working every day before school lowers the literacy and numeracy test scores of Cambodian eighth graders by about nine percentage points. Based on data from the International Study of Young Lives in Ethiopia, Wohldehanna and Gebremedhin (2015) show that child labor has a

negative effect on children's raw test scores. Therefore, there is a clear causal link that child labor is detrimental to children's educational outcomes. They conclude that, in general, child labor has a negative effect on the educational achievement of children. Sabate and Rayah (2011) commented on their argument as follows: Child labor has a negative effect on primary education achievement or results because it leads to high dropout rates because it is easy for children to be deceived by low income, to believe. That leaving school to devote more time and attention to their work is a better choice because they get rich faster than their peers who have to spend many years in school. It can also lead to poor academic performance/poor performance due to which the child is expected to repeat grades which can create fear, low self-esteem/shame in both the child and parents and cause them to develop. Some indifference to teaching and in such cases may result in dropping out of school. In some situations, such children are considered poor and unfit for academic pursuits, and usually tend to be pulled out of school for a special trade or apprenticeship, committing new offenses, because many poor parents may not want to give them a second chance. Most parents make a compromise between their children's work and school time and schoolwork (homework).

Buonomo (2011) found that children who work below the average level predicted by the proposed statistical model (up to two hours a day) showed better school results (measured school year, age group ratio, primary education attainment, school graduation at least one year). Of secondary education than those who only attend school. This finding shows that although there is clear evidence of a negative effect of work on the education of minors, low work commitment does not seem to have a significant effect on the education of children and young people. However, attendance is an indicator that does not adequately explain the impact of child labor because it does not take into account the quality of the child's school experience. In most cases, child labor makes it difficult for children and young people to participate adequately in the education system.

Obviously, the more time kids spend working and managing, the harder it is to go to school, because you can't keep your cake. According to a 2006 ILO report, 74.4 million children between the ages of 5 and 14 who left school and went to work were at physical and psychological risk. The most common are traffic and work accidents, kidnappings and ritual murders, etc. Many of them were affected. By car, tricycle (Kekenapep), motorcycle (Okada), bicycle, etc. resulting in death, maiming and various injuries. A study carried out by the ILO in 26 countries

showed that at least one in four economically active children became ill or disabled as a result of work, while approximately 2.7 million years of healthy life are lost due to child labour, the highest figure. Number of years in sectors employing children (ILO, 2006). Such a dangerous event can ultimately undermine the ability to be a healthy academic.

Despite differing opinions on the effects of child labor and conflicting opinions from some authorities, time spent in school is generally a poor indicator of schooling. It was specifically mentioned above that child labor and school time can be inversely related to each other, even if child labor does not interfere with learning. It is possible that child labor interferes with learning, even if it does not change school hours. For example, it is possible that child labor does not change school commitments or even school attendance, because children's free time is reduced to leave time for child labor. However, child labour could still adversely affect school outcome by limiting time spent on homework, or it could leave the child too tired to make efficient use of the time in school.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The quantitative research method was used to carry out this study. This section consists of study design, study population, sample size and sampling technique, validity and reliability and concludes the data analysis method of gender inequality of women and girls for Uhumwonde Local Government Area (LGA).

### **3.1 Research Design**

This study uses a survey research design using a yes or no option to collect data. This is because; it brings together different views on gender inequality in women's employment opportunities. The interview assesses the impact of gender inequality on women's job opportunities. Given that the work involves adult women and men from all over Nigeria, it is not possible for anyone to get a comprehensive research report within the time frame of this work. Research focus areas are the effects of gender inequality and possible factors that hinder women's job opportunities.

### **3.2 Population of the Study**

This study was conducted in Uhumwonde Local Government Area (LGA), Edo State, Nigeria. The state is located geographically between 6° 4' E and 6° 43' E and 5° 44' N and 7° 34' N latitude. It has an area of 17,802 square kilometers and a population of 3,497,502 (Census, 2006). It is divided into three senatorial zones which are Edo Central, Edo North and Edo South Senatorial Zone.

### **3.3 Data Collection Method**

Data collection was done through the use of primary method of data collection which is the questionnaire. It is assumed that the respondent will give their answers in a truthful and honest manner.

### **3.4 Sampling Size and Technique**

A sample means that small part of the population on which a detailed and large-scale study is made. It can be seen as the subject of the entire research population from which we select population variables through observations and then apply our observations to the whole (Ayiwe 1991). A sample size of 100 was randomly selected from Uhumwonde Local Government Area.

### **3.5 Instrument of Data Collection**

A questionnaire was used to collect the data, with the help of a number of people who carefully interpreted the questions to the respondents. During the administration of the instrument, questions were asked about the demographics of the respondents and questions derived from the research questions.

### **3.6 Validity and Reliability of Instrument**

The questionnaires were validated by research experts who certified the instrument to be administrable before it was administered to the respondents. Some questions that do not conform to the researcher's area of interest were removed and others added where necessary. Hence, the research instrument was validated before the researcher began to use it.

### **3.7 Method of Data Analysis**

In the course of this research, the researcher applied the frequency distribution method and simple percentage was used to analyze the data. The Statistical Package for Social Sciences was used to analyze the data collected from the field.

## **CHAPTER FOUR**

## **DATA PRESENTATION AND DISCUSSION OF FINDINGS**

This chapter presents the analysis of data collected from self-administered questionnaires to one and hundred twenty (120) selected children in Uhumwonde Local Government Area of Edo State. Frequencies, percentages, means and Standard Deviation were used to analyse the data in tables while explanations were provided beneath each table. The analysis was carried out with the aid of IBM SPSS statistical software version 25.0.

### **4.1 Demographics of Respondents**

**Table 1: Below shows the demographic variables with respect to the afore-listed variables.**

Table 4 1: Demographic information

S/N	Variable	Frequency	Percentage
<b>1.</b>	<b>Sex</b>		
	Male	62	51.7%
	Female	58	48.3%
<b>2.</b>	<b>Age</b>		
	7 – 12 years	11	9.1%
	13 – 16 years	46	38.3%
	17 and above	63	52.5%
<b>3.</b>	<b>Religion</b>		
	Christianity	74	61.6%
	Islam	21	17.5%
	Others	25	20.8%
<b>4.</b>	<b>who do you live with</b>		
	Both parents	78	65%
	One of my parents (father or mother)	14	11.7%
	Guardian/non relative	28	23.3%
<b>5.</b>	<b>Household size</b>		
	1-8	54	45%
	9-11	32	26.7%
	12 and above	24	20%
<b>6.</b>	<b>Personal Level of Education</b>		
	Primary school	13	10.8
	Upper basic education	42	35%
	Secondary school	62	51.7%
	None	3	2.5%
<b>7.</b>	<b>Position and Percentage in previous term/exams</b>		
	1 <sup>st</sup> – 5 <sup>th</sup>	19	15.8%
	6 <sup>th</sup> – 11 <sup>th</sup>	47	39.1%
	12 <sup>th</sup> – 16 <sup>th</sup>	39	32.5%
	17 <sup>th</sup> and above	15	12.5%
<b>8.</b>	<b>How often do you attend school in a week</b>		
	Once		
	Twice	7	5.8
	Thrice	18	15
	Four	6	5
	Every day	89	74.2

**Source: Field Survey: 2024**

**Analysis Questions one: identify the forms of child labour present in the study area**

**Table 2. Forms of child labour**

S/N	Forms of child labour you engage in	Yes	Respondents	Frequency %	NO	Respondents	Frequency %	Remark
1.	Domestic/housekeeping	106	120	88.3%	14	120	11.7%	High
2.	Agriculture/farming/feeding livestock	68	120	56.7%	52	120	43.3%	High
3.	Construction/carrying construction materials	9	120	7.5%	111	120	92.5%	Low
4.	Transportation/collecting money on public buses	13	120	10.8%	107	120	89.1%	Low
5.	Trading/street harking/padding	31	120	25.8%	89	120	74.2%	Low
6.	Restaurant /Canteen	17	120	14.2%	103	120	85.8%	Low
7.	Scavenging	5	120	4.2%	115	120	95.8%	Low
8.	Textile manufacturing/work	7	120	5.8%	113	120	94.2%	Low
9.	Quarrying/mining of sand, gravel, granite	5	120	4.2%	115	120	95.8%	Low
10.	Sexual exploitation	-	120	-	-	120	-	
11	None	-	120	-	-	120	-	

**Source: Field Survey: 2024**

From result obtained from table 2, majority of the respondents mainly engaged in Domestic/housekeeping forms of labour which has 88.3% (106) and agriculture/farming/feeding of livestock 56.7% (68). While 7.5%(9), 10.8%(13), 25.8%,(31), 14.2%,(17), 4.2%(5), 5.8%(7), 4.2%(5) are for construction, transportation, trading/street harking, restaurant, scavenging, textile work, quarrying/mining sand which has least form of child labour. It was observed from the table that none of the respondents have been engaged in sexual exploitation. Also, all the respondents have been engaged in one form of child labour in their lives.

**Question 2: Identify the sector(s) that contribute the most to child labour in the study area**

**Table 3: Level of involvement in child labour**

S/N	Level of involvement in child labour	Once	twice	Thrice	Four to six days	Everyday	Frequency %	Remark
1.	Domestic	3	5	13	37	56	114(95%)	High
2.	Agriculture	7	10	21	27	45	110(91.7%)	high
3.	Construction	9	1	2	2		14(11.7%)	low
4.	Transportation	11	3				14(11.7%)	low
5.	Trading	10	17	3	3		33(27.5%)	low
6.	Restaurants	2	7		1	3	8 (6.7%)	low
7.	Scavenging	4	3	1			8 (6.7%)	low
8.	Textile	2	1	2	1		6(5%)	low
9.	Quarrying	9	1	2			12(10%)	low

***Field Survey: 2024***

From the table above it, it was observed that majority of respondents involvement in child labour is in domestic and agriculture on a daily basis, which have the frequency of 114(95%) and 110(91%) which is indicated as high. Construction 14(11.7%), transportation 14(11.7%), trading 33(27.5%), restaurants 8(6.7%), scavenging 8(6.7%), textile 6(5%) and quarrying 12(10%) are recorded low in the table, which is not above the bench mark.

**Table 4. Predisposing factors to child labour**

S/N	How does the following contribute to	sum	Serious	Mild	Not serious	Mean	Decision
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<b>you in labour</b>							
1.	Parents lack of education	120	44	42	34	2.08	Accept
2.	Loss of parents	120	17	19	84	1.44	Reject
3.	Parents separation	120	87	18	15	2.6	Accept
4.	Cultural practice	120	35	68	17	2.15	Accept
5.	Need to support the family/poverty	120	67	40	13	2.45	Accept

**Field Survey: 2024**

Rating scale 3+2+1 = 6

Mean =  $6 \div 3 = 2.0$

From the table above, the rating scale is 2.0. It was revealed by the respondents that parents lack of education responsible factor of predisposing factor of child labour, with the mean of 2.08 which is above the rating scale of 2.0. Also, parents separation is a contributing factor to child labour, with mean of 2.6, which is above 2.0 rating scale. Furthermore, cultural practices are a contributing factor to child labour with the mean of 2.15, which is above 2.0 rating scale. In addition, need to support the family/poverty also responsible for child labour, which have the mean of 2.45, this is above the rating scale of 2.0. Loss of parents has 1.44.

Out of the five items in the table four is above the rating scale of 2.0.

**Table 5: Child labour and academic performance**

S/N	Does engagement in labour	SUM	SA	A	D	SD	Mean	sd	Remark
1.	Engagement in labour	120	51	32	24	13	3.03	0.29	Agree

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	make me absent from school/not regular in class									
2.	Engagement in labour make me late to school	120	54	30	20	16	3.01	0.28	Agree	
3.	Engagement in labour gives me little time to do assignment /school work	120	41	33	21	25	2.75	0.24	Agree	
4.	Engagement in labour affects my concentration in class	120	41	36	24	19	2.85	0.25	Agree	
5.	Engagement in labour makes me have low self-esteem	120	42	40	19	19	2.86	0.26	Agree	
6.	Engagement in labour makes me loss interest in school	120	44	33	25	18	2.85	0.25	Agree	
7.	Engagement in labour makes me have poor school result	120	42	38	24	16	2.9	0.27	Agree	

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**Source: Field Survey, 2024**

Rating scale of  $4+3+2+1 = 10$

Average mean =  $10 \div 4 = 2.5$

From the table above, respondents unanimously agreed that child labour affects academic performance, it was observed that engagement in labour makes them absent from school, which have the rating of 3.03, this exceed the rating scale of 2.5. engagement of labour make one late to school have the rating of 3.01 which also above 2.5 rating scale, engagement of labour gives little time to do assignment have 2.74 which also exceed the rating scale of 2.5, lack of concentration in class, loss of interest in school, having low self-esteem and have

poor school result, respondents agreed to the items which is above 2.5 rating. Thus affects their academic performance.

#### **4.2 Discussion of Findings**

From the data collected and analyzed on the study which deals with the impact of child labour and academic performance in Uhunwode Local government area of Edo state. It was revealed that from research question one that majority of the respondents mainly engaged in Domestic/housekeeping forms of labour which has 88.3% (106) and agriculture/farming/feeding of livestock 56.7% (68). While 7.5%(9), 10.8%(13), 25.8%,(31), 14.2%,(17), 4.2%(5), 5.8%(7), 4.2%(5) are for construction, transportation, trading/street harking, restaurant, scavenging, textile work, quarrying/mining sand which has least form of child labour. It was observed from the table that none of the respondents have been engaged in sexual exploitation this is in line with FAO and UNICEF, 2019, which opined that more than 75% of children are engaged in child labour. From research question 2 which is one the level of involvement on child labour, it was discovered that majority of respondents involvement in child labour is in domestic and agriculture on a daily basis, which have the frequency of 114(95%) and 110(91%) which is indicated as high. Construction 14(11.7%), transportation 14(11.7%), trading 33(27.5%),

restaurants 8(6.7%), scavenging 8(6.7%), textile 6(5%) and quarrying 12(10%) are recorded low in the table, which is not above the bench mark. From research question three, which is predisposing factors to child labour, it was revealed by the respondents that parents lack of education responsible factor of predisposing factor of child labour, with the mean of 2.08 which is above the rating scale of 2.0. Also, parents separation is a contributing factor to child labour, with mean of 2.6, which is above 2.0 rating scale. Furthermore, cultural practices are a contributing factor to child labour with the mean of 2.15, which is above 2.0 rating scale. In addition, need to support the family/poverty also responsible for child labour, which have the mean of 2.45, this is above the rating scale of 2.0. Loss of parents has 1.44. Out of the five items in the table four is above the rating scale of 2.0. This is in line with Ofuoku and Ugbechie (2017), who asserted that many children engaged in child labour to support their homes and families. lastly on the last research question, which is on child labour and academic performance, it was discovered that, respondents unanimously agreed that child labour affects academic performance, it was observed that engagement in labour makes them absent from school, which have the rating of 3.03, this exceed the rating scale of 2.5. engagement of labour make one late to school have the rating of 3.01 which

also above 2.5 rating scale, engagement of labour gives little time to do assignment have 2.74 which also exceed the rating scale of 2.5, lack of concentration in class, loss of interest in school, having low self-esteem and have poor school result, respondents agreed to the items which is above 2.5 rating. Thus affects their academic performance, this in line with Okpechi, 2014, which opined that child labour affects children academic performance. In the result hypothesis testing on school attendance and academic performance, value of  $r=6.400$ , at degree of freedom of  $p=800$ , which shows it was significant at p-value of .0001. Which indicates that school attendance play a significance role in children in academic performance in school? Also, hypothesis testing show that there is difference in relationship with those that does not involve in child labour and those involve in child labour in academic performance with value of  $r=3.567$ , at degree of freedom of  $p=620$ , which shows it was significant at p-value of .000. Children that does not involve in child labour perform better than those involve in child labour in academic performance in school. Hypothesis 3, which is on child labour and academic performance, the test of hypothesis one, as value of  $r=3.567$ , at degree of freedom of  $p= 620$ , which shows it was significant at p-value of .000. Testing at an alpha value of .05, the null hypothesis was rejected since the p-value

is less than alpha value. Thus, child labour have significant affect on children academic performance in school, this in line with FAO (2019) mo which asserted that child labour is inappropriate for a child's age, and affects children's education, or is likely to harm their health, safety or morals.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

The United Nations Convention on the Rights of the Child defines a child as a person under 18 unless the age of majority has been reached earlier. This definition has been ratified by 192 out of 194 member states. The term can also refer to an age limit defined by law that does not refer to the age of majority. In Singapore, the Children and Youth Act defines a person as less than 14 years old, while the majority is 21. In US immigration law, a child means a person under 21. The United Nations Children's Fund defines a child as someone under 18 who may be dependent on a parent or guardian for basic care.

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Child labor is a significant social issue globally, particularly in developing countries like sub-Saharan Africa, Asia, and the Pacific. In 2000, over 211 million children aged 5-14 were engaged in child labor worldwide. Nigeria ranks high with 15 million children at risk. The threat is growing in Nigeria, with 12 million children participating in the exercise in 1995 and 15 million by 2006. Child labor in Nigeria involves children working in various fields, such as agriculture, domestic work, and begging. The US Department of Labor states that Nigeria has the worst forms of child labor, particularly in agriculture and domestic work. Children are exposed to pesticides, chemical fertilizers, and forced labor without protective equipment. Street children also work as porters and cleaners, and commercial sexual exploitation of children, especially girls, is also prevalent in some cities.

ILO Worst Forms of Child Labour Convention itemizes them all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour including forced or compulsory recruitment of children for use in armed conflict; The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; The use, procuring or offering of a child for illicit

activities in particular for the production and trafficking of drugs as defined in the relevant international treaties; Work which by its nature or the circumstances in which it is carried out is likely to harm the health, safety or morals of children.

## **5.1 Conclusion**

The United Nations Children's Fund defines a child as a person under the age of 18 who may otherwise be dependent on a parent or guardian for basic care in relation to social, economic and cultural well-being. The United Nations Convention on the Rights of the Child defines a child as "a person under the age of 18, unless the age of majority has been reached earlier under the law applicable to the child" (UNCRC, 2010). The United Nations Convention on the Rights of the Child defines a child as "a person under the age of 18, unless the age of majority has been reached earlier under the law applicable to the child" (UNCRC, 2010).

However, this incidence appears to be most common in developing countries such as sub-Saharan Africa, Asia and the Pacific. For example, there are about 48 million child labourers in sub-Saharan Africa and Nigeria unfortunately ranks high with about 15 million children at risk (Ajakaye, 2013). In the East, the

phenomena of child labour are also similar, because the risk is said to be greater in this region than in other parts of Nigeria (Okpukpara & Odurukwe 2006). In Nigeria, child labour refers to the employment of children under the age of 18 in a manner that limits or hinders their basic education and development (FAO, 2013). Hawking/street trading appears to be the most popular form of child labour in most parts of the community. It is estimated that 20 percent of children between the ages of 10 and 14 use child labor and street trading. Domestic helpers or maids are another form of child labour. However, these children sooner or later become domestic helpers who cook, wash, take care of babies, fetch water and do all kinds of household chores. One the child is expected to work as a "home helper" (domestic servant), looking after the home and ensuring that the needs of the whole family are met.

## **5.2 Recommendations**

The following recommendations were suggested:

1. Children should not be encouraged to involve in domestic work, agricultural work and work that involve child labour.
2. Government should make education free from primary school up to secondary school.

3. Government should provide parents with social welfare package to take care of their children.
4. Government should discourage parents from having many children.
5. School feeding program should set up in all school which will encourage children to attend class.
6. Children should not be allowed to do strenuous work.
7. NGOs, international organization should help to sponsored children educations that are less privilege in the society.

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**APPENDIX**  
**DEPARTMENT OF SOCIAL WORK**  
**FACULTY OF SOCIAL SCIENCES**

**UNIVERSITY OF BENIN**

**BENIN CITY**

**QUESTIONNAIRE**

Dear Respondent,

My name is , and I am currently a undergraduate student in the Department of Social Work at the University of Benin, Benin City, Edo State. As part of the requirement for the award of a Bsc. in Social Work, I am required by the University of Benin to develop and conduct a research project under the supervision of Dr. Ofili Sunday Ibobor. This consent form is the first step in fulfilling this requirement. I will greatly appreciate your participation in the study titled '**Impacts of Child Labour on Academic Performance of Children in Uhumwode Local Government of Edo State**'. The objective of this questionnaire is to obtain relevant information that will help in providing answers to the research questions of the study. You are hereby assured that the information gathered with this questionnaire is basically for academic and administrative purposes, and it will be treated with the utmost anonymity and confidentiality.

I have read and understand the above consent requirement, and it is the desire of my free will to participate in this study. As your consensual position, please tick the box of your choice.

Thanks for your co-operation.

Please tick where necessary []

This questionnaire is made up of two sections, A and B.

**Winifred Eseose OAMEN**  
**Researcher**

**SECTION A**

This section requires the demographic characteristics of the respondents

Instruction: Please tick () the appropriate box

1. Gender (a) Male (b) Female
2. Religion (a) Christian (b) Muslim (c) ATR

## **SECTION B**

1. There are influences responsible for low employment chances of women  
(a) Yes (b) No
2. There are exertions government is making towards lessening gender inequality toward employment (a) yes ( ) (b) No ( )
3. There are employments opportunities available to women (a) Yes (b) No
4. There are social cultural influences that impact on the employment opportunities of women. (a) Yes (b) No
5. There are employment chances available for women (a) Yes (b.) No
6. Women gain employment without gender disparities among male and female respondent (a) Yes ( ) (b) No
7. There is government policies aimed towards alleviating gender inequality on employment opportunities of women. (a) Yes (b) No
8. Do women experience gender inequality (a) Yes (b) No
9. There are stereotype Jobs available for women in the area (a) Yes (b) No
10. Is employment obtain base on qualification or gender status in the region  
(a) Yes ( ) (b) No ( )
11. Women are given the opportunity to play leadership role and development towards contributing to national interest. (a) Yes ( ) (b) No

12. There are equal treatment, fair hearing, education, equal earning, and medical care in the region. (a) Yes ( ) (b) No ( )
13. Economic effect, low productivity and innovation, health, social and cultural consequences, human right violation, all this are the effect of gender inequality on employment opportunities. (a) Yes ( ) (b) No ( )