# IMPACT OF CHILD LABOUR ON THE BEHAVIOUR OF ADOLESCENTS IN KADUNA STATE, NIGERIA

*BY*

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**A THESIS SUBMITTED TO THE SCHOOL OF POST-GRADUATE STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF EDUCATION (M.Ed) DEGREE IN HOME ECONOMICS (FAMILY AND CHILD DEVELOPMENT)**
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**DECLARATION**

I declare that the work in this thesis titled "Impact of child labour on the behaviour of adolescents in Kaduna state" has been performed by me in the Department of Vocational and Technical Education under the supervision of Dr (Mrs) E .E Adamu and Dr (Mrs) T.O. Ojo .The information derived from the literature has been duly acknowledged in the text, and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

…… ……. …….

**Name of student** **Signature** **Date**

**CERTIFICATION**

This thesis titled "IMPACT OF CHILD LABOUR ON THE BEHAVIOUR OF ADOLESCENTS IN KADUNA STATE" written by Salami Funmilayo Iyabo meets the regulations governing the award of degree of Masters in Education M.Ed Home Economics (Family and Child Development). Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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## DEDICATION

This research work is dedicated to Almighty God. To my husband and children who through their prayers made the stumbling block a thing of the past.

**ABSTRACT**

*The purpose of this study was to establish the impact of child labour on the behaviour of adolescents in Kaduna State, Nigeria. Four objectives were stated and four research questions were raised. The objectives were set for the study along with four research questions. Four hypotheses were also postulated for the study. A sample of 250 househelps and 250 employers of househelps was drawn from a population of 4,179 househelps and their employers. Questionnaire was used to obtain data for the study. Descriptive statistics of frequency, mean, standard Deviation along with Spearman Rho correlation test were employed to analyse the data. Results indicated that adolescent househelps are often treated as second class citizens. Most adolescents are also found to prefer living with their parents instead of living with their employers. Findings further showed that most adolescent househelps are sometimes abused physically, socially and emotionally. Based on the findings, it was recommended among others, that Non-Governmental agencies should intervene on behalf of adolescents who are abused by helping to prosecute their offenders no matter their status in the society.It was concluded that the behaviour of houeshelps are affected and the consequent impact on their behaviour also affected their overall social, emotional and mental behaviour of adolescent househelps.*

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## LIST OF ABBREVIATIONS

| | | |
|---|---|---|
| PPMC | - | Pearson Product Moment Correlation |
| UNICEF | - | United Nations Children Educational Fund |
| CRC | - | Child Right Council |
| ANOVA | - | Analysis of Variance |
| FCT | - | Federal Capital Territory |
| SPSS | - | Statistical Package for the Social Science |
| NGO | - | Non Governmental Organization |

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# CHAPTER ONE
# INTRODUCTION

## 1.1 Background of the Study

In Nigeria child labour does mostly occur in semi-formal and informal businesses with hundreds of thousands of househelps mainly working for prosperous urban families. Steid (1998) stated that househelp could be needed in areas such as childcare, laundry work, general househelp, serving and babysitting. He further expatiated that, househelp can be obtained from a variety of sources like, within the family or in the neighborhood. Okoye (1999) stated that, househelps are part and parcel of the domestic life. Their services are indispensable especially to the working class women who find it difficult to combine their domestic work with their jobs. Househelps participate in such activities as taking care of children, washing of clothes, house cleaning and going for shopping for the family. As adolescents grow older into their teens (adolescence period) their emotions become more specific. They show joy, anger, fear, curiosity, jealousy and affection. The role of househelp becomes more pronounced in homes where there are infants to nurse. A working mother may decide either to wholly adopts bottle feeding or combine bottle feeding with breast feeding, which ever method is chosen, the househelp has a crucial role to play.

Adolescents grow in all of these areas at the same time. They don't develop physically one month and intellectually the next. In addition, adolescents may be advanced in one area of behaviour, but

lag behind in another. They are learning how to differentiate right from wrong at the same time that they are learning to relate with people. Adolescence stage begins at puberty, is a period of renewed, all-round physical growth, the attainment of sexual maturity, with its related emotional strains, and more generally the broadening of social awareness and social interaction. This stage is important to this research because most househelps are mostly within the ages of 12 to 17 years old. Cork (2000) observed that many working class mothers have their reasons for employing househelps. One of such reasons is to enable them devote time to their children's overall behaviour.

UNICEF (2001) stated that young househelps in the households of the more prosperous urban families are the least category of working adolescents. UNICEF further there are hundreds of thousands of boys and girls employed as househelps, most of them originating from the states of Akwa Ibom, Cross River, Delta, Anambra, Oyo, Kwara, and Ondo States. Increasing number of househelps has been migrating to Nigeria from neighboring countries such as Benin and Togo. Children work in the informal sector throughout the country, particularly in the cities. There are three broad categories of work in which they are engaged, namely work in places such as homes, markets and streets and domestic service in private households.

Cobb (2001) defined behaviour as the orderly set of changes that occur overtime as individuals move from conception to death, these changes are categorized into three features growth,

differentiation, and complexity. Although each of these aspects of behaviour is most apparent in the very young, behaviour itself is a lifelong process. Papalia [2002] defined behaviour as the scientific study of processes of change and stability from conception through adolescence, child development has of course been going on as long as children have existed, but its formal study is relatively new. She further stated that there are different stages of behaviour before adolescence stage. They are parental period, [conception to birth], infancy and toddlerhood, [birth to age 3] early childhood [3 to 6yrs], middle childhood [6 to – 11yrs] and adolescence [11-to about 20yrs]. Adolescents grow and develop in several ways, they grow in size, in muscular strength and coordination, this is called physical development. They grow in their ability to learn, think and judge, this is intellectual (mental). Emotional behaviour means learning to control emotions and to express them in acceptable ways. Through social behaviour, adolescents learn to interact with people in various situations. They must also learn to differentiate right from wrong; this is known as moral behaviour.

Akinrimisi (2002) observed that female adolescent househelp are often called names such as housemaid, housegirl etc. They all carry out the same duties in the house. The International labour organization in its international classification of occupation defines a househelp as someone who carries out household work in private households in return for wages. Although there is no universal definition, a female adolescent househelp can be said to be an

adolescent girl who carries out household work in private households in return, either for wages, educational/vocational training support or shelter and general upkeep.

However, Joseph (2003) stated that, househelps are people who render services in many forms to the family. They are mostly female and are non- relatives who are paid in return for the services they render. They could also be brothers, sisters or children of relatives who come to live with the senior members of the family who are `mostly married, and reside in towns and cities. These househelps are usually catered for by sending them to schools. In Nigeria, the use of househelps is not limited to educated working class housewives and people in urban areas. Some full time home makers who work solely on the farm, whose children are not yet grown up also employ househelps to assist in the performance of their household chores.

The reasons why young ones leave home for househelp duties according to Shehu [2004] are stated below;

1. **Poor economic status:** That is to say those parents that are economically very poor; often send out their adolescent children as maids and could be employed by house wives.
2. **Immigrants**: We have people migrating from neighboring countries due to economic problems.
3. **Extended family system**: The blood relation outside the immediate family could be used as househelp. However such children or persons are brought up, clothed, fed and if possible educated. While they are used as househelps, they could also be

given a type of training for example, as a typist, computer operator, seamstress or hair dresser etc.

Generally, househelps are necessary to most families today, but it is important to really do a lot of home work before deciding on the type of househelp needed by a family and how they will be made use of. Some are illiterates or are difficult to change while others could be sources of home breakers, which make the aim of employing them unaccomplished. Some housewives are seen to be transferring the performance of their basic roles to their househelps, for example cooking and serving of food.

Akor (2011) said traditionally, as in much of Africa, the practice of employing househelps otherwise called houseboy or housegirl dates back a long time and these days with parents becoming so busy, househelps is more necessary than ever especially for educated couples, as often both parents work outside the home in professional jobs. According to the child Welfare League of Nigeria, Nigeria may have the largest number of househelp workers in the world, since nearly every household has a househelp, at least the households of every government employee. Most of these children end up being physically, emotional and if they are girls, sexually abused. These children who are often treated as child slaves face untold hardship. They cook, clean, iron, take care of kids and go on errands and sometimes are made to do very heavy jobs beyond their age and they fall sick or die. Many househelps, some as young as seven or

eight were on duty around the clock, never left the house, slept on the kitchen floor, ate leftovers, had virtually no holidays or rest breaks and were paid little or nothing. This was not just 'child labour'. This was servitude by any definition.

Recruiting children for househelp work has also become a very lucrative business for some people who now go to the rural areas to recruit from their parents and transport them to the cities. They then share them to different families who are not related to the househelps and many of these families treat them anyhow. Some of the employers of the househelps are so heatless that they don't even feed these children properly, sending them to school is completely out of the question, they are not given proper Medicare, some are infected with all kinds of infections, some children are left to die for aliments the employers can easily buy drugs for and pay as low as N1,000 per month to the madam in charge who helps herself to a substantial amount and sends paltry sums to their parents. He further said the phenomenon of househelps labour popularly called househelp syndrome in the country is presently a horrendous trend in trafficking in persons and has said the act establishing the agency has criminalized the procurement of under-aged persons as househelps outside their family circle. He said the negative impact of this ugly menace led to it being highlighted in the amendment of the NAPTIP Act of December 15, 2005, which specifically provides that no househelps (persons under the age of 18 years) should be employed as 'child Domestic'

outside his or her family environment. The same provision is also captured in the Child Right Act and in the labour Act, cap 198 law of the federation, 1990.

Lounge (2010) observed that they are treated like second-class citizens in the homes where they work. They often don't share the same living quarters with the rest of the family. Or even if they share the property, they are given the worst spaces possible. They use a different set of utensils to eat, for some reason as if they are not worthy to use the same as the family they live with. They are often given cast-offs of the children's clothes or the employer's old and ragged clothes to wear. Popoola (2010) said we can take a step back and re-evaluate the way we treat our housemaids and other domestic staff. They are people like us too, only trapped by the circumstances. That doesn't justify anybody treating them with no respect or dignity. Let's not forget that the way we treat others reflects back on us and we will always reap what we sow, if we sow wickedness….we, it may very well come back to haunt us.

Akor (2011) said this is where most people are guilty. We are fond of giving and taking under-aged children as househelps without caring for their future. Some of them end up in hotels as prostitutes and many of them get into street hawking to increase the economic power of those that have taken them away in the bid to sell all their wares in order not to incur the wrath of their exploiters/employers many of them run into vehicles and meet an untimely death.

## 1.2 Statement of the Problem

The need for househelp is indispensable when it comes to the issue of performance of house chores. This is because housewives are faced with a lot of responsibilities, due to their multiple responsibilities in the home to their family, and in their place of work. This calls for househelps to relieve housewives of the strains they encounter in the home. Househelps have been a part of the domestic scene in Nigerian society; however, there have been some reported positive and negative effects on the development of adolescents used as house helps (Okoye, 1999).

There are general complaints about how adolescents that are being used as househelps are maltreated by their employers such as over tasking them, asking them to perform certain tasks that are beyond their ability and capability. The level of their social interactions with other adolescents is hampered because of the stigma placed on them as househelps. The right to display their real selves is sometimes impaired as there is no freedom of expressing their feelings, and also not all the househelps are treated like members of the family.

Joseph (2003) stated that employed housewives found out that it was almost impossible to cope with household chores before and after office hours. Therefore, household work are often neglected, or done harp hazardly. In order to solve these problems of neglect of household chores, they resorted to the idea of having househelp. Today, more women are joining the labour force with the idea that

they have less time to allocate to household tasks and attending to family members.

The social and emotional benefits of adolescents that are being employed as househelps are that, some of them are coming from the villages where social interaction is low; hence, it will increase their level of social interaction. The controversies about the psychological behaviour are that, they are primitive and want to keep to themselves, because they feel inferior living in the cities. Some of them live within the home in fear, to the extent that they cannot even complain to their employers when they are sick. They also have limited freedom in the home of their employers e.g, limited access to some facilities as watching television and sitting in the living room of their employers.

They are often treated of as second class human beings, with no hope of a bright blissful future, these facts may definitely affect their psychological well-being. The statement of the problem of this study is whether child labour has impact on the behaviour of adolescents. This study therefore to examine the impact of child labour on the behaviour of adolescents used as househelps in Kaduna state become relevant.

## 1.3 Objectives of the Study.

The major objective of this study is to examine the impact of child labour on the behaviour of adolescents used as househelps in Kaduna state. The specific objectives are:-

i. to examine the status of social and emotional behaviour of adolescents who are used as househelps;

ii. to determine the social and emotional behaviour of adolescent househelps who are living with their parents and those living with their employers as househelps;

iii. to establish the cordial attitude between adolescent househelps and their employers and;

iv. to examine the overall behaviour of adolescents househelps living with their parents and those employed and living with their employers.

## 1.4 Research Questions

The following research questions were raised to guide the study:-

1. What is the status of the social and emotional behaviour of house helps?
2. What are the social and emotional behavior of adolescents being raised by their parents and those being employed as househelps?
3. How cordial is the relationship between househelps and their employers?
4. What is the difference between the overall behaviour of adolescents househelps living with their parents and those being employed and living with their employers?

## 1.5 Null Hypotheses

The null hypotheses was to find out if there is significant difference in the hypotheses stated below:

1. There is no significant difference in the social status behavior of adolescent househelps living with their parents and those living with people as househelps.
2. There is no significant difference in the emotional/social behavior of adolescents who are raised by their parents and those living with other people as househelps.
3. There is no significant cordial relationship between adolescent househelps who come from their homes and those who live with their employers.
4. There is no significant difference in overall behaviour of adolescent who lived with their biological parents, and children used as househelps.

## 1.6 Significance of the Study

The findings of this study will be beneficial to children, their parents and welfare services. The study will help working class mothers and house wives in general to identify the best ways by which the services of househelps can be utilized. It will reveal to social welfare workers the need to educate mothers on how to protect the home as regards the employment of househelps. The study will help psychologists not to limit their study on the behavior of adolesents alone to their biological parents, but to other external forces such as househelps.

The African notions about adolescent behavioural outcomes are the reflections of his/her up-bringing [Uka, 1997]. It is therefore hoped that it will help parents; particularly those with young

adolescents, identify specific dimensions of parenting practice that will not have negative effect on the adolescents used as househelps.

The researcher intends to bring the result of this study to young intending house wives who may not know how to go about combining the ordeal of housework, nursing, and official obligations. The research will be of benefit to literatures available in home economics program, in the area of family and childcare development.

## 1.7 Basic Assumptions

This study was based on the following assumptions:

1. That, children who are raised by househelps undergo a lot of emotional and social abuse.
2. That the services of adolescent househelp are indispensable, since one will always need a helping hand in the running of the home.
3. That there are some behavioural implications on adolescents who are employed as househelp.

## 1.8 Delimitation of the Study

The study covered the impact of child labour on the behaviour of adolescents in Kaduna state. The researcher restricted the study to 10 local government areas of Kaduna State involving housewives who employed househelps.

## CHAPTER TWO

## REVIEW OF RELATED LITERATURE

This chapter reviews literature on adolescents employed as househelps: its impact on child labour and behaviour of adolescents in Kaduna state, this chapter is discussed under the following subheadings;

2.1 Background of the employment of househelps.

2.2 Reasons for employing househelps

2.3 The relationship and experiences encountered between the house helps, their employers and family members.

2.4 The influence of household activities and work performance on social and emotional behavior of househelps.

2.5 Emotional and social behavior of househelps.

2.6 Mental and moral behavior of adolescent employed as Househelps.

2.7 Child right and child abuse.

2.8 Empirical study.

2.9 Summary of literature review.

### 2.1 Background of the Employment of Househelps

The existence of househelp can be traced to the prehistory of the ancient time. The term househelp was known and called as salves, during that time people were forced and captured to work for others, against their wish to earn income for the family. The word househelp is defined by Hornby (1974) as 'anybody that gives aid, assistance or relief to the member of the house'. Kelly-Plate and Eubanks [1994]

stated that adolescence is the time of life between childhood and adulthood, this continues until the young person is able to assume adult responsibilities, usually between ages 13 to 18 year. Papalia, Old and Fedman [1997] reported that adolescence is generally considered to begin with puberty, the process that leads to sexual maturity. Adolescent, as a time period, may be defined in several ways, in terms of physical development, an individual's adolescent period may be said as making the transition to sexual maturity, and to have ended when physical growth has ceased or almost ceased at about age 17 or 18. Adolescence starts from age 13 until the late teens or about twenties, and it entails major, interrelated changes in all realms of development.

ILO [2005] Child labour refers to the employment of children at regular and sustained labour. This practice is considered exploitative by many international organizations and is illegal in many countries. UNICEF (2005) is a phenomenon that is associated with the various abuses children are exposed to inform of deficiencies in social, physical and psychological means. It occurs is rural and even in urban settings. Househelp activities are often seen and termed a form of child labour as these househelps are exposed to many activities such as deprival of schooling, being over worked, hawking and all the likes.

Child labour was employed to varying extents through most of history, but entered public dispute with the advent of universal schooling, with changes in working conditions during the industrial

revolution, and the emergence of the concept of workers' and children's rights. Some children undertook work as househelps to reputable families because of their official engagement and numerous household activities. According to UNICEF [1997] there are estimated 250 million children aged 5 to 14 in child labour worldwide, including child domestic labour. Many children, especially girls, work as househelp sometimes starting as young as 5 or 6 years old. This type of child labour is linked to child trafficking. Domestic child labourers can be victims of physical, emotional and sometimes sexual abuse.

Bello [1997] in her article stressed that, it is inhuman for a man to allow his wife to go through all these tedious work without help, if the man cannot help physically, then he must as well provide a househelp either a relation or paid househelp. She further stated that these days economic consideration hardly allows the average family to keep a steward or a nanny, cooks and a driver. Therefore the househelp must combine the duties of a steward and nanny because of the crucial need and unavailability of human resources to meet the demand of the family. Akintunde [1999] stated that suffering about the problem being generated by the failure to assist in the running of various homes nowadays are complex from past, and present, care of children has been with the help of househelp, they are also involved in the house chores etc.

According to UNICEF (2001), traditionally, it was a widespread cultural practice of poorer families to make arrangement for the fostering of one or more of their children. Usually, this practice is with

more prosperous relative or community leaders, teachers, pastors or Islamic scholars. During the 20th century, being placed in urban households to improve opportunities for education and eventual employment or marriage, in exchange for the child labour, the child would be expected to engage in household chores and assist in economic activities. Increasingly, this traditional system has become subject to abuse, with adolescents ending up in the custody of unscrupulous guardians unknown to the parents sometimes as a result of trafficking by commercial middle men. Adolescents fostered in such circumstances are likely to receive less affection, care and support than other adolescents in the household and sometimes to be ruthlessly exploited. Others become 'domestic servants or house helps, paid employees rather than foster children. In both cases these adolescents tend to work long hours, which often start before the rest of the family awakes and continues until later at night. As a result, these sets of adolescents are often denied adequate rest and sleep. They are poorly fed, dressed and also denied education or adequate healthcare.

## 2.2 Reasons for employing househelps.

At the early stage of a couple, the need for helping hand is not much pronounced, because there would be little or nothing for them to do, pending the time when the family will start to grow at this stage they will need many helping hands as much as possible.

Deacon (1995) stated that no doubt the wife marital satisfaction is enhanced by the amount of help received from househelp and help

alleviated the stress that accompany child birth. According to Fatona (1998), househelps are relevant in that, they perform the role of the working class mothers, while she is at work. Even though they are young, they perform such roles as washing, cooking, running errands and general housekeeping. They also take children to school and bring them back and look after them till their parents are back from their working places. In fact househelps are becoming more and more difficult to get especially reliable ones these days, only few families or parents especially those with poor background would allow their children tend to other people's children in this era of western civilization. As stated earlier, in some household one will see that the househelp performs her duty very well without any problem, i.e they clean and sweep the house within few minutes, they will bath the children, prepare them for school and even give them food to go with. In some houses, it is those househelps that take their children to school. Burge (2001) argued that the engagement of househelps becomes absolutely necessary where the parents are working, some parents might detest the idea of entrusting their children, wards and even the home into the hands of househelp, and it is inevitable. They do this if they are to work, for this reasons they have to employ househelps to stay with the children. Lewis (2001) observed that a house wife requires helping hand if she is unable to perform her duties as a home maker.

Adufe (2002) stated the suffering and the problems being generated by the failure to assist in the running of various homes

nowadays are complex. In view of the forgoing, one would expect that the few housewives are by chance likely to get housemaids who would always give their domestic servant fair treatment and then encourage them not to bold away. The reverse is the case, with the comfortable assignment given to the househelp she needs more than 24hrs a day to complete her job. She wakes up early to sweep, wash, heat water for bathing, while the children are sleeping, (even if they are the same age with the children) and the maid sleeps late often at night. A disturbing aspect of the home management techniques of most housewives is that while the househelp is being directed to do this or that in the bed room, their own children are encouraged to stay and watch television in the sitting room. Most mothers don't know that this has an implication to the family life. In the first place or instance, if there is no maid, the home would be in a mess. For some housewives feel the househelp is doing the job she is being paid for, not realizing that the children are getting spoilt and this will drastically affect them in future.

Leach (2005) is of the opinion that nowadays parents who work prefer to send their children to day-menders for the time they remain in the office. This is just to get someone to relief them while at work, He further stated that in developed countries, a lot of people earn or compliment income by looking after babies, especially students. In such countries, local; authorities make arrangement with house helps who lend a helping hand with house work, in households that really needs them. However, househelp assist family members in reducing

the amount of household work they do., some activities can be taken or sent outside the home, others must be done on the premises. A variety of options for hiring help are available for various activities, but information about the extent of hired househelps is available mostly in bits and pieces rather than from broad investigation focusing on combination used within families. Paid househelps are less available now than in former years. Parts of the change in availability of domestic househelps has occurred with growth of industries, its mechanization, the decrease in skill needed to fit operation, machinery and assembling parts of the product.

## 2.3 The relationship and experiences encountered between the househelps, their employers and family members.

The need for househelp in one form or the other in managing the home cannot be over emphasized be it hired househelp or a non fee relation or even own children. Despite the importance of househelp very few home managers seem to succeed with them. The more home managers try to correct and train the househelp, the less she succeed due to the fact that most of these househelps especially the hired ones are either stake illiterates who are not really ready to learn.

Adidu (1994) reported that majority of women work not because they think its going to improve them in any sort of way, but because they have to, she also stated that a look at family in which the women work first and most basic thing one notices is the economic contributions. Arebi (1995) wrote an article on whether there is need for house help. She interviewed many housewives who had different

opinions on the issue; she quoted Mrs. Ayilara, a civil servant as saying that her house maid was an embarrassment. According to her, the maid could steal a living being, if one was not careful, she also stole clothing and underwear from neighbors.

From the above, it could be observed that the treatise deals with the behavior of a househelp rather than the roles she is expected to perform in the house which is the subject of the present study. It is however relevant to this study; because it is a pointer that when employing the services of a househelp, one need to know her family background and her personal behavior. Furthermore, Arebi (1995) in the same article reported one lady who said she sent her househelp packing despite the fact that she is hard working and nice to everyone because she lacked any sense of personal hygiene. In the researcher's view, the relationship in most cases is not cordial but since the modern housewives need their help, they have to learn how to bear with them.

Since cognitive aspect of resources deals with individual practical and perceptual knowledge, little wonder the employer finds that those househelp's services are not meeting their approval. The employers are faced with the problem of deciding with some housemaids who are daft, uneducated, who at the end give employers headache. They easily misunderstand employers' message through low level of communication skills and as just the exact opposite. Also in the case of administering medicine to children, they give overdose,

usually with erroneous impression that by so doing they are accelerating the rate of recovery.

Macaulay (1997) argued that househelps who are nannies: in this part of the world are untrained as it should be the duty of every working mother to make sure that the househelp they employ can manage the children properly before leaving them in her care, where practicable those of the children that are of nursery school age should be sent to a nursery. Many times househelps are left with about three or four children to cater for plus a huge pile of domestic chores to do. This is asking for trouble because one is leaving the househelp with too much responsibilities. He further added that househelp has become indispensable in our urban centers. In a situation which the father and mother work outside the home, and there is undoubtedly the need to have somebody to care for the house. The person also has to look after the affairs of the house until their parents return from where ever they must have gone. Macaulay further stressed that, to cover these years, these odd jobs are performed by househelps because they do most of their work at home, they have invariably become the queen of the house, and they know the family menu by heart. One wouldn't have to bother about househelp if all they do is to take care of the house and make sure that the kids are kept away from danger. But some of them can be really cruel to the children under their care. Some have been known to beat the children under their care senselessly and most of the time; we find that the danger is usually misplaced. The attempt to visits the children with frustration

of their encounters in dealing with their masters and mistresses nevertheless, the anger of some of these househelps are understandable.

Furthermore, some of those househelps end up breaking homes by using their attractive faces to draw the husband of their mistress towards them, and if care is not taken, the men have some misconduct with them in which if the wife discovers may cause divorce. That is the reason why some housewives try to escape from employing very beautiful girls as house maids. According to Cork (2000), many working class mothers have their reasons for employing househelp so as to enable them devote more time to their children intellectual and emotional development with this view in mind, the working class women tend to put more load on the househelp which later create problem between them. As stated earlier, the mistress could sometime cause the negative type of relationship between the househelp and the family.

Monica (2000) reported that the historical importance of the relationship of househelps and their master has been over-looked. The social implications have also been neglected. She stated that there is the possibility that female househelps or workers are open to sexual exploitation. Jacklyn (2001) opined that working parents have their reasons for employing domestic servants as to enable them devote time to their children's intellectual and emotional development. He further cited that, several employers feel that they had to convey an air of competent and authority in order to maintain the proper degree

of social distance between themselves and their househelp. She further feel that employers perceive them only in their occupational roles and that this dimension of perception is seen to involve a denial of their human feelings and needs. Thus, the relationship between house helps and their employers shows a degree of social distance.

**i. Relationship with children.**

On their way to adulthood, relationship typically starts to change, the way a househelp relate with the children in the house matters.This is because children copy from those who are older than them, so the relationship has to be cordial, friendly and acceptable.

According to Chinyere (2002) article titled 'how working mothers cope' reported that fate therefore has hand in deciding what the future of the children of working mothers should be, especially when the children are kept under the care of househelp with negative attitude. She advised that mothers who can afford telephone bills could keep househelps much around. Good relationship helps their spirit and removes boredom and loneliness that the children encounter under the care of the househelp. She further stated in the same article that one cannot trust the househelps since they are sometimes too expensive to an average family in most cases, children's life are in danger, worse still, they are often left with wet nappies. Pant, vest and clothes. House help very often are a necessity to the housewife especially the working mother with young and little children. There has been a lot of terrible cases or reports of these essential needs

which makes the house wife to always have a second thought before employing one.

Leach (2005) reported that a maid during an arguement with her madam told her that she is good for nothing; that her husband told her she is a better housekeeper and cook than his wife.

**ii. Househelp relationship with working class mothers.**

Househelp for a home where the mother is engaged in productive occupation outsides the home, the role of a househelp transcends cooking, washing, taking care of children under her care and running errands. Where there are children in the home, the househelp services as the substitute for the mother who is away to work. Nevertheless, there should be good relationship between the employer and the employee who is the househelp.

Jacklyn (2001) cited that several employers feel that they had to convey an air of competency and authority in order to maintain the proper degree of social distance between themselves and their househelps. She stated that the working mother feel strongly that she should not reveal any invariably to her househelps feel that employers perceive them only in their occupational roles and that this dimension perception is seen to involve a denial of their human feelings and needs. Thus, the relationship between househelps and their employers shows a degree of social distance and fear.

**iii. Behaviour of househelps towards children under their care.**

Attachment is reciprocal, enduring emotional tie between man, infant and care giver, each of whom contributes to the quality of the

relationship. Attachment has adaptive value for babies, ensuring that their psychological as well as physical needs will be met. According to ethological theory, infants and parents are biologically predisposed to become attached to each other, and attachment depends on the ability of both infants and care giver to respond appropriately to signal about each other emotional states. Infants take an active part in this process by influencing the way caregivers behave towards them. In this process of mutual regulation healthy interaction occurs when a caregiver 'reads' a baby's signal accurately and responds approximately when a baby's goals are met, the baby is joyful, at least interest. Erickson, (1963) stated that, if a care giver ignores an invitation to play or assist on playing when the baby has signaled, 'I don't feel like it', the baby may feel frustrated or sad. When babies do not achieve desired results they keep on sending signals to repair the interaction. The most important element in the quality of care, is the care givers stimulating interactions with responsive adults are crucial to early cognitive, linguistic and psychological development.

The study is designed to measure the impact househelps make to behavioural outcomes, apart from the influence of family characteristic, the adolescent characteristics, the care the adolescents receives at home. Papalia et al (2004) said that quality and quantity of care children receive, as well as the type and stability of care, influences specific aspects of development. While househelps or care givers sensitivity and responsiveness influences toddler's self-control and compliance and the likelihood of problem behavior, the

mother's sensitivity has a greater influence than that of the househelp.

## 2.4 Reasons why employers employ Househelps

Environmental factors are often found in combination with child, adult, care givers and family factors or reasons for employing house help. Changes as in financial conditions, employment status or family structure may shake family stability. In support of this notion, Wolfe (1997) asserted that some parents may not be able to cope with the strain resulting from these changes, and as a result may experience difficulty in caring for their children. As an outcome of this difficulty that turns their children into househelps for a family they don't know their background or their root. Olateru and Osakwe (1998) reported that due to poverty, young girls and women are brought from rural areas to urban centres under the pretext of finding job opportunities which are unavailable in the rural areas. Many of the young girls who ordinarily should not be engaged for labour are made nannies, househelps, shop attendants etc.

According to Adufe (2002) said women in Nigeria today go to school up to university level and they study in different levels and study in different fields. There are women engineers, doctors, women pilots, teachers, pharmacist etc in short, women are found in all disciplines today. For the professional goals of these women to be actualized, the need for house helps cannot be over looked, since the home is not made to suffer, while the madam of the house is away for her professional obligations, which will help in the financial uplifting

of the home and the family in general, thus the need for employing househelp.

Akinrimisi (2002) opined that traditional extended family system in Nigeria encouraged the idea of parents allowing their children to live with other close or distant family members. This was done in some cases where it was difficult for the parents of such young persons to take care of them. It was also done to provide support for a young couple that might require some form of domestic assistance when they did not have children of their own or when such children were still very young. The relationship then was based on mutual benefits such that the young person assisted the host family by carrying out domestic chores that were never quantified in monetary terms. On the other hand, the host family took care of the young person by providing for his/her quality of life and enable him/her to be self reliant. On the contrary, the trend now (in most cases) is for a married woman to keep a young person (whose age can be as low as 6 and as high as 20 or more) and pay certain fee for services rendered on a monthly, quarterly or yearly basis.

Akinrimisi further stressed that sometimes these young persons, mainly girls, are from families that can only support them through primary school education. In some cases, they have not received any form of formal education. Often times, these girls are treated as second-class citizens and are seldom allowed access to educational programmes through the television, radio, or oral teachings. These girls are often treated differently from the children of

their employers. These, in addition to the knowledge of their biological family's inability to cater for them adequately, often make them lack self-esteem.

Akinrimisi observed that the following right of adolescents are said to be infringed through the practice of employing adolescents as househelp:

- The right to education
- The right to protection from physical or mental ill treatment, neglect or exploitation.
- The right to conditions of living necessary for the child's development.
- The right to rest, leisure, play and recreation
- The right to protection from economic exploitation and from performing any work that interferes with his or her education or is harmful to his or her mental, spiritual or social development.
- The right to be protected from all forms of sexual exploitation and sexual abuse.
- The right to be arbitrarily deprived of liberty.

## 2.5 Emotional and Social behavior of adolescent househelps.

Granly (1994) observed that, as children grow from infancy to adulthood, they are affected by the environment around them as well as the genetics they are born with. As they grow older they change and develop in many ways. Adolescents go through many stages of social and moral development from the time of early childhood through adolescence, and they also face many social and emotional

behaviour. Adolescents learn to settle their differences verbally, without resorting to physical violence. However, they may still need help with understanding how their behavior affects other adolescents or adults. Parents and teachers help adolescents to learn about the rights of individual, equality and freedom of speech. The socialization process helps the adolescents to test along with others in the society.

Izard et al (1995) noted that emotional expression exhibit both continuity and change for example, we all become angry at times continuity, but how we express the anger changes for example, compressing our lips. Hildebrand (1997) observed that the cultural background of the family helps to determine many of the specific habits and behavior that children learn. Socialization is also carried out by neighbours, friends, teachers, religious leaders and others in the community. Going by Morris [2000] views an emotion is a complex and conscious effective experience that involves diffuses physiological changes and can be expressed overtly in characteristics behavioural pattern. UNICEF [2001] about 45 percent of househelp remained for less than seven months in each of their first three jobs. Such rapid turnover means that the child is not integrated in any meaningful sense into the household and suffers considerable emotional deprivation. The word emotion is derived from the Latin word 'emovere' meaning 'to move out'. Adufe [2002] observed that it controls human behaviours and it operates in human being for the satisfaction and welfare of the individual. Adufe [2002] defines emotion as a complex and conscious effective experience that involves diffuse

psychological changes and behavioural patterns. Also Decey and Travers [2004] said adolescent socialization emerges from the thousands of reciprocal interactions occurring among them and their family members over a period of many years. The appearance of these various emotions may vary slightly from theorists to theorist, but the basic explanations of how they develop are identical. Emotions development occurs as a result of adolescent depositional tendencies combined with a complex interaction between growing cognitive skills and social interaction. Social development of adolescent is the process by which people acquire the attitudes, beliefs and behavior pattern of a society. Parent and family members are the strongest force in socializing adolescents even into adulthood.

Papalia, Old and Fedman (2004) observed that some adolescent are of course, more sociable than other, reflecting such temperaments traits as their usual mood redness to accept new people, and ability to adapt to change. Social ability is as influenced by experience that involves diffuse psychological changes and behavioral patterns.

Papalia et al further asserted that socialization is the process by which adolescents develop habits, skills, value and motives that make them responsible, productive members of the society. Compliance with parental expectation can be seen as a first step towards complains with societal standard. Socialization rests on internalization of these standards.

## 2.6 Child Labour and Child Abuse.

Twumasi (1999) child abuse and child labour represent significant aspects of problems facing the present generation of adolescents in the world we live in today. In the African traditional value system, a child is the most treasured object and constitutes the focal point in life. Some people view life without a child as meaningless, and to this effect somehow something must be done to have a child, even if it means increasing the number of wives one has or consulting traditional healers to facilitate the process of getting a child.

A tragic fact of life is that some parents abuse and neglect their children. Child abuse refer to physical, emotional, or sexual violence against children. Child labour is indulging a child in a task above his or her age, it could also be misuse of children for monetary gain in other to cushion the effect of poverty in a family. Child abuse is illegal, occasionally parents who have difficulty handling the challenges of parenting become abusers without meaning to abuse such children. UNICEF (2005) child labour is work that harms children or keeps them from attending school. Around the world and in the U.S. growing gaps between rich and poor in recent decades have forced millions of young children out of school and into work. The International Labour Organization estimated that 246 million children between the ages of 5 and 17 currently work under conditions that are considered illegal, hazardous, or extremely exploitative. Underage children work at all sorts of job around the world, usually because they and they and their

families are extremely poor. Large numbers of children work in commercial agriculture, fishing, manufacturing, mining and domestic service. Some children work in illicit activities like the drug trade and prostitution or other traumatic activities such as serving as soldiers.

**Child labour involves at least one of the following characteristics**

- Violates a nation's minimum age laws
- Threatens children's physical mental or emotional well-being
- Involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labour or illicit activities
- Prevents children from going to school
- Uses children to undermine labour standards

Kempe [2000] Child abuse refers to a situation in which a child is suffering serious physical injury inflicted by other than accidental means, suffering harm by reason of neglect, malnutrition or sexual abuse, is growing without necessary basic physical care or growing up under conditions which threaten his or her physical and emotional survival . The protection of children from such abuse is an important feature of the CRC [Child Right Council]. Article 19 requires that states parties take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence; injury or abuse, neglect, maltreatment or exploitation, including sexual abuse, while in the care of parents or others responsible for the care of the child. Two groups of adolescents tend to be especially vulnerable to the risks of abuse or negligence within the home. Increasingly, this traditional system has

become subject to abuse, with adolescents ending up in the custody of unscrupulous guardians unknown to the parents, sometimes as a result of trafficking by commercial middlemen. Adolescents fostered in such circumstances are likely to receive less affection, care and support than other children in the household and sometimes to be ruthlessly exploited. Others become househelps as paid employees, rather than foster children. In both cases these adolescents tend to work long hours, which often start before the rest of the family awakes and continue until late at night. As a result, these adolescents are often denied adequate rest and sleep. They are often also poorly fed and dressed, and denied education or adequate health care. Finally, urbanization and economic changes, which have together brought far-reaching mutations in the nature of the family and the increasing involvement of women in the labour market, have led to a situation where children are more and more left to their own devices, without the care and attention of adults. Adolescents are left in the charge of children who are often insufficiently mature to provide adequate care, resulting in a heightened risk of accidents.

Poverty is the main cause of child labour. Poor parents send their children to work, not out of choice, but for reasons of economic expediency. The hunting grounds for child traffickers are invariable areas of the most extreme poverty where families have exhausted all other strategies for survival. Poverty is also a symptom of child labour. Denial of education blocks the escape route from poverty for the next generation of the household. Other factors may provoke this cycle; for

example, schools in poor countries are often inaccessible or prohibitively expensive, with inadequate teaching and classroom resources. Economic setbacks arising from recession, climate disaster, conflict or family bereavement will therefore regenerate the supply side of the child labour equation. This supply of child labour is matched by the demand of unscrupulous employers for a cheap and flexible workface. This attribute appeals especially to small-scale enterprises, including those whose owners exploit their own family members.

Oloko [2000] said, in some cases it is the rural adolescents themselves who are lured by these traffickers with the promises of better life in the urban areas; indeed, 29 percent of househelps surveyed in the five aforementioned cities in 1992 had left home without even informing their parents. The degrading conditions in which some of these children are displayed and given out to complete strangers by these traffickers is akin to a form of slave trade. Once recruited into domestic employment through such methods, adolescents are in an extremely precarious situation. Rarely are members of their own families able to monitor their welfare. They frequently work very long hours; with little or no rest periods; and are often fed and clothed worse than the children of the house. The girls are also vulnerable to sexual harassment and exploitation, not only from employers but often also from older male workers in the household. One of the most important consequences of child labour is the denial of educational opportunity. In the case of househelps employed, work tends to prelude school attendance entirely because of

the long hours of work. The only exception is for adolescents engaged in lighter forms of domestic service through fostering arrangements, where guardians tend to make time for them to attend vocational courses, if not full-time education, alongside their domestic chores.

Gilmour [2001] in his own view defines child abuse as; Child abuse occurs when any avoidable act or unavoidable failure to act adversely affects the physical, mental or emotional well-being of a child. Child abuse occurs across all socio-economic, religious and ethnic groups, that is why Finkelhor and Korbin [2003] opined that no single source could be identified as different types of child abuse that is different from the surrounding cases of neglect or physical abuse. Child labour occurs when adolescents especially young ones are exposed to long hours of work in a dangerous or unhealthy environment, with too much responsibility for their age and at the expense of their schooling. The child right council focuses on child labour in an article which recognizes "the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development." Child labour does not occur in the organized private sector of the Nigerian economy. The Labour Act of 1974 (revised in 1990) includes a wide range of provisions (in Sections 58-63) prohibiting or regulating various forms of child labour. Section 59 prohibits a child under the age of 12 from all work except where he is employed by his family on "light work of an agricultural, domestic

or horticultural character.' UNICEF (2001) Domestic work has also become more hazardous, partly because of the lower age at which some children get engage in domestic service. Another factor is the change in the way in which adolescents get engaged as servants. In the past, this was done mainly through direct contact between the parents and employers, sometimes as a form of traditional fostering arrangement, whereby they would receive education or vocational training in return for work in the household. UNICEF further said that increasingly, however, this link with the parents and sense of obligation have eroded, as more and more adolescents are procured from impoverished rural families by middlemen, driven only by a commercial motive, and transported long distances to work in urban households. Adolescents suffering child abuse develop a range of maladaptive, anti-social and self-destructive behaviors and thoughts by trying to cope with the abuse and by trying to understand the situation and why the abuse is happening. Morgan and Zedner (2003).

Twumasi further said the above observations translate into a paradox, especially to non-Africans and proponents of the movement against child abuse, to the effect that the same child whose arrival is often celebrated with passion eventually becomes an object of abuse and neglect, exploitation, war and poverty, in the very hands of the same culture that gave birth to it. It seems highly probable that children in many parts of the world are experiencing similar social problems. However, the problems may vary according to geographic regions and the nature of society in which the child resides. The

world's attention is now being directed toward the identification and elimination of all kinds of child abuse.

**Solutions to Child Labour**

A rights-based approach to child labour, relying on laws and their enforcement, is a necessary but insufficient solution to child labour. Broader human development interventions relevant to the underlying causes must play a role. The fights against child labour therefore shares common ground with poverty reduction programmes, and would benefit from greater recognition by them. Progress towards education for all children is the development indicator most closely linked with child labour. Every full-time student is one less potential full-time child worker. There is correlation between those countries lagging behind education targets and those in which child labour thrives. Unfortunately, the Millennium Development Goal (MDG) for primary school enrolment aims for a total of only five years of education, far less demanding than implied by the minimum Age Convention. Countries will be encouraged to follow the example of the Indian government which, in 2009, introduced a law backing the right of children to free and compulsory education from age 6 through to 14.

## 2.7 Moral and mental development of adolescents employed as househelp.

Adolescents are expected to be good, truthful, kind, just, courageous and virtuous. They are to behave in all circumstances according to an internalized code of conduct that reflects these

desirable characteristics. Initially, young children (birth to about 2 or 3 years) begin to learn about right and wrong from their parents, these teachings immediately begin to interact with children's natural inclination to do good so from an early age- as soon as possible-most parents try to combine direction with understanding.

Kohlberg (1975 and 1981) employed a modified clinical; technique called the 'moral dilemma' in which a conflict leads subjects to justify the morality of their choices. Kohlberg's moral stages emerge from a child's active thinking about moral issues and decision. Kelly Plate/Eubanks [1994] Morals are generally accepted guidelines for right and wrong behavior. Adolescent learn morals mainly in the home, in their place of worship and in school. At first, adolescents really don't understand the difference between right and wrong. They only know that some behavior makes adults upset or angry, other behavior makes them happy. Gradually they learn why certain actions are good or bad. With help from adults, they develop a conscience which is an inner sense of right or wrong. These help adolescents monitor their own behavior. Marvin (1998) observed that it is a bit circular to argue that parenting influences the behaviour of a social sense, having already established that the core of a social sense derives from the formation of the attachment bond with one's primary caretakers. Nevertheless, one can examine which features of parenting affect the development of a secure attachment bond. Unlike other species in which attachment is instinctive, very narrow and triggered by specific physical cues, in humans attachment can form in a variety

of ways and result in a broad range of outcomes. He further stressed that part of the nature of a moral being is adherence to selected external controls; an effective moral agent must eventually learn to internalize external standards for behaviour. For example, adolescent must learn that sharing valued objects in work and play is socially encouraged. Empathy has been identified by Kagan (1984) as one of the "core moral emotions. "Damon (1988) considers it "one of morality's primary emotional supports" and argues that "because morality is fundamentally concerned with one's obligations to others, it cannot be developed solely through introspection and recognition of one's inner feelings…Adolescents must learn to become attuned not only to their own emotional reactions but also to those of others".

## 2.8 Review of Empirical Studies

This section reviews the related studies on the problem under investigation. Oyeyemi (2002) evaluated the role of househelps in managing the home in Barnawa. The study was designed to achieve the following objectives:

1. To find out how the house job could be simplified with the assistance of house help.
2. To find out the roles of house wives regardless of the presence of househelp in order to keep the home intact and happy.
3. To find out ways of improving the relationship between househelps and their masters and mistresses.
4. To identify the benefits and problems of househelps.

The research design used in this study was questionnaire method. A sample of 150 persons were investigated by adopting combination of questionnaire and personal interview with about one hundred questionnaire and personal interview with about fifty questions. While the present study will involve 100 adolescent househelps and 100 housewives who employ them. The Method employed in the analysis of this study is the use of simple percentage, while the chi-square is the statistical instrument to test the findings. The researcher concluded that despite all the disadvantages of employing househelps it is still necessary to relief the difficult tasks of house wives in rearing children and at the same time facing the task of being working class mothers. The researcher further went to highlight the factors influencing the reasons of employing househelps.

1. **Poor economic status:** Those parents are socio-economically very poor often send their female children as maids and such girls could be employed by housewives.
2. **Migratory immigrants:** i.e people migrating from neighboring countries due to economic problems.
3. **Extended family system:** The blood relation outside the immediate family could also be used as house help but in return such children or persons used are brought up, clothed, fed and if possible educated or put into a trade for example typing, sewing and hair dressing etc.

She concluded by saying that every working parents should have a househelp because they are reliable and dependable sources of

help, since most working class parents employ househelps and accommodate them in the same house to look after their children and the house while they are away. She further went to recommend that househelps who are genuine and have the interest of children at heart should be employed if possible they should be employed directly through the parents and incase of misbehavior, such maids should be reported to their parents. Above all, parents who employ househelps should endeavor to show good examples to their househelps to follow. This study is related to the present study in the sense that househelps are necessary tools in the house since the house wife cannot perform all the tasks in the home without a helping hand.

Gacandall (2003) in Shehu (2004) said with the increase of gainful employment of married women arose in home management study for knowing their total time used, and especially their patterns for house-hold tasks study carried out in 2004, the total work day of employed city home-maker was 3-4 hours longer than that of full-time home-maker. This eventually means that the working-class woman has less time to carry out household jobs and take care of her children. Yet, in another research by Shehu (2004) mentioned that working women usually have too much burden on them, thinking about the house-hold works and domestic chores of the house for example, the average woman wakes up early in the morning at 5:30am, prepares breakfast for the family, care of children and sends them to school, clean the house, takes care of herself and goes to work. She rushes back home and prepare lunch for the family at

12:00pm or supervise the lunch, cleans up and at 5:00pm, she is up again to prepares dinner for the children. She works throughout and may go to bed late at 10 to 11pm the next day, the routine starts again and every other day, that is how she does day in-day out.

She concluded the research by saying it is essential for every working class parent to have at least a househelp because most are reliable and dependable sources of help. She further recommended that househelp jobs should be specified. In order to make the house help profession a gainful one, she recommends that employers should take the responsibility of training the househelp to earn some fortune after leaving the househelp job. Looking at the present study, it is related since both studies focus their researches on househelps implications on child development. The study used One Hundred (100) women in both employed and unemployed sectors as her sample while the present study will use adolescent househelps and their employers for her population which will amount to five Hundred (500) respondents. Considering these studies, it is glaring that the need for a helping hand in the home is inevitable and a necessary tool for effective running of the home while the house wife is away to her work place or any other place.

In another study by Shehu (2004), role of househelp in the family setting, problems and prospects from 2000-2004, she highlighted the following objectives for the study. To find out the roles of housewives regardless of the presence of house helps in order to keep the home intact and happy, to find the exact relationship

between househelp and their masters and mistresses, to identify the benefits and problems of househelps and lastly, to identify the problems of househelps to the family as well as the society in general. The research was focused on Funtua Local government area, with samples on married couples who employed househelps to assist in their house-hold chores. This present study will not be limited to one local government like the previous study, samples will involve all househelps employed in 6 selected local governments in Kaduna state. Questionnaire was the instrument used while the present study will equally use questionnaire as the instrument for data collection. The study did not spread its findings to other local governments like this present study that is involving 5 local governments as its sample population.

Dan-wase (2005) undertook a research work on evaluation of the impact of househelps in managing the home. The major objectives were, to determine helpers' time in household activities. To identify the benefits and problems posed by househelps. To also find out the duties of house helps in the home. Lastly, to find out the advantages and disadvantages of living with some relation as househelps, the study adopted a survey research design and sample size was drawn using random sampling gotten from indiscriminately background of the family. A total of 200 hundred questionnaires were used for the research population. The statistics used in analyzing the data were multivariate analysis of variance [ANOVA] and chi-square [x].

Written questionnaire supplemented by oral interview constituted the main instruments employed in the previous study. The previous study however concluded by highlighting that househelps are reliable and dependable since there is no other alternative of taking care of their children and home while in the office. The previous study further recommended that working class mothers should have enough time to spend with their children rather than to abandon them in the care of househelps for long hours without supervision. This study is similar to the present research because they both have the same objective of using the househelp in taking care of the children, the housewife has limited time with the children because of her official obligations.

Mohammed (2006) in her research on the role of househelps in managing the home with reference to F.C.T Abuja. The major objectives of the study were:

1. To find out the importance of househelp in the home.
2. To identify the problems and benefits of househelps

The study was also aimed to find out problems that emerged in the family as a result of keeping househelps.

The study is also aimed at finding out how these problems can be alleviated by suggesting means of eliciting a better and more effective days how househelps can be taken care of in African context.

The study highlighted the statement of the problems to be encountered both, by the employers and the househelps themselves in the widespread use of househelps. In the significance of the above

study, it was designed to look at the problems encountered by both employers and the househelps; it also recommended suitable possible solutions, cooperation necessary for the successful stay for house helps and their employers alone. Simple random sampling was used in collecting the data. The cross-section survey view of househelp in relation to their function in the home was sorted from the general public in selected area of F.C.T Abuja. To get a correct result in each selected area random sampling of opinions was indulged in discussion with various people from diverse background. The data instrument used for the study was questionnaire and interview method which gave the researcher the opportunity to interact with the subjects of discussion. The population for the study was random sampling, and concluded that every working class parent should have a househelp because they are useful in the home; she further recommended that government should recognize them as a body of employer and should be given the civil services right. She also said all employers of house help should make them feel like they are part of the family. She finally recommended that employers should employ househelps that are willing and interested in the job not those who are after money and property conscious. Looking at the present study, one would understand that most househelps are after monetary gain without considering the duties they are employed to do. They don't want to be dedicated to their work because of the corrupt nature moving from one home to the other. It takes the grace of God to get a truly devoted househelp to manage the home.

## 2.9 Summary of Literature Review

The chapter opened with the discussion of the conceptual framework of the study in which, views of related literatures were stated, the discussion of the theoretical framework of the study, as well as views from previous studies related to this present study were stated. The study revealed the need for employing adolescent house helps and its implication for adolescent behavior. It also observed that with the increase of gainful employment of married women, which arose in home management study, for knowing their total time used and especially their patterns for household tasks. The total work day of employed city home maker was 3-4 hours longer than that of full time home maker. This eventually means that the working class women have time to take care of the house hold job and take care of their children. The literature review also shows the various reasons why housewives go for househelps especially the working class mothers who needed to make up for their official obligations and domestic expectations in the family. For married women to enjoy marital satisfaction, it has to be enhanced by the amount of help received from househelps. Other studies reviewed helped to throw more light on the need to employ househelp most especially for the working class mothers. The study also highlighted the usefulness of employing househelps in order to meet the changing needs of the society for a better effectiveness on the part of the housewives.

Finally, to accomplish their roles as working class mothers, they have to employ househelps to stay with the children and of course do

some work at home, when the housewife is there and when she is not at home. The study of literatures consulted revealed that the developmental tasks of the adolescent househelp cannot be compared with that of their counterparts who are not househelps, living with their parents.

## CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

This chapter provides a description of the research methodology used for this study and is discussed under the following subheadings;

3 .1 Research design

3. 2 Population for the study

3.3 Sample and sampling technique

3.4 Instrument for data collection

3.5 Validity of instrument

3.6 Pilot study

3.7 Reliability of instrument

3.8 Procedure for data analysis

3.9 Procedure for data collection

### 3.1 Research Design

Descriptive survey method was employed for this study. Kerlinger in Adetoro[1986] describes research design as, the plan , structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. This is because it is the best when collecting information from a large population located in different places under a natural setting.

### 3.2 Population for the Study

The population for the study was made up of the number of adolescent house helps and their employers, in the 24 local Governments in Kaduna State. According to UNICEF (2007) the population of househelps as at the time of the study stood at, (2,292)

while the total number of employers of househelps was (1887). Therefore the population for this study is the sum total of the number of househelps and their employers in Kaduna State which was 4,179. Table 3.2 shows the population of househelps employed in Kaduna state.

**TABLE 3.2: POPULATION OF HOUSEHELPS EMPLOYED IN KADUNA STATE**

| S/N | LOCAL GOVT. AREA | POPULATION OF HOUSEHELPS | POPULATION OF EMPLOYERS OF HOUSEHELPS |
|---|---|---|---|
| 1. | Sabon gari L.G.A | 295 | 198 |
| 2. | Zaria L.G.A | 237 | 204 |
| 3. | Kaduna South L.G.A | 315 | 301 |
| 4. | Kaduna North | 306 | 291 |
| 5 | Hunkuyi L.G.A | 70 | 7 |
| 6 | Soba L.G.A | 62 | 54 |
| 7 | Giwa L.G.A | 57 | 57 |
| 8 | Kudan L.G.A | 42 | 42 |
| 9 | Makarfi L.G.A | 76 | 74 |
| 10 | Jaba L.G.A | 79 | 78 |
| 11 | Zango Kataf L.G.A | 64 | 55 |
| 12 | Lere L.G.A | 41 | 41 |
| 13 | Ikara L.G.A | 35 | 34 |
| 14 | Kachia L.G.A | 32 | 30 |
| 15 | Kaura L.G.A | 65 | 60 |
| 16 | Kajuru L.G.A | 47 | 38 |
| 17 | Kauru L.G.A | 39 | 38 |
| 18 | Kagarko L.G.A | 63 | 62 |
| 19 | Anchau L.G.A | 86 | 81 |
| 20 | Chikun L.G.A | 39 | 36 |
| 21 | Igabi L.G.A | 56 | 56 |
| 22 | Jama'a L.G.A | 78 | 77 |
| 23 | Songa L.G.A | 26 | 26 |
| 24 | Birini Gwari L.G.A | 82 | 82 |
| | | | **GRAND TOTAL 4,179** |

Source: Children's and Women's Rights in Nigeria; A wake-up call [2007] UNICEF.

### 3.3 Sample and Sampling Technique

The sample size for the study was 500 comprising 250 househelps and 250 employers.

Ten Local Government areas were randomly selected from 24 local governments in Kaduna state using simple random sampling method. The LGAs included Sabon Gari, Zaria, Kaduna south, Kaduna north, Hunkuyi, Kajuru, Jama'a, Lere, Makarfi, and Soba. Purposive sampling technique was used to select 250 househelps and 250 employers. This is in line with Kreque and Morgan [1970] who purposed a sample of 250 for population between 500 and 5000.

Table 3.2: Respondent for the study

| S/N | LOCAL GOVT AREA | POPULATION OF HOUSEHELPS | POPULATION OF EMPLOYERS OF HOUSEHELPS |
|---|---|---|---|
| 1 | Sabon Gari | 40 | 41 |
| 2 | Zaria | 35 | 34 |
| 3 | Kaduna South | 42 | 43 |
| 4 | Kaduna North | 40 | 39 |
| 5 | Birini Gwari | 16 | 17 |
| 6 | Soba | 15 | 14 |
| 7 | Zango Kataf | 14 | 13 |
| 8 | Jamaa | 18 | 19 |
| 9 | Lere | 13 | 13 |
| 10 | Makarfi | 17 | 17 |
| | **TOTAL** | **250** | **250** |

### 3.4 Instruments for Data Collection

A questionnaire was used in collecting data needed for this study. The questionnaire was structured based on the objectives, research questions and hypothesis of the study. The questionnaire consisted of two sections, A and B, Section A, was made up of bio-data of the respondents. Section B was grouped into clusters with twenty (20) items. There was a separate questionnaire for the househelps to answer. The questionnaire consisted of the following;

a. Household activities of the househelps.

b. Social behaviour of househelps.

c. Relationship between the househelp and their employers.

d. Emotional behavior of househelps

### 3.5 Reliability of the Instrument

The data collected from the pilot study was subjected to a reliability test using a statistical package for the social sciences (SPSS). The reliability of the instrument was to help ascertain the consistency of the respondents in their opinions, on the items in the questionnaire. The data obtained from the administration was analyzed and the reliability was established using product moment correlation co-efficient to ascertain the relationship between the two variables.

#### 3.5.1 Validation of the instrument.

To validate the instrument, content validity for the instrument was determined by vetting. The self structured questionnaire was vetted by the supervisors and other experts in the department of

Vocational and Technical Education, and a statistical analyst. The pilot study was carried out to ascertain the reliability of test items in the questionnaire.

### 3.5.2 Content reliability

The researcher gave the questionnaire to Home Economics lecturers, social welfare workers, and evaluation experts at the Psychology Department of Ahmadu Bello University, Zaria for their comments and possible suggestions. They helped in scrutinizing the instrument for content validation, and also to correct unclear statement in the questionnaire which was used to improve the final data collection.

### 3.5.3 Pilot study

In this study Bodinga Local Government area, in Sokoto State was used for pilot study, because it is a good representative of the area where househelps are densely populated, by those who employ them. A total of thirty questionnaire (30) were shared among respondents in this area. The data was analyzed using spearman brown correlation test (split-half reliability). Winner and Domick (1987) confirmed that a pilot study before the main study will confirm the problem area and possible ambiguity that may be associated with the study. The data collected was analyzed with the statistical package SPSS (statistical package for social sciences v. 15). The Codian alpha method and the split half method were used to conduct the reliability test. This method is chosen in order to determine if items were internally consistent and reliable. The reliability coefficient obtained

for the instrument was 0.880.This coefficient of about 88.0 percent, which means that the instrument could be said to be reliable and internally consistent for the study[Tuckman,1975] and [ Kerlinger, 1973]. It is also in line with the proposition of Mukherjee [1980] who stated that the average value of the correlation co-efficient must be high, around 0.80. This means that the instrument was fit for the study.

### 3.6 Procedures for Data Collection

The researcher with the help of five (5) research trained assistants administered the questionnaire to the respondents. The subjects were given one week to complete the questionnaire after which the researcher went back to collect them personally using.

### 3.7 Procedure for Data Analysis

The data collected for this study was analyzed using various statistical methods.

i. Frequency distribution and percentage to describe the demographic variables.

ii. Spearman rho correlation tests to know the significant level of the five hypothesis at P = 0.05 level of significance. All these were analyzed using the Statistical Package for Social Sciences (SPSS).

## CHAPTER FOUR

## PRESENTATION AND DISCUSSION OF RESULTS

This research work titled impact of child labour on the behavior of adolescents in Kaduna State sampled 250 adolescents and 250 house wives. Their views on several items were collected. Descriptive statistics, research questions and research hypotheses were used for the data analysis that forms the basis of this study. Discussion of results and summary of major findings weres also part of this chapter.

### 4.1 Analysis of Biodata of Housewives

**Table 4.1.1**

Distribution of respondents according to age

| AVERAGE | FREQUENCY | PERCENTAGE |
|---|---|---|
| 25-29 | 20 | 8.0 |
| 30-34 | 35 | 14.0 |
| 35-39 | 58 | 23.2 |
| 40-44 | 82 | 32.8 |
| 45 and above | 55 | 22.0 |
| **TOTAL** | **250** | **100** |

Out of 250 housewives respondents, 20 were between 25 – 29 while 35 others representing 14.0 were between 30-34 years, 58 of the housewives sampled were between 35-39 years while 82 of them representing 32.8% were between 40-44 years. The rest 55 of the housewives representing 22.0% were 45 years and above.

**Table 4:1:2 Distribution of respondents according to marital status.**

| MARITAL STATUS | FREQUENCY | PERCENTAGE |
|---|---|---|
| Single | 18 | 7.2 |
| Married | 212 | 84.8 |
| Separated | 10 | 4.0 |
| Divorced | 5 | 2.0 |
| Widow | 5 | 2.0 |
| **TOTAL** | **250** | **100** |

According to table 4:1:2 majority of the housewife respondents numbering 212, representing 84.8% were married currently, while 18 others representing 7.2% were single while 10 others were separate. The table stored that 5 of the housewife respondents were divorced; while the rest 5 of them were widows.

**Table 4:1: Distribution of respondents according to number of children in the household.**

| NO OF CHILDREN | FREQUENCY | PERCENTAGE |
|---|---|---|
| 1-2 | 66 | 26.4 |
| 3-4 | 113 | 45.2 |
| 5-6 | 63 | 25.2 |
| 7 and above | 8 | 3.2 |
| **TOTAL** | **250** | **100** |

Majority of the housewife respondents numbering 113 representing 45.2% had 3-4 children while 66 other representing 26.4% had between 1-2 children as against 63 others representing

25.2% had between 5-6 number of children and the rest 8 of them representing 3.2% had 7 or above number of children.

**Table 4:1 Distribution of respondents according to housewife level of education.**

| EDUCATION | FREQUENCY | PERCENTAGE |
|---|---|---|
| NCE | 59 | 22.6 |
| University Education | 108 | 43.2 |
| Higher Education | 83 | 33.2 |
| **TOTAL** | **250** | **100** |

Table 4.1 showed that 108 of the housewife respondents representing 43.2% had university education; while 59 others representing 22.6% had NCE in education and the rest 83 representing 33.2% had other higher education.

**Table 4:1:5 Distribution of respondents according to housewife occupation.**

| OCCUPATION | FREQUENCY | PERCENTAGE |
|---|---|---|
| Working class | 190 | 76 |
| Fulltime housewife | 60 | 24 |
| **TOTAL** | **250** | **100** |

Majority of the sampled housewife respondents numbering 190 (76%) were working class women while the rest 60 (24%) were full time housewives.

**Table 4:16: Distribution of respondents according to hours spent by housewife on the job daily.**

| HOURS SPENT | FREQUENCY | PERCENTAGE |
|---|---|---|
| 4-6 | 68 | 27.2 |
| 7-8 | 133 | 53.2 |
| 9-10 | 20 | 8.0 |
| 11-12 | 29 | 11.6 |
| **TOTAL** | **250** | **100** |

The housewife spend various hours on their job daily as 133 of them (53.2%) spent between 7-8 hours daily while 68 others representing 27.2% spent 4-6 hours, the 29 others representing 11.6% spent 11-12 hours while the rest 20 representing 8.0% spent between 9-10 hours daily.

**Table 4:1:7: Distribution of respondents according to years marriage of housewives.**

| YEARS OF MARRIAGE | FREQUENCY | PERCENTAGE |
|---|---|---|
| 2-5 | 44 | 17.6 |
| 6-9 | 44 | 17.6 |
| 10-13 | 48 | 19.2 |
| 14-17 | 45 | 18.0 |
| 18-21 | 32 | 12.8 |
| 22 and above | 37 | 14.8 |
| **TOTAL** | **250** | **100** |

According to the Table 4.1.7, 48 of the women representing 19.2% have spent between 10-13 years in marriage, while 45 (18.0%)

have spent between 14-17 years, 44 (17.6) have spent 2-5 years, the seven number spent by another 44 of the women, while 37 (14.8%) have spent above 22 years in marriage while the rest 32 representing 12.8% have spent between 18.21 years in marriage.

**Table 4:1:8: Distribution of respondents according to housewives who had househelps**

| HAVE HOUSE HELP | FREQUENCY | PERCENTAGE |
|---|---|---|
| Yes | 177 | 70.8 |
| No | 73 | 29.2 |
| **TOTAL** | **250** | **100** |

A total of 177 (70.8%) of the housewives employed househelp, while the rest 73 (29.2%) had none.

**Table 4:1:9: Distribution of respondents according to age range.**

| THE AGE RANGE OF YOUR HOUSE HELP | FREQUENCY | PERCENTAGE |
|---|---|---|
| No response | 68 | 27.2 |
| 8-10 | 20 | 8 |
| 11-15 | 99 | 39.6 |
| 16-18 | 63 | 25.2 |
| **TOTAL** | **250** | **100** |

According to the Table 4.1.9, 99 of the househelps were between 11-15 years while 63 others representing 25.2 were between 16-18 years, while 20 others were also between 8-10 years. The rest 68 of the housewives did not respond to this question as they do not have househelps.

**Table 4:1:10: Distribution of housewife respondents according to number of househelps employed since they got married.**

| NO OF HOUSEHELPS SINCE MARRIED | FREQUENCY | PERCENTAGE |
|---|---|---|
| None | 36 | 14.4 |
| 1 | 73 | 29.2 |
| 2 | 69 | 27.6 |
| 3 | 38 | 15.2 |
| 4 | 21 | 8.4 |
| 5 and above | 13 | 5.2 |
| **TOTAL** | **250** | **100** |

Details above showed that 36 of the house wives had never employed any househelp since they got married, while 73 had employed one househelp each., 69 others representing 27.6% had employed 2 house helps since they got married. Those housewives that employed 3 househelps since they got married accounted for 38 (15.2%) while those that employed 4 househelps since they got married accounted for 21 or 8.4%. The rest 13 representing 5.2% said they employed at least 5 househelps since they got married.

**Table 4:1:11: Distribution of respondents according to where househelps resides.**

| WHERE DOES HOUSE HELP RESIDE? | FREQUENCY | PERCENTAGE |
|---|---|---|
| In the same house with the family | 150 | 60.0 |
| In the boys quarter of the house | 38 | 15.2 |
| Houshelp comes from parent house | 62 | 24.8 |
| **TOTAL** | **250** | **100** |

Majority of the housewives numbering 150 representing 60% of their househelps lived in the same house with their family while 38 others said their househelps stay in the boys quarter of their house; while the rest 62 of the housewives representing 24.8% said their househelps do come from their own parents' house.

**Table 4:1:12**

**Distribution of respondents according to forms of services rendered by househelps in the home.**

| TYPE OF WORK RENDERED | FREQUENCY | PERCENTAGE |
|---|---|---|
| Baby sitting | 29 | 11.6 |
| General house cleaning | 145 | 58.0 |
| Cooking | 42 | 16.8 |
| Laundry | 29 | 11.6 |
| Shopping | 5 | 2.0 |
| **TOTAL** | **250** | **100** |

Details of Table 4.1.12 showed that majority of the house wives representing 58.0% said their househelps rendered general house cleaning services, while 42 others said their househelps rendered cooking services; while 29 each said their househelps rendered babysitting and laundry services.

The last 5 of the housewives respondents said their househelps only does the services of shopping.

**Table 4:1:13: Distribution of housewives according to other work undertaken by househelp apart from taking care of the children.**

| OTHER WORK UNDERTAKEN BY YOUR HOUSEHELP. | FREQUENCY | PERCENTAGE |
|---|---|---|
| Gardening | 20 | 8.0 |
| Shop-Keeping | 128 | 51.2 |
| Others | 102 | 40.8 |
| **TOTAL** | **250** | **100** |

According to the table above 128 of the housewives said that their househelps also engaged in shop-keeping work for them, while 102 others representing 40.8% said their househelps do other services apart from looking after the children; while the rest 20 of the housewives said their househelps were engaged in gardening job for them.

**Table 4:1:14: Distribution of housewives showing whether they relieve their househelp of some house chores or not.**

| | FREQUENCY | PERCENTAGE |
|---|---|---|
| Never | 10 | 4.0 |
| Rarely | 55 | 22.0 |
| Sometimes | 185 | 74.0 |
| **TOTAL** | **250** | **100** |

Majority of the working housewives numbering 185 (74%) said they sometimes relieve their househelps of some house chores while 55 other representing 22.0% said they rarely do so and the rest 10

representing 4.0% said they have never relieved their househelps of any house chores.

### 4.1.1 ANALYSIS OF HOUSEHELPS BIO-DATA VARIABLE

**Table 4:1:15: Distribution of househelp respondents according to age range.**

| AGE OF HOUSEHELP | FREQUENCY | PERCENTAGE |
|---|---|---|
| 10-11 | 75 | 30.0 |
| 12-13 | 66 | 26.4 |
| 14-15 | 48 | 19.2 |
| 16-17 | 61 | 24.4 |
| **TOTAL** | **250** | **100** |

According to Table 4.1.15, 75 of the househelps representing 30.0% were between 10-11 years; while 66 others were between 12-13 years. Also, 61 others representing 24.4% were between 16-17 years and the rest 48 representing 19.2% were between 14-15 years.

**Table 4:1:16: Distribution of househelp respondents according to qualification.**

| QUALIFICATION OF HOUSE HELP | FREQUENCY | PERCENTAGE |
|---|---|---|
| Primary School | 83 | 33.2 |
| Secondary School | 109 | 43.6 |
| No formal education | 58 | 23.2 |
| **TOTAL** | **250** | **100** |

The table above showed that 109 of the househelps representing 43.6% had secondary school education while 83 other representing

33.2% had primary school education. The rest 58 of them representing 23.2% had no formal education.

**Table 4:1:17: Distribution of househelp respondents according to hours spent on the job.**

| HOURS SPENT ON THE JOB | FREQUENCY | PERCENTAGE |
|---|---|---|
| 4-6 | 67 | 26.8 |
| 7-8 | 86 | 34.4 |
| 9-10 | 68 | 27.2 |
| 11 hours and above | 29 | 11.6 |
| **TOTAL** | **250** | **100** |

The hours spent on the job showed that 86 of the househelps spent between 7-8 hours daily on the job, while 68 others representing 27.2% spent between 9-10 hours daily, while 67 others representing 26.8% spent between 4-6 hours daily on the job. The rest 29 of the househelps representing 11.6% spent 11 hours and above daily on the job.

**Table 4:1:18: Distribution of adolescent househelp respondents according to status**

| WHO ADOLESCENTS LIVE WITH | FREQUENCY | PERCENTAGE |
|---|---|---|
| Living with parents | 160 | 64 |
| Live as househelps | 90 | 36 |
| **TOTAL** | **250** | **100** |

A total of 250 adolescents were sampled and details above showed that 160 of them representing 64% lived with their parents; while the rest 90 representing 36% stayed or lived as househelps.

**Research Question 1:** What is the social behavior level of adolescents living with their parents and those living as househelps?

**Table 4:2:1** Opinion of adolescents living with their parents and those living as househelps as regards their social behavior.

| | | | RESPONSE CATEGORIES | | |
|---|---|---|---|---|---|
| **S/NO** | **ITEMS** | **CATEGORY OF ADOLES.** | **AGREE F %** | **DISAGREE F %** | **MEAN** |
| 1. | Relaxed when with parents | Living with parents | 111 69.4 | 49 30.6 | 2.91 |
| | My relationship is cordial with children in the house | Living as househelps | 62 68.9 | 28 31.1 | 2.78 |
| 2. | Prefer to be with my parents | Living with parents | 91 47.9 | 69 43.2 | 2.87 |
| | I relate well with the whole family members | Living as househelps | 60 66.7 | 30 33.4 | 2.99 |
| 3. | I help my parents in the house | Living with parents | 104 65.0 | 56 35.0 | 2.93 |
| | I accept criticisms in good faith from every member | Living as househelps | 49 54.5 | 41 45.5 | 2.72 |
| 4. | Allowed to associate with other children | Living with parents | 110 68.7 | 50 31.2 | 2.96 |
| | I play & relate well in the house with everybody | Living as househelps | 36 40.0 | 54 60.0 | 2.39 |
| 5. | My parents appreciate my work | Living with parents | 89 55.7 | 71 44.4 | 2.43 |
| | I wear a smiling face even when 'am sent on errand | Living as househelps | 38 42.2 | 52 57.7 | 2.39 |

According to the Table 4.1.18, majority of the adolescent living with their parents numbering 110 representing 68.7% said they are allowed to play, relate and associate with other children while only 36 of the adolescents living as househelps representing 40% said they were allowed to play and relate well with everybody in the house.

**Research Question 2:** What is the level of emotional behaviour of adolescents living with their parents and those living as househelps?

**Table 4:2:2** Opinion of adolescents living with their parents and those living as househelps on emotional behaviour.

| | | | RESPONSE CATEGORIES | | |
|---|---|---|---|---|---|
| **S/NO** | **ITEMS** | **CATEGORY OF ADOLES.** | **AGREE F %** | **DISAGREE F %** | **MEAN** |
| 1. | I frown when scolded by my parent | Living with parents | 106 66.3 | 54 33.8 | 2.88 |
| | I always wear a smiling face | Living as house helps | 43 58.8 | 37 41.1 | 2.61 |
| 2. | I don't get upset when connected | Living with parents | 97 60.6 | 63 49.4 | 2.84 |
| | I frown always in the house | Living as house helps | 60 66.7 | 30 33.3 | 2.91 |
| 3 | Am more patient with my parent | Living with parents | 98 61.3 | 62 38.8 | 2.71 |
| | I play with children in the house freely | Living as house helps | 38 42.2 | 52 57.8 | 2.41 |
| 4. | I prefer to be with my parent they show me more love | Living with parents | 124 77.6 | 36 22.5 | 3.11 |
| | I am always sad or unhappy when corrected for wrong doing | Living as house helps | 35 38.8 | 55 61.1 | 2.34 |
| 5. | I am patent with every member of the family | Living with parents | 92 57.5 | 68 42.6 | 2.74 |
| | I am patient in dealing with issues & children in the house | Living as house helps | 50 55.6 | 40 44.4 | 2.49 |

Table 4.2.2 showed the extent of response on adolescents living at home with these parents and those as househelps on emotional behavior.

The table showed that while 106 of the adolescents living with their parents reporting 66.3% said they frown when scolded by their parents in the house, 60 of the adolescents living as house helps representing 66.7% also agreed that they frown always in the house when scolded by their mistresses.

**Research Question 3:** What is the level of relationship between househelp and their employers?

**Table 4:2:3:** Opinion of housewives on their relationship between househelps and their employers.

| | | **RESPONSE CATEGORIES** | | |
|---|---|---|---|---|
| **S/NO** | **ITEMS** | **AGREE** | **DISAGREE** | **MEAN** |
| | | **F %** | **F %** | |
| 1. | My househelp exhibits good character to me and the family | 185 74.0 | 65 26.0 | 2.88000 |
| 2. | My househelp is always happy when I am at home | 177 70.8 | 73 29.2 | 2.7840 |
| 3. | My househelp is very loyal to me and the family | 165 66.0 | 85 34.0 | 2.7760 |
| 4. | My househelp is always moody and fights with my house hold | 44 17.6 | 206 82.4 | 2.0760 |
| 5. | My househelp steals | 38 15.2 | 210 84.8 | 1.9400 |

Detail of Table 4:3:3 revealed the level of relationship between househelps and their employers as responded to by the housewives respondents.

The total revealed that majority of the househelps exhibits good character to their employers and the family as opinion had the highest mean response of 2.8800 and details revealed that 185 of the housewives reporting 74% agreed to this opinion while only 65 of others representing 26% disagreed on this.

**Research Question 4:** What is the level of overall behaviour of househelps as perceived by housewives/ respondents?

**Table 4:2:4** Opinion of housewives/respondents on the overall behaviour of househelps.

| | | **RESPONSE CATEGORIES** | | | |
|---|---|---|---|---|---|
| **S/NO** | **SOCIAL BEHAVIOUR OF ADOLESCENTS HOUSEHELPS LIVING WITH MASTERS** | **AGREE F %** | **DISAGREE F %** | **MEAN** | **S.D** |
| 1. | I am scolded at every slight opportunity | (53.3%) 80 | (46.7%) 70 | 2.7001 | .79560 |
| 2. | I would have preferred to be staying with my own parent | (80%) 120 | (20%) 30 | 3.5101 | .6001 |
| 3. | I am not allowed to mix with other children in the main house | (33.4%) 50 | (66.6%) 100 | 1.9500 | 1.0900 |
| 4. | I feel so isolated and lovely in my masters house | (60%) 90 | (40%) 60 | 2.8500 | 1.7501 |
| 5. | I do not have adequate time for my own personal obligations | 56 (37.3%) | 94 (62.7%) | 200101 | .7806 |

Adolescent househelps living with masters on social behaviour highest mean response of 3.5101 is that they preferred to be staying with their own parents as 120 (80%) agreed while 30 (20%) disagreed on it.

**Research Question 5:** Opinion of adolescent househelp living with parents on social behaviour.

| | | RESPONSE CATEGORIES | | | |
|---|---|---|---|---|---|
| **S/NO** | **SOCIAL BEHAVIOUR OF ADOLESCENTS HOUSEHELPS LIVING WITH MASTERS** | **AGREE F %** | **DISAGREE F %** | **MEAN** | **S.D** |
| 1. | I am more relaxed staying with my parents | 80 80% | 20 (20%) | 3.6000 | .7305 |
| 2. | I help my parent in the home | 70 (70%) | 30 (30%) | 3.4555 | .8500 |
| 3. | My parents appreciate every work I do | 60 (60%) | 40 (40%) | 2.8500 | .9560 |
| 4. | I am allowed to go out to see my friends | 90 (90%) | 10 (10%) | 3.6552 | .0600 |
| 5. | I have enough time to read my books | 95 (95%) | 5 (10%) | 3.6662 | .0601 |

According to the adolescent househelps living with their parents they have enough time to read their books as this opinion had the highest mean response of 3.6662 and details showing that 95 (96%) of their agreed while 5 (5%) disagreed on this.

## 4.2 HYPOTHESES TESTING

**Null Hypotheses one:**

The null hypotheses was to find out if there is significant difference in the hypotheses stated below:

There is no significant difference between adolescents living with their parents and those living with people as househelps in their social behavior.

**Table 4:3:1** Independent t-test difference between adolescent living with their parents and those as househelps in their social behaviour.

| Variable | Groups of adolescents | No | Mean | S.D | S.E | T Calculated | T Critical | df | Sig. |
|---|---|---|---|---|---|---|---|---|---|
| Social behaviour | Live with parents | 160 | 35.3750 | 2.31416 | .18295 | 18.502 | 1.96 | 248 | .000 |
| | Live as househelps | 90 | 28.2222 | 3.79703 | .40031 | | | | |

The independent t-test statistics revealed significant difference between adolescents living with their parents and those living as househelps in their social behavior. This is because the calculated sig (alpha) value of 0.000 is less than the 0.05 level of tolerance while the calculated t-value of 18.502 is greater than the t-initial value of 1.96 hence the null hypothesis which state that there is no significant difference between adolescents living with their parents and those living as househelps in their social behavior is hereby rejected.

**Hypothesis Two:**

That there is no significant difference between adolescents living with their parents and those living as househelps in their emotional behavior.

**Table 4:3:2** Independent t-test statistics between adolescents living with parents and those living as househelps in their emotional behaviour

| **Variable** | **Groups of adolescents** | **No** | **Mean** | **S.D** | **S.E** | **t Calculated** | **t Critical** | **Df** | **Sig.** |
|---|---|---|---|---|---|---|---|---|---|
| Emotional behavior of adolescents | Live with parents | 160 | 26.9750 | 4.26032 | .33681 | 4.470 | 1.96 | 248 | .005 |
| | Live house helps | 90 | 27.2333 | 4.00296 | .42196 | | | | |

The independent t-test statistics above revealed that there is significant difference between adolescents living parents and those living as househelps in their emotional behavior.

This is because the calculated t value of 4.470 is greater than the critical value of 1.96 while the calculated sig (alpha)value of .005 is less than the 0.05 level of tolerance. Hence the null hypothesis which state that there is no significant difference between adolescents living with their parents and those living as househelps in their emotional behaviour is hereby rejected.

**Null Hypothesis Three:**

There is no significant relationship between housewives views on social behaviour and emotional behavior of adolescents househelps.

**Table 4:3:3** Pearson product movement correlation (PPMC) statistics between social behaviour and emotional behaviour of househelps by housewives respondents.

| | **No** | **Mean** | **S.D** | **Corr index R** | **Critical r** | **Df** | **Sig.** |
|---|---|---|---|---|---|---|---|
| Social behavior of househelps | 250 | 13.9480 | 2.18090 | .518 | .195 | 248 | .000 |
| Emotional behavior of househelps | 250 | 13.3640 | 1.51813 | | | | |

Correlation is significant at the 0.01 level (2-tailer). The results of the Pearson product movement (PPMC) statistics showed significant relationship between housewives perception on the social behavior and emotional behavior of househelps. This is because the calculated alpha (sig) value of .000 is less than the 0.01 level of tolerance, while the correlation index r value .518 is greater than the .195 critical r value. Therefore the null hypothesis which states that there is no significant relationship between housewives perception on the social behavior and the emotional behavior of their househelps is hereby rejected.

**Null Hypothesis Four:**

That there is no significant difference between the overall behaviour of adolescents living with their parents and those living as househelps with employers.

**Table 4:3:4** Independent t-test statistics to test difference between adolescents living with their parents and those living as househelps in their overall behavior.

| | **Groups of adolescents** | **No** | **Mean** | **S.D** | **S.E** | **t Calculated** | **t Critical** | **dt** | **Sig.** |
|---|---|---|---|---|---|---|---|---|---|
| Overall development of adolescents | Living with parents | 160 | 80.7063 | 7.72694 | .61087 | 10.862 | 1.96 | 248 | .000 |
| | Living as househelps | | | | | | | | |

Details of the independent t-test statistics above revealed significant difference between adolescents living with their parents and those living as househelps in their overall behaviour. This is because the calculated alpha (sig) value of 0.00 is less than the 0.05 level of tolerance while the calculated t value of 10.862 is greater than the t critical value of 1.96.

Therefore the null hypothesis which state that there is no significant difference between adolescents living with their parents and those living as househelps in their overall behavior, is hereby rejected.

## 4.3 DISCUSSION ON FINDINGS

The previous sections of this chapter presented the data analysis of the adolescent, living with their parents and those living as househelps and housewives respondents on several issues on child labour on the behavior of the adolescents in Kaduna State. This section is to present t-discussions of the findings and relate it to the several sources and authors already quoted in the chapter two of this work.

The descriptive statistics of the housewives as well as the adolescent's respondents were presented, the study comprised of 250 housewives and 250 adolescents.

The housewives respondents are predominantly working class women as over 76% of them work, which therefore explains why majority of them representing 71% said they have househelps in addition to their children who also helped them.

However, Joseph (2003) stated that, househelps are people who render services in any form to the family. These househelps are usually catered for by sending them to schools. The majority of these househelps are forced to serve this mistress due to either poverty, immigrant and extended family set up. Majority of the sampled househelps either just have primary education or no formal education

at all, which explain why some families train their househelps educationally to be able to adapt well in the merging society.

The importance of securing the services of househelps is tied to the belief that marital satisfaction and harmony revolves how well housewife can tend to her work and house chores. Some poor families arrange for the richer family households.

These adolescents used as househelps were categorized into two. This study revealed that 64% of them are living with their parents while 36% others lived with their employers as househelps. These househelps performed the work of the employer mothers who are often at their paid/employed work. They perform such roles as washing cooking, running errands and general housekeeping and taking children to school. According to Burge (2001) househelps are absolutely necessary when the housewife is engaged in another work. For instance, while laws (2001) observed that if a working housewife cannot meet all her domestic obligations, then she needs a helping hand whether adolescent living with the parents or those living as househelps in their employer's house.

This brings us to the analysis on research question 1.

**Research Question 1:**

Sought to know the level of social behaviour between adolescents living with their parents and those living as househelps. It was found out that while those adolescents who lived with their parents are allowed to play and relate with other children,[68.5%] the adolescents living as househelps asserted that they do not enjoy such

privileges.[60%]. This showed why majority of the house wives had to change their househelps many times since they are married. It is also not surprising that while 68% of adolescents who lived with their parents said their relationship is cordial with everybody in the house only 20% of the househelps had that view.

**Hypothesis One:**

Result of hypothesis showed significant difference between the social behavior of adolescents living with their parents and those living as househelps in the mean ratio of 35.3750 and 28.222 respectively.

From the foregoing, it is clear that there is great distinction between both group of adolescents in their social behavior. This is in line with Adufe (2002) who said that instead of these house wives to treat their house maid fairly, the reverse is the case because according to him while most househelp are directed to do this or that work throughout the day their own children are left watching television and playing with friends. All these account for the existence of significant difference between the two classes of adolescents.

**Hypothesis Two:**

Outcome of this hypothesis revealed that there is significant difference between adolescents living as househelps and those living with their parents in their emotional behaviour. The reason for this is that the househelp are under uncertain stay at their masters or mistress places. They can be sacked anytime, less affection and care are shown to them by their employers, than their own adolescent

children. This create in the adolescent househelps emotional turmoil. The adolescents living with their parents on the other hand are more relaxed settled and focused and have less emotional turmoil. This according to Izard et al (1995) is that emotional expression exhibits both continuity and charge for example he says that we all become angry at times, but how we express that anger changes for example compressing our lips.

**Hypothesis Three and Research Questions 3.**

The result of this hypothesis revealed significant relationship between the social behavior and emotional behavior of house helps. Of course this is expected, social and emotional behavior are complementary and each of them has strong effect on the other. For instance while Morris (1973) in Adiye (2002) defined emotion as a complex and conscious effective experience that involves diffuse psychological changes and behavioural patterns, Dewey and Travers (2004) defines adolescent socialization as that emerges thousands of reciprocal interactions occurring among them. Since emotional behaviour occurs as a result of adolescent deposition tendencies combines with a complex interaction between growing cognitive skills and social interaction.

For instance adolescents who said they prefer to be with their parents (social) also said their parents do show them love (emotion).

**Hypothesis Four and Research Question 4:**

Results of hypothesis four revealed significant difference between the adolescents househelps living with their parents and

those living as househelps with their employers in their overall behaviour of the adolescents. It has already been proved that adolescents living as househelps undergo higher emotional and social disadvantages than their counterparts who are househelps and living with their parents. Some of these adolescents living as househelps are often exposed to tasks above her age.

These constitute child labour and these are perpetrated towards the adolescents even with their parents subtle argument for the sake of little financial inducements. These adolescents are subjected to physical, sexual, social and emotional abuses. For instance these adolescents are ruthlessly exploited. They are poorly fed, dressed and derived adequate health and education. They are initially lured, as according to Oloko (2000) the rural adolescents themselves are lured by these human traffickers with the promises of better life in the urban areas. In the same view Gilmour (2001) in his own view sees child abuse as when avoidable act or an avoidable failure to act adversely effects the physical mental or emotional well-being of a child.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Summary

The rate of exposure of adolescents living as househelps to various child labour abuses were more predominant than what those adolescents staying with their parents face.

The analysis involved the use of descriptive statistics answering research questions, testing of research hypotheses and discussing the finding. The study revealed that 64% of the adolescents lived with their parents while 36% others lived as househelps. Result showed that 90% of adolescents living with their parents are more relaxed and happy to live with their parents than the adolescents living as househelps, which showed that 80% of them said they related well with their employers. Significant difference existed between the social and emotional behaviour of these two groups of adolescents. Result showed that adolescents living with their parents are more relaxed and happy to live with their parents than the adolescents living with people as househelps, who feel they are not loved by their employers. Significant relationship exists between social behavior and emotional behavior of adolescents. There is significant difference on the overall behaviour of adolescents living with their parents and those living as househelps. There is significant difference between the social behaviour and emotional behaviour of adolescents living with their parents, is significantly different from that of adolescents living as househelps.

1. The study showed that 64% of adolescents lived with their family.
2. The study showed 36% of adolescents lived as househelps.
3. Over 23.2% of househelps have no formal education.
4. 62% of the adolescents living with their parents prefer to live with their parents.
5. 60% of househelps frown always in the house.

## 5.2 Conclusion

From the findings, it can be concluded that adolescent househelp are often treated as second class human beings, with no hope of a blissful future, these facts may definitely affect their psychological well-being. Most adolescents prefer to be living with their parents as they are shown more love and have freedom to associate with their friends. Most adolescents working as househelps are sometimes abused physically, socially and emotionally. They are forced into this, due to the poverty rate of their parents, as those they work for promise them accommodation, education, monthly salary, clothing and feeding. Conclusively from the foregoing discussion, it can be established that the behaviour of househelps are affected and the consequent impact on their behavior also affect their social, emotional and mental life.

## 5.3 Recommendations

The following recommendations are hereby put forward:

1. There should be adequate law prohibiting excessive child abuse committed against the adolescent househelps.
2. The social and emotional development of the adolescent should be of great concern to their employers who are suppose to be their custodians.
3. Education should be free for every child to prevent some people from using promises for a better education on the innocent helpers.
4. The various NGOs should intervene on behalf of the adolescents who are abused by helping to prosecute their offenders no matter their status in the society.
5. Non-governmental Agencies should monitor the social and emotional wellbeing of adolescent househelps where are ever they are employed.
6. Government should enact laws to control the relationship between employers and househelp.
7. The government should set up a centre where the status of social and emotional behaviour of the adolescents will be catered for.
8. Government should enact laws to control the relationship between employers and househelps so that friendly and parental love would exist.

9. Government has accordingly been taking proactive steps to tackle this problem through strict enforcement of legislative provisions along with simultaneous rehabilitative measures. State Government, which are the appropriate implementing authorities, have been conducting regular inspections and raids to detect cases of violations. Since poverty is the root cause of this problem, and enforcement alone cannot help solve it, Government has been laying a lot of emphasis on the rehabilitation of these children and on improving the economic conditions of their families.

10. Our Ministries of Education and the law enforcement agencies should be mobilized to enforce the government policy on compulsory education, however, this should be preceded by intensive public enlightment programmes that will make parents and guidance appreciate the importance of education to the life of these girls as well as the development of the country.

11. In view of the fact that the Labour Act allows the engagement of certain categories of children in specific types of employment, it is necessary to amend the labour Act to include a provision on compulsory education for children irrespective of the work that they do.

12. It is necessary for NGOs who work to promote gender equity and fairness to pay attention to the information and training needs of young people who are not in the formal sector.

13. In view of the fact that the decision to take up jobs as househelp by young people is intricately linked to the lack of available support systems for skills development, it is important for our ministries of labour and productivity, education and other related agencies as well as NGOs to run skills acquisition programmes that girls parents are unable to sponsor can attend for their personal development.

## 5.4 Suggestion for Further Studies.

1. It is hereby suggested that similar study be done in other states to determine the extent of child labour on the behaviour of adolescents.
2. It is also suggested that impact of child labour on the educational progress of adolescents be carried out.
3. The implication of child labour on the socio economic status of Kaduna State be implemented.

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**APPENDIX A**

**QUESTIONNAIRE**

Department of vocational and

Technical education,

Faculty of education,

Ahmadu Bello University, Zaria.

Dear Respondent,

I am a postgraduate student of the above department conducting a study on 'Impact of child labour on the behaviour of adolescents in Kaduna State.' The study is in partial fulfillment of the requirement for the award of a Masters Degree in Home Economics (Family and Child Development) at Ahmadu Bello University, Zaria.

In order to obtain a data for this study, I am requesting you to please complete the attached questionnaire as accurately as possible and all information given will be treated with confidential.

Thanks for your cooperation.

Yours sincerely,

**Salami Funmilayo.**

**QUESTIONNAIRE TO HOUSEWIVES.**

**APPENDIX B**

**PERSONAL INFORMATION DATA**

**Please tick (✓) only one where necessary.**

1. Age range (Years): 25-29 ( ); 30-34 ( ); 35-39 ( ); 40 – 44 ( ); 45–above ( ).
2. Marital Status: Single ( ) Married ( ) Separated ( ) Divorced ( ) Widow (Type of Family: Nuclear ( ) Polygamy ( ) Extended ( )
3. Size of Family (Number of children): 1-2 ( ) 3-4 ( ) 5-6 ( ) 5 and above( ).
4. Educational qualification: NCE Education ( ), University Education ( ) Higher Education ( ).
5. Occupation: Working Class ( ) Housewife (full time) ( ).
6. **Hours Spent on the Job daily:**

   4-6 Hrs ( ) 7-8 Hrs ( ) 9-10 Hrs ( ) 11-12 Hrs ( ).
7. **Years of Marriage:**

   2-5 Yrs ( ) 6 – 9 Yrs ( ) 10-13 Yrs ( ) 14-17 Yrs ( ) 18 – 21 Yrs ( ) 22 and above ( ).

**SECTION B:**

**INSTRUCTION: Please tick (✓) in the box against the statement that best suit your opinion.**

**General information about Househelp**

1. Do you have any househelp? (a) Yes (b) No.
2. What age range is your househelp? (a) 8-10 ( ) (b) 11-15 ( ) (c) 16-18 ( ).
3. What is the educational background of your househelp?
   (a) No formal education ( ) (b) Primary education ( )
   (c) Secondary education ( ).

4. How many house-helps have you employed since you got married?

   1 ( ), 2 ( ), 3 ( ), 4 ( ), 5 and above ( ).

5. Where does your househelp resides?

   (a) in the same house with the family ( )

   (b) in the boys quarters of the house ( )

   (c) she comes from her parents' house ( )

**(a) Household activities of househelp in the house**

1. What form of service does she render in the house?

   (a) Babysitting ( ) (b) General household cleaning ( ) (c) Cooking ( )

   (d) Laundry ( ) (e) Shopping ( ) (f) serving food ( ).

2. How many hours does your house-help work in a day? (a) 6-7 hrs( )

   (b) 8-9 hrs ( ) (c) 10-12 hrs ( ) (d) 12 hours and above ( ).

3. Apart from taking care of the children what other work or duty does

   she perform? (a) Gardening ( ) (b) Shop-keeping (c) Others, specify ……

4. As a working class housewife, do you relieve the house-help with some

   house chores? (a) never ( ) (b) rarely ( ) (c) sometimes ( )

| | **Agree** | **Disagree** | **Strongly Agree** | **Strongly Disagree** |
|---|---|---|---|---|
| **(b) SOCIAL BEHAVIOUR OF HOUSEHELP**<br>1. The relationship between your children and househelp is cordial and wears a smiling face. | | | | |
| 2. Your househelp is always frowning when corrected. | | | | |

| | | | | |
|---|---|---|---|---|
| 3. My househelp is social in relating with the children and family members. | | | | |
| 4. She accepts and plays with the children as if they are from the same family. | | | | |
| 5. She is always happy to accept criticisms from every member of the family. | | | | |
| **(c) RELATIONSHIP BETWEEN THE HOUSEHELP AND THEIR EMPLOYERS** | | | | |
| 1. My househelp is always happy when I am at home. | | | | |
| 2. My househelp exhibit good character to me and the family. | | | | |
| 3. ,My Househelp is always moody and fights with my household. | | | | |
| 4. My househelp is very loyal to me and the family. | | | | |
| 5. My househelp steals. | | | | |
| **(d) EMOTIONAL BEHAVIOUR OF ADOLESCENT HOUSEHELPS** | | | | |
| 1. My househelp has a smiling face. | | | | |

| | | | | |
|---|---|---|---|---|
| 2. My househelp is always frowning. | | | | |
| 3. My househelp plays with my children. | | | | |
| 4. She is always moody when corrected. | | | | |
| 5. My househelp is patient in dealing with issues in the house. | | | | |

**QUESTIONNAIRE TO HOUSEHELPS**
**PERSONAL INFORMATION DATA**

**Appendix C**

**Please tick ( ✓) only where necessary.**

1. Age range: 13-14 yrs ( ); 14-16 yrs ( ); 16-18yrs ( ).

2. **Educational qualification**

   a. Primary School ( )

   b. Secondary school ( )

   c. No formal education ( ).

3. **Hours spent on the job**.

   (a) 4-6 hrs (b) 7-8 hrs ( ); (c) 9-10 hrs ( ); (d) 11 – above ( ).

| S/No. | Items | Agree | Disagree | Strongly agree | Strongly disagree |
|---|---|---|---|---|---|
| **A.** | **HOUSEHOLD ACTIVITIES OF HOUSEHELP IN THE HOUSE:** | | | | |
| 1. | I work throughout the day in the house | | | | |
| 2. | Members of the family do some housework | | | | |
| 3. | The services rendered in the house are not above my capabilities | | | | |
| 4. | I enjoy working in the house | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 5. | The children in the house help in household activities. | | | | |
| **B.** | **SOCIAL BEHAVIOUR OF ADOLESCENT HOUSEHELPS** | | | | |
| 1. | My relationship is cordial with the children in the house | | | | |
| 2. | I relate well with the whole family members | | | | |
| 3. | I accept criticisms in good faith from every member of the family. | | | | |
| 4. | I play and relate well in the house with everybody. | | | | |
| 5. | I wear a smiling face even when I am sent on errand. | | | | |
| **C.** | **RELATIONSHIP BETWEEN THE HOUSEHELPS AND THEIR EMPLOYEES:** | | | | |
| 1. | I am always happy when my boss is not at home. | | | | |
| 2. | I display moody appearance because I am always working without rest. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 3. | I am loyal to my boss and family members. | | | | |
| 4. | My boss treats me equally with her children. | | | | |
| 5. | I sometimes take things without the permission of my boss, if I think she may refuse when I ask her. | | | | |
| **D.** | **EMOTIONAL BEHAVIOUR OF ADOLESCENT HOUSEHELPS** | | | | |
| 1. | I always wear a smiling face. | | | | |
| 2. | I frown always in the house. | | | | |
| 3. | You play with the children in the house freely. | | | | |
| 4. | I am always sad or unhappy when corrected for a wrong doing. | | | | |
| 5. | I am patient in dealing with issues and children in the house. | | | | |

| **E1.** | **SOCIAL BEHAVIOUR OF ADOLESCENTS HOUSEHELPS LIVING WITH THEIR MASTER.** | | | | |
|---|---|---|---|---|---|
| 1 | I am scolded at every slight opportunity | | | | |
| 2 | I would have preferred to be staying with my own parent | | | | |
| 3. | I am not allowed to mix with other children in the main house | | | | |
| 4. | I feel so isolated and lovely in my masters house | | | | |
| 5. | I do not have adequate time for my own personal obligations | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **E2** | **SOCIAL BEHVIOUR OF ADOLESCENTS HOUSEHELPS LIVING WITH PARENTS** | | | | |
| 1. | I am more relaxed when I am with | | | | |
| 2. | I help my parent in the | | | | |
| 3. | home | | | | |
| 4. | My parent appreciate every work I do | | | | |
| 5. | I am allowed to go out to see my friends | | | | |
| | I have enough time to read my books | | | | |
| **F.** | **EMOTIONAL BEHAVIOUR OF ADOLESCENT RAISED BY THEIR PARENT.** | | | | |
| 1. | I frown when I am scolded by my parent. | | | | |
| 2. | I don't get upset when corrected in the home. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 3. | I am more patient when I am with my parent. | | | | |
| 4. | I prefer to be with my parent no matter the hardship because they show me more love. | | | | |
| 5. | I am patient with every member of the family. | | | | |