

**IMPACT OF CHILD LABOUR ON SCHOOL ATTENDANCE
AND ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC
PRIMARY SCHOOLS IN NIGER STATE**

BY

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**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA**

SEPTEMBER, 2013.

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT FOR
THE AWARD OF M.ED HOME ECONOMICS**

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA**

SEPTEMBER, 2013.

DECLARATION

I declare that the work in the thesis entitled “Impact of child labour on school attendance and academic performance of Pupils in Public Primary Schools in Niger State” has been conducted by me in the Department of Vocational and Technical Education under the supervision of Dr. (Mrs.) E. Adamu and Prof. (Mrs.) E. Ike. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of the thesis was previously presented for another Degree or Diploma at any University.

Maimuna Aminu Isah

Date

CERTIFICATION

This thesis titled “Impact of Child labour on school attendance and academic performance of pupils in public primary schools in Niger State”, written by Maimuna Aminu Isah, meets the regulations governing the award of Degree of Masters in Education (M.Ed) (Home Economics) of Ahmadu Bello University and was approved for its contributions to knowledge and literacy presentations.

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DEDICATION

This work is dedicated to Almighty Allah for His protection and guidance throughout my programme. It is also dedicated to my late son, Abusufyan. May Allah Subhanahu wata' Allah grant him peace (Ameen), and to my grandson, Abusufyan. May Allah bless and guide him, ameen.

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ABSTRACT

This study assessed the impact of Child labour on school attendance and academic performance of pupils in public primary schools in Niger State. Four specific objectives, four research questions were formulated with four null hypotheses associated. Survey research design was adopted. The population for the study was 37,700 drawn from the three educational zone of Niger States. A sample of 600 respondents from classes 4, 5, and 6 were randomly selected for the study. The instruments used for data collection were a self design questionnaire, school attendance register and report cards. Frequency distribution and percentages were used to analyze the data obtained from the respondents. All the four null hypotheses were tested at 0.05 level of significance and all were rejected. The findings revealed that children exposed to labour activities had very poor school attendance, were mostly females. The findings, also showed child labour affect pupil's academic performance as was revealed on the poor academic achievements by pupils exposed to labour were mostly females, compared to their male counterparts. The study recommended among others that children exposed to labour should be given equal right to attend school regardless of any engagement in labour activity. It also recommended that government/parents should develop strategies to reduce or eradicate child labour activities.

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OPERATIONAL DEFINITION OF TERMS

Child: is a human being male or female between nine years (9) of age and fourteen (14) years of age, who is in the developmental stage of childhood and is ready to start his/her fundamental basic education.

Labour: Apply to the range of activities which children do like domestic work, to work in the household, farms, hawking or begging that deprived them to their rights to attend School and acquire their educational background

Child Labour: is any work that the child of between ages nine (9) and fourteen (14) is engaged in, that have effect on the child's right to attend school or acquire the required educational standard. Also for the purpose of this study, the concept of "child labour" will be defined as children between the age's of 9 and 14 years of age who are involved in economic activities for cash, kind or non-wage incentives.

School Attendance: is a vital and administrative record requirement used by school authority and parents to monitor and control annual school attendance. It is measured by multiplying the number of children divided by the number of days the school opens.

Academic Performance: is the pupil's ability to study and remember fact, being able to communicate knowledge verbally or written down on a paper. The academic performance of a primary school entitles scores from continuous assessment and the examination of pupils for the academic session.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Children are special link between the present and future generation, they are a pride of every parent. Childhood is a stage, every child goes through in life, where they are generally regarded as not able to make serious decisions, and legally must always be under the care of a responsible adult. According to Orazem (2003) childhood is a phase of life when a child is free from all tension, fun-loving, plays and learns new things, and is also the sweetheart of the family. From the researcher's observation, not all children go through the beautiful stage of childhood; most children went through this period in full tension and burden, made to work to help in maintaining their families. This is called child labour.

Child labour is a complex phenomenon, mostly common in rural areas of African and Asian countries. According to Ehiemere (2000), child labour constituted street hawking, farm work and domestic chores such as taking care of babies, fetching water and firewood, preparing and cooking food, individual cleanliness and washing. Most of the research findings stated earlier affirmed that child's labour age to be under fifteen to eighteen years of age as most affected. Therefore, the present study considering the family background of the people in Niger State (farmers), will identify child labour age to be between nine and fourteen years of age. This is in addition to their ability to assist their family physically and financially.

Gunnarsson and Orazem (2003) on the other hand observed that child labour means work done by children under fifteen (15) years of age and generally takes two forms, these are: one unpaid child's work in the household or on a household farm, and two the paid child's work or labour which is outside the home in the market or enterprise. In some home's girls are more

likely to work inside the home while boys work outside. The above is similar to what is happening in Niger State, child labour has no gender difference on attendance and academic performance of both sex.

Calfee (2000) and Santrock (2001) affirmed that education is an important dimension of children's life. People usually associate education with schools; however, education also occurs in contexts other than school. Children learn from their parents, their siblings, their peers, books, watching television and from the computers. Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. In most countries, it is compulsory for children to receive primary education. The major goals of primary education are achieving basic literacy and numeracy abilities by pupils, as well as establishing foundations in science, geography, history and other social science. The researcher observed these were lacking due to the poor school attendance in most school from the 2010/2011 administrative record used by school authority and parents to monitor, control, and supervise pupils or students activities in school.

In order to check pupils or students commitment to receiving instruction from the teachers, an administrative record is designed and used on daily basis that is the attendance register Oghuvbu (2001). Oghuvbu (1999) and Alio (2003) looked at motivation of pupils or students attendance through family status and positive educational attitude of parents as well as a right geographical location of schools with appropriate facilities. The researcher observed that in Niger State even when tuition fee is free, uniforms, books, sandals and transport fare have to be provided. This decreases the probability of school attendance and increase the probability of work. According to Jensen and Nielson, (1997), Ray (2000), an increase in the returns to education increases the number of children, increases the probability of school attendance and

decreases the probability of work condition as the number of children. Ravallion and Wodon, (2000), affirmed that an increase in income or wealth causes increases in the number of children and the likelihood of school attendance condition on the number of children and decreases the likelihood on work. School attendance is a vital administrative record necessary in all the public primary schools in the State. It is recorded by taking the number of pupils' attendance multiply by the number of school days of the week and divided by the number of children in class.

Academic performance meant how pupils or students deal with their studies and how they cope with or accomplish their different task given to them by their teachers. In Niger State most primary school children recorded low grades in their academic performance scores, from the record of the State ministry of education. The above therefore was a source of concern to the researcher, who in this study will find out methods to improve on pupil's academic performance achieved through progress chart, example spelling and mental test charts, continuous assessment and examination.

Onomodeke (1995) observed that for a pupil or student to be successful in his or her academic performance, the pupil has to be regular in school, face learning problems squarely, avoid late coming to school and he or she should consult with the teacher. Yap (2003) pointed out that a child who attends school more frequently may influence the amount of knowledge he or she gains. However, the more the school attendance the less time a child has on labour activities.

1.2 Statement of the Problem

It has been alleged that there are cases of child labour, or the working child, which affects school attendance and academic performance of pupils in public primary schools in Niger state. Niger State is one of the thirty six (36) states in Nigeria that enjoys even climate, rich annual

rainfall and availability of wide variety of mineral and agricultural resources (Annual diary 2008). The researcher observed that with the state possession of fertile land as a cherished asset, a number of the population is involved in agriculture with a few earning their living through fishing and other business. It is necessary to ascertain whether some parents/guardians engaged their children on their farms or other in vocations at the detriment of children's education.

In addition the failure of children in public primary schools in Niger State to complete their primary school education was due to their inability to combine school attendance with income generation activities to finance their education. Poverty and lack of employment or partial employment and illiteracy among parents/guardians have given birth to majority of child labour problems. Furthermore, Drusilla and Alan (2002) stated that child labour has been an acceptable way throughout history that the fact of young children. Working and the difficult conditions under which children work occasionally become more evident. In the mid 19th and 20th centuries child labour became more visible because children were drawn into an industrial setting.

Drusilla and Alan (2002) explained that children are engaged in child labour because of new technology, household dynamics, culture, market, and political failure which determine the labour force participation rate and educational attainment of young children. The researcher's experience in Minna in College of Education revealed that parents engaged primary four (4), five (5), and six (6) pupils to work on their farms especially during the raining seasons. This situation adds to low school attendance of pupils and leading to poor academic performance in school. The International Labour Organization (ILO) (1998) estimated that 24.6% of children between the ages of ten and fourteen (10-14) in Nigeria were working outside home. This is not different from what the state is experiencing today among the young children in primary schools.

Children engaged in labour activities mostly are in senior classes four to six Adewale (2002) confirmed that children have low school attendance due to the requirements place on them by their parents to economically active, which results to child's late school attendance, poor academic performance and interrupted school attendance. This problem according to Applegate and Gunnarsson (2003) explained that children's school attendance is important to their academic performance.

The failure of children to attend school and perform better academically is of concern to the researcher due to their inability to combine school attendance with income generation activities. It is against this background that the researcher embarked on this study which dealt with investigating on the impact of child labour on attendance and academic performance of pupils in public primary schools in Niger State.

1.3 Objectives of the Study

The major objective of this study is to assess impact of child labour on attendance and academic performance of children in public primary schools in Niger state.

1. Determine the differences in the school attendance of children exposed to child labour and those who are not in public primary schools in Niger state.
2. Determine the differences in academic performance of children exposed to child labour and those who are not in public primary schools in Niger state.
3. Determine the differences in the school attendance of male and female children exposed to child labour in public primary schools in Niger state.
4. Determine the differences in the academic performance of male and female children exposed to child labour in public primary schools in Niger state.

1.4 Research Questions

As a guide, the following research questions were raised and answered.

1. What are the differences in the school attendance of children exposed to child labour and those who are not in public primary school in Niger state?
2. What is the difference in academic performance of children exposed to child labour and those who are not in public primary schools in Niger state?
3. What is the difference in the school attendance of male and female children exposed to child labour in public primary schools in Niger state?
4. What is the difference in the academic performance of male and female children exposed to labour in public primary schools in Niger state?

1.5 Null Hypotheses

The following were raised and tested

1. There is no significant difference in school attendance of children exposed to child labour and those who are not in public primary schools in Niger state.
2. There is no significant difference in academic performance of children exposed to child labour and those who are not in public primary schools Niger state.
3. There is no significant difference in school attendance of male and female children exposed to child labour in public primary schools in Niger state.
4. There is no significant difference in academic performance of male and female children exposed to child labour in public primary schools in Niger state.

1.6 Significance of the study

The results of the findings would be of significant to the children, parents, community, teachers, Ministry of Education, educators and curriculum planners in the following ways: It would enlighten children on the importance of school through regular school attendance, which would make them appreciate the value of their academic performance.

The results of the findings would make the parents and community to develop positive interest towards their children's educational pursuits in primary school level. The findings would be of importance to the parents and community at large through the Parent Teachers Association (PTA) on the effect of child labour in pupil's attendance and academic performance of the children with possible solutions.

The result of the findings would encourage Ministry of Education and curriculum planners to develop strategies that will reduce or eradicate child labour, by introducing assessable schools, reduce or introduce free school fees and provide food supplements.

The result of the findings would encourage curriculum planners to introduce appropriate curricular to suite each season of the year. The findings would also make educators to appreciate pupils through awards of certificate of regular attendance to pupils who deserved it.

1.7 Basic Assumptions of the Study

This study was based on the following assumptions:

1. Each primary school pupil in classes four (4), five (5) and six (6) has the right to live a child labour free life whether at school or at home.
2. Each primary pupil has equal opportunity to excel academically in the absence of child labour activities.
3. Children with poor family background are more prone to child labour activities.

4. Inability of the educators and administrators to address strategies to quality education required by the society given room to child labour activities.

1.8 Delimitation of the Study

This study was delimited to only pupils of classes four (4), five (5) and six (6) of the twelve selected local Government areas, out of the twenty five Local Government areas of Zone A, B and C of Niger State. These Local Government Areas according to Niger State Universal Basic Education Board 2010/2011 they recorded poor enrolment into primary schools. The pupils of classes four (4), five (5), and six (6) being senior's, are engaged in child labour activities such as housekeeping, hawking, farming, begging, these child labour activities deprived them from attending regular classes, creating serious concern on their educational background.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature from various research works that are related to the study under the following sub-headings;

- 2.1 Concepts of Child Labour
- 2.2 Theories of Child Labour
- 2.3 Causes of Child Labour
- 2.4 Child Labour in other Countries
- 2.5 Forms of Child Labour
- 2.6 Child Labour and Poverty
- 2.7 Child labour and School Attendance
- 2.8 Child Labour and School Performance
- 2.9 Primary Education
- 2.10 Empirical Studies
- 2.11 Summary of Related literature Review

2.1 Concept of Child Labour

Who, in the eyes of the law, is a child? Under the Basic Remuneration Act 1961, the age of maturity is eighteen (18) years. The employment of children Act 1938 said that anyone under fifteen (15) years is a child. However, the Child Act 1974 laid down sixteen (16) years as the age of maturity. Children are internationally categorized to be human beings below the age of eighteen (18) years. They are special link between the present and future generations. This fact about children could be one of the major reasons, which motivated the General Assembly of the United Nations (UN) at its convention on the 20th of November, 1989 to identify and adopt the children's rights. The right were ratified by a world summit on Children's Rights by UNICEF in 1990. The right of the child has fifty four (54) articles.

Aina and Zechum (1991) defined a child as a person who is physically, mentally, socially underdeveloped within the age period from birth to eighteen (18) years old. Odusanya (2002) defined a child as someone who is under fourteen (14) years of age that is time of care, protection and learning. During this period, there are many issues that the child cannot deal with: the parents and society are expected to take responsibility for whatever a child does during this period and determine the kind of adult he/she will become. Children are special and they hold the key to the future of any nation. The editorial of punch Tuesday 27th may2003 noted that, the greatness of any nation depends on how it took care of the most vulnerable segment of its population. They should therefore be committed to the building of a nation for their children. There should be more concrete programmes and welfare and safety of vision children, to aid their growth to full physical and intellectual potentials in a technology driven world.

Labour is defined by Hornby and wakefield (1974) as bodily or mental work. Thus, labour in the context of the research is work of any form, for productive ends. The Standard

Dictionary (1978) defined labour as a physical or mental exertion, particularly for some useful or desired end. Schultz (1960) emphasized the importance of foregone earnings in human capital accumulation. Investors (parents, children) weigh the return on additional education investments against the cost; such investments entail the foregone economic contribution of children. Becker (1965) extended the argument to emphasize that non-wage uses of time, were apt to be an equally important influence on the opportunity cost of the child time in school. Rosenzweig and Evenson (1977) appeared to be the first published study explicitly to analyse child labour in a developing country context.

Child labour has received considerable attention in economics throughout the disciplines history. Early writing tended to focus on child labour solely through the lens of labour demand. Adam Smith (1980) emphasized the value of children labour shortage societies as motives for fertility. Friedrich Engels (1982) wrote extensively on the conditions of working children in the early industrial revolution. Bark (1989) stated that, quite a number of children preferred taking petty jobs to going to school. Even those who were sent to schools were usually not performing well in academic work. Child labour, according to Kissekka (1989), refers to the participation of children in productive labour on a more or less full time basis. Grant (1990) observed that more than one hundred (100) million children, including at least sixty (60) million girls had no access to primary schooling. It was felt that functional literacy was in all countries and that complete basic education programme was necessary for all and sundry.

Grant (1991) similarly stated that most of the children found in rural areas were usually town rovers. Most of them were deprived of health and education, and almost all of them were victims of crime, prostitution and drug abuse. Scar (1993) took a constructivist factors, arguing that children constructed their realities from many possible realities that are latest in their

environment. Erickson (1994) viewed the child who proposed the “eight (8) stages of development” stressed the importance of middle childhood as a time when children moved from home into wider social contexts, which strongly influenced their development.

International Labour Organization (ILO, 1995) stated that the most recent data indicated that about twenty six percent (26%) of children aged ten to fourteen (10-14) years in Nigeria were engaged in economic activities. Hence, the magnitude of children’s labour force participation in Nigeria served as a compelling reason to investigate the consequences of child labour for children’s social and human capital development. Ankam (1995) defined child labour as any physical engagement of child either paid or unpaid directed at alleviating adult burden outside or inside the home to make a living. The International Labour Organization (ILO) defined the term as engagement of children below fifteen (15) years of age on work or employment on a regular basis with the aim of earning a livelihood for themselves or their families.

According to Gill (1994) and Verma (1999), other studies noted that child labourers tended to engage in delinquent behaviors. Weiner (1991), Hassan and Dehnath (2000) stated that socially, children in industries were found to experience negative consequences in their educational development and performance. The prevalence of illiteracy, low school attendance and low enrolment has been attributed to children’s economic participation. According to Lopez-Calva (2001), Bass (2004), the global phenomenon of child labour can be attributed to several factors. The rapid population growth of many less developed countries, high rates of unemployment, inflation and low wages have contributed to occurrence and necessity for children to engage in economic activity.

The negative aspect of child labour were first spotlighted during industrialization in Great Britain when cheap child labourers in exploitative factory working condition became apparent and it is during this period when the term “child labour” was first coined (Cunningham & Viazzo, 1996; Zelier, 1985; UNICEF, 2005). The International Labour Organization (ILO, 2006) stated one hundred and ninety one (191) million children aged five to fourteen (5-14) years of age were engaged in economic activities throughout the world in 2004. More than one third of these children Seventy four point four (74.4) million were considered to be involved in employments which were hazardous to their physical and mental health.

2.2 Theories of Child Labour

Child labour is a widespread phenomenon in the world and has been for generations. It encompasses of numerous complexities which call for elaboration and clarification for better understanding of the concept. It is often confused with child work, but in recent time it has been put in the spotlight by activists, politicians and economists alike. Most of the popular discussion has centred on the harmful effects of child labour and ways to curtail its incidence. Theoretical literature in economics Basu (1999), focused attention on how child labour is most likely a household decision. Previous empirical literature has focused solely on isolating the determinants of child labour using survey data Ray (2000), Jense and Neilsen (1997).

Theorists, regardless of their orientation, agreed that a child is classified as a “labourer” if the child is “economically active” Ashagrie (1998). Governments and international organizations usually treat a person as economically active or “gainfully employed”. If the person does work on a regular basis for which he or she is remunerated or which results in output destined for the market. While child work is used when describing the activities that children actually

undertaken, this is not very satisfactory. Amma et al (2000) have tried specifically to look at child work in a more detailed way. To them child work covers tasks and activities that are undertaken by children to assist their parents. In particular, such jobs as cooking, washing dishes, weeding, planting, harvesting crops, fetching water and firewood, herding cattle, and babysitting. Child labour refers to work carried out to the detriment and endangerment of the child, mentally, physically, socially and morally! It is characterized by denial of the right of children to education and other opportunities, children's separation from their families; and poor working conditions that include among others long working hours, poor working environment, heavy work regardless of age and sex.

Brown (2003) observed that parents are the single largest employer of children. In many cases, parents employ their children in the household, family enterprise; family farm or even on the factory floor in order to keep the family intact. It is also the case that families turn to internal markets because parents face a host of incentive problems when non-family members are employed. Efforts to eliminate child labour must take all aspects of the problem into account and draw upon these and other mechanism that have the potential for reducing child labour without inducing further hardship. Edmonds (2000) used case studies of the child labour experience in three countries, Nepal, Pakistan, and Vietnam in South Asia. His results have important implications for theories of child labour supply and the resulting policy implications. He affirmed there is no empirical support for two popular models of child labour supply; parental callousness and so-called nimble finger' the parental callousness theory posits that parents do not care about the welfare of their children and will always seize any earnings opportunities open to children. He however found child labour to be very responsive to variation in household attributes, especially household living standards. The "nimble fingers" theory claims that

children work because of the presence of certain types of production in which children have comparative advantage.

Most, theoretical analysis hypothesizes a tradeoff between the quantity and quality of children, as reviewed by Schultz (1997). However, Rosenzweig and Evanson (1977) allow the quantity quality tradeoff to emerge as a by –product of the impact of the mother’s wage on the number of children. In this case the increase in the mother’s wage raises the opportunity cost of the labour – intensive enterprise of raising children. The fall in the number of children in the family frees resources available to increase child quality.

Several theoretical contributions on the determinants of child labour emphasize the importance of education a single generation of parent and the long-term implications for decision –making in future generations. The theoretical mechanism draws attention to the impact that an education has on the parent’s human capital and income. According to a survey conducted in Nigeria by UNICEF (2005) stated that the strongest determinants of school attendance are household wealth and mothers’ education (UNICEF 2005). Parents played greater role in child labour and school attendance in Nigeria. They decide about the child’s daily life, about the future, about work, chores and schooling. Some of the endogenous factors of parent that this study has found that influenced the development of a child include: education of mother and father; health status of father and mother; child growing up in single-parent home; demographic characteristics (size of household, its age structure). This is in line with Patrick et al (2000) who found a significant relationship between parent’s child labour incidence and schooling, and those of their children. As part of their findings, children are more likely to be child labourers if their parents are not well to do and they attain higher levels of education if their parents are educated

2.3 Causes of Child Labour

Childhood is the most innocent stage in a human life. It is that phase of life where a child is free from all the tensions, fun-loving, play, and learns new things, and is the sweetheart of all the family members. But this is only one side of the story. The other side is full of tensions and burdens. Here, the innocent child is not the sweetheart of the family members, instead he/she is an earning machine working the entire day in order to satisfy the needs and wants of his/her family according to Garwal (2001). This is what is called “Child Labour”. Child labour includes working children who are below a certain minimum age. Child labour causes damage to a child’s physical and mental health and also keep him deprived of his basic rights to educations, development, and freedom. According to statistics provided by UNICEF, there were an estimated one hundred and fifty eight (158) million children aged five (5) to fourteen (14) years in child labour worldwide in the year 2006, and this figure is continuously increasing (2011). There are various causes and effects of child labour which include the following:

(i) Poverty and Unemployment

Poverty is the primary cause of child labour. Poor parents send their children to work, not out of choice, but for reasons of economic expediency. Poor children and their families may rely upon child labour in order to improve their chance of attaining basic necessities. About one- fifth of the Worlds six billion (6,000, 000,000) people live in absolute poverty. The intensified poverty in parts of Africa, Asia and Latin America causes many children there to become child labourers, Bennett, Jodne and Sherer (2004).

(ii) Adult Unemployment and Urbanization

Adults often find it difficult to find jobs because factory owners find it more beneficial to employ children at cheap rates. Adult exploitation of children is also seen in many places.

Elders relax at home and live on the labour of poor helpless children (<http://www.childlabour> (2011)).

(iii) Access to compulsory, free education is limited

Approximately one hundred and twenty five (125,000,000) million children in the world do not attend school, limiting future opportunities for the children and their communities. The Global Campaign for Education estimates that free, quality education for all children would cost ten (10,000,000,000) billion dollars, the same as four (4) days of global military spending also irrelevant and non-attractive school curriculum. Bennett et al (2004).

(iv) Existing laws or codes of conduct are often violated

Even when laws or codes of conduct exist, they are often violated. For example, the manufacture and export of product often involves multiple layers of production and out sourcing of production and out sourcing, which can make it difficult to monitor who is performing labour at each step of the process. Extensive subcontracting can intentionally or unintentionally hide the use of child labour

(v) Laws and enforcement are often inadequate

Child labour laws around the world are often not enforced or include exemptions that allow for child labour to persist in certain sectors, such as agriculture or domestic work. Even in countries where strong child labour laws exist, labour departments and labour inspection offices are often underfunded and under-staffed, or courts may fail to enforce the laws. Similarly, many state governments allocate few resources to enforcing child labour laws.

(vi) Worker's Rights are Repressed:

Worker's abilities to organize unions affect the international protection of core labour standards, including child labour. Attacks on worker's abilities to organize make it more difficult to improve labour standards and living standards in order to eliminate child labour. For example, in 2001, ten thousand (10,000) workers were fired and four thousand (4,000) workers were arrested as a result of their union activity according to the international confederation of Free Trade unions.

(vii) The global economy intensifies the effect of some factors. As multinational corporations expand across borders, Countries compete for jobs, investment and industries. This competition sometimes slows child labour reform by encouraging corporations and governments to seek low labour costs by resisting international standards.

(viii) The effects of poverty and parental illiteracy in developing countries are often worsened by the large interest payments on development loans. The structural adjustments associated with these loans often require governments to cut education, health, and other public programs further harming children and increasing pressure on them to become child laborers. Bennett et al (2004).

2.4 Child Labour in Other Countries

A 1999 child labour survey in Zimbabwe, conducted by ILO, found that eighty eight (88%) percent of economically active children aged five to seventeen (5-17) came from families of low income per month. In Tanzania, parents often had no choice but to have their children help directly on their own farms or in informal sector. It has also been noted that children employed in the agricultural sector experienced mental and social consequences. Wyer (1986) stated that an instance in one Latin American Study, child workers in agriculture have been

perceived negatively and their employment has been a source of tension and change of inter-formal relations.

Despite the growing national and international concern on child labour, controversy exist among stakeholders, scholars and policy makers concerning the variables which influence family decision to send school children to work for the purposes of augmenting family income and the effects on school performance. Testing the luxury axiom of Basu and Van (1998) within the context of schooling, a family will withhold its children from school if it falls into poverty. Ray (2000) found this to be true for Pakistan but false in the case of Peru especially for girls. The case of Peru had earlier been documented by Patrinos and Psacharopoulos (1997) where it was reported that children usually combine work with schooling.

Ray (2000) went further to report that factors such as age and sex of children, number of children in the household, number of adults in the household, gender of household head, the education of parents and the wages of parents contribute to family decision on children's work. Ray's (2000) and other studies on the involvement of children in economic activities have concentrated on the premise that parent rely on children to bail them out of poverty and that children's labour supply equation is partly a function of wage plus other family and community characteristics. Ray (2000) stated that it was estimated that fourteen percent (14%) households in Ghana fell below the median per adult equivalent compared with South Asian Countries; Ghana had a relative abundance of land. Possibly related to this, most rural households were self employed and the wage labour market was relatively under developed.

Only twenty two percent (22%) of adult men worked for wages in rural Ghana, about forty percent (40%) households owned land and as many as ninety percent (90%) operated on it. According to the survey by International Labour Organization /International Programme for

Elimination of (IPEC) Tanzania (2001) revealed that: declining household income, has made it difficult for parents to meet up with the basic needs of their children including school requirements. Due to economic hardships, people decided to take care of only the nuclear family, a departure from traditional norms and values which bound the extended family and clan members together. Abandoned and neglected children ultimately run away from their homes and ended up in different work sites as labourers.

Findings by ILO/IPEC Tanzania support from the study by Masudi, Ishumi and Sambo (2001). The study found economic hardship at household level as the possible explanation underlying child labour in different parts of the country. This showed that, children who suffered from the consequences of child labour today would have jeopardized their physical, moral, mental health and future in general. In search for survival, many children found their way into labour markets, which are actually detrimental and dangerous to their wellbeing. With this end, child labour has been continuously depriving children their rights to a number of opportunities including social services such as basic education. In another study of Hazarika and Bedi (2003) conducted in Asia, child labour was found to negatively affect the educational outcomes of children, but these effects varied by the gender of the child. Robson stated furthermore, that in the region of Africa, particularly in rural Nigeria, it was detected that child workers engaged in farming have lower school attendance compared to their urban working peers.

2.5 Forms of Child Labour

Child labour is often defined as work that deprives children of their childhood, their potential and dignity, and that is harmful to physical and mental development. Work that interferes with the child schooling by: depriving them of the opportunity to attend school, obliging them to leave school prematurely or requiring them to attempt to combine school

attendance with excessively long and heavy work can be referred to as “child labour”. Whether or not particular forms of “work” can be called “child labour” depends on the child’s age, the type and hours of work performed, the conditions under which the work is performed and the objectives pursued by individuals. The answer varies from country to country, as well as among sectors within countries.

Child labour is common in the rural areas of developing countries. Usually there are no age requirements for schooling or for work. There are many reasons that these children work; Poverty, lack of education, lack of knowledge of one’s rights and cultural tradition are all contributing factors. The United Nation’s Children Fund (UNICEF, 1996) divided the profile of child labour in Nigeria into three categories:

1. Children working in public places such as streets and markets.

- A. Streets vendors in mobile and stationary position -64%
- B. Young beggars, who work alone or with parents/relatives –13.3%
- C. Shoe repairers (cobblers), boys 3.9%
- D. Car washers - 5.9%
- E. Young scavengers who worked alone or with their families –5.2%
- F. Head loaders/feet washers in markets 7.5%

2. Children working in semi-public settings namely cottage industries and mechanical workshops

- A. Apprentice mechanic and vulcanized – 23.9%
- B. Bus conductors – 16.5%
- C. Iron and metal workers – 5.6%
- D. Carpentry – 13.6%

- E. Tailors and weavers – 14.4%
- F. Domestic and barbers – 18.1%

3. Domestic servants in private households

They constitute domestic workers in household of elite and sub-elite families who worked in the middle and upper echelons of bureaucracy private areas.

Child labour problem is closely linked to the continents poverty, and can only be eliminated with increase in family income and children’s educational opportunities. UNICEF, ILO and other organizations focused initially on the “Worst Forms” of child labour. Although agencies such as International Labour Organization (ILO), World Bank (WB) and UNICEF working on child labour issues originally had different concepts on child labour, following the establishment of worst Form of Labour Convention 182 in 1999 as well as Inter-Agency Research Cooperation such as understanding children’s work in 2000, a growing consensus has emerged that child labour refers to unacceptable forms of child work. The meanings and implications of child labour have been highly dependent on its social strategies and objectives of each working organization (Post and Sakurai, 2001; Post 2001a). According to Heady (2000) who conducted a research on effects of child labour on learning achievement, observed almost all children in Ghana claim to do some housework, and so the analysis of participation in housework would not be revealing.

Harsh (2001) identified the followings as the different types of child labour: forced labour and slavery, prostitution, trafficking, employment in the drug trade and other criminal activities, begging and occupations that are especially dangerous to children’s health and security. According to International Labour Organizations (ILO) official data, an estimated two hundred and eighteen (218) million children were counted as child labourers as of 2004 (Hagemann,

Diallo, Etienne, Mehran, 2006). Just as the problems of child labour have been around long enough to attract attention, so has the term “child labour”. Although following the ILO convention No. 182 of Worst Forms of Child labour, the term child labour was generally interpreted as “all cases in which children were exposed to harm at work, whether or not children are less than fourteen (14) years old or less” (UNICEF, 2005).

According to “Understanding Children’s Work (UCW) keynote (2003 and UNICEF (2005) which cited ILO’s definitions on child labour, the current official definitions of child labour among ILO, UNICEF, WB, and other organizations are as follows:

1. Child work or children’s work is a general term covering the entire spectrum of work and related tasks performed by children.
2. Child labour refers to a subset of children’s work that is injurious to children and that should be targeted for elimination.
3. Hazardous work refers to
 - Physical, psychological or sexual abuse;
 - Work that is underground, underwater, at dangerous heights in confined spaces
 - Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport heavy load
 - Work in our unhealthy environment which would expose children to hazardous substance, agents or processes to temperatures, noise levels, or vibrations which might damage their health.

4. Child Trafficking

Child trafficking includes recruitment, transportation or receipt of a child for the purposes of sexual or labour exploitation, forced labour or slavery. Trafficking in children is a human

right tragedy estimated to involve over a million children worldwide Child trafficking is only one of the more pernicious aspects of a much broader problem. Africa is said to have the highest incidence of child labour in the world ([www.google.com/childtrafficking\(1998\)](http://www.google.com/childtrafficking(1998))). Trafficking is conceived to be a new form of slave trade and has grown in security and magnitude in recent years particularly in southern Nigeria. According to International Labour Organization (ILO), (1998) forty one percent (41%) of all African children between the ages of five (5) and twelve (12) were involved in some form of economic activity, compared with twenty one percent (21%) in Asia and seventeen percent (17%) in Latin America among girls, the participation rate also was the highest, thirty seven percent (37%) in Africa, twenty percent (20%) in Asia and eleven percent (11%) in Latin America.

Alabor (2000) stated that of the thirty six (36) states of Nigeria, Edo state has a highest prevalence rate of eighty five percent (85%) of women and girls trafficked to other countries. Other states include Delta, Akwa Ibom, Ondo, Rivers, Ebonyi, Imo, Enugu, Lagos and Kano State, while women from Northern states of Nigeria were often trafficked to Saudi Arabia. It is no coincidence that Africa also is the poorest region, with the weakest school systems and is more likely to seek work.

5. Hawking

Hawking entails carrying ware's about for sale. It may involve the hawker offering the goods from door to door. Of the categories of child labour in the United Nation's Children Fund (UNICEF) profile, hawkers have received the most controversial attention. They constitute a majority of sixty four point three percent (64.3%) of children working in public places. The young traders are seen throughout the day and everyday of the week except on Sundays (some of them), in which activities are much reduce. Ebigbo (1993) rightly observed, the streets in the

streets in the major city centers of Nigeria were filled with children hawking, he further maintained that this was not a good way of preparing a child for future employment.

6. Street Children

Street children are those who live on the streets and who work to support their street existence. They carry out work such as head loading (Dako) and scavenging to sustain themselves. Some are exploited by older youths and men to carry out domestic and economic tasks in return for food and other essentials for survival. In Bicksteth Oloko (1979), it was found that most apprentices stopped schooling before or after primary six. Further study showed relatively low academic performance for those still in schools. This is associated with “intendancy or poor motivation”. Dyorough (1984) cited in Mohammed (1995) that in bus conducting the ratio of child to adult bus conductor is one to six (1-6) in major cities.

7. Child Begging

Another form of child labour that many Nigerians might not have noticed is child begging. This has become a kind of profession where children are tactically involved and exploited. This form of labour has many faces. In some cases children who are well and fit to be in school, but for some reasons are taken to the streets to beg. Some serve as beggar guides and are normally settled by their employers who are either old people or blind adults. According to Journal of women in Colleges of Education North East Zone (JOWICE) (2002) some were hired out by their parents to do this job, while some actually arranged with physically handicapped children as a form of business where the healthy ones carry them on their backs or on a wheel chair. At the end of the day, they share the earnings according to their agreement.

2.6 Child Labour and Poverty

Fos (1975) stated that it was alarming to know that about seventy one percent (71%) of Nigerian households were poor and hungry today and that the child was made to work to improve the family's income thereby meeting the family's basic needs. Mumaw (1996) defined poverty as thus, a condition of human existence where sources for meeting basic human needs are extremely limited or inaccessible. United Nations Development Programme (UNDP, 1997) universally accepted definition of poverty recognized three types of poverty namely:

- I. Absolute poverty means the inability to provide for physical substance to extent of being incapable of protecting human dignity. The substance may include food, clothing, shelter, potable water, health services, basic education, public transportation and work. People at this level have meager income and their marginal propensity to save is zero.
- II. Relative poverty means that there is ability to satisfy basic needs
- III. Material poverty implies lack of ownership of physical assets such as land, animal and many others

The World Bank (1996) also indicated that children of poor parents were vulnerable to child labour and mostly they do not attend school. The parents do not see education as increasing employment prospects for their children; rather some were kept out of school, especially the girls. They were taught to work and learn traditional skills that would enable them secure basic livelihood during adulthood and prepare them to be good housewives. Poverty is a global phenomenon threatening the survival of humanity. of the world's population two point eight (2.8) billion almost half lived on less than two dollar (\$2) (N230) a day and one point two (1.2) billion lived on less than one dollar (\$1) a day (World Bank, 2001). In sub-Saharan Africa including Nigeria, the number of poor people is increasing. It is now generally accepted that the

dangers posed by poverty must be addressed and alleviated in the short run and eradicated in the long run. To this end, the United Nations (UN) declared 1996 as the International Year for the Eradication of Poverty. World leaders at the United Nations Millennium Summit in New York September 2000, renewed international pledges to reduce absolute poverty by half, by the year 2015, a goal that has first set at the social summit in Copenhagen 1995 (Bage, 2001).

In another report, Kvalsving (1988), cited in Adewale (2002) notes that poor school attendance was caused by the requirements parents place on children to be economically active which resulted in the children going to school late or having interruptions in their schooling because of seasonal agricultural activities. The effect of absenteeism on academic performance is that the pupils who are not attending school regularly are rather more exposed to conditions that favour further inability to attend school.

Psacharopoulos (1997) observed the income earned by working Bolivarian children of age thirteen (13) amounted to thirteen percent (13%) of total household income average. Theoretically, there were many reasons why there might be a negative connection between family income and child labour. First, child labour may be bad in parental preferences so that as incomes improve, the family chooses to have children work less. Basu and Van (1998) stated that "Luxury axiom", children only work when the family is unable to meet basic needs. Beyond subsistence, the luxury axiom posit, families always opt to keep children out of work. The luxury axiom is just a particular characterization of preferences. Second with diminishing marginal utility of income, the value of the marginal contribution of the child's income decreases. It should be noted that an important part of the child's economic contribution to the family might be through, not attending school if direct and indirect schooling cost is high. Third,

higher family incomes may facilitate the purchase of substitute for child labour that lower the return of child labour within the home.

The relationship between income and child labour illustrates that child “no work” is a luxury good that households “consume” when they can afford to do so, Basu and Van (1998). Basu and Van (1998) substantiate this commonly held theory with evidence that children of the non-poor seldom work, regardless of natural economic or political factors. Krueger (1996) furthermore observed that people with high socio-economic status tend to support government regulation of child labour. Economists use several models to explain the continued existence of child labour in a world that strongly prefers that children not participate in the workforce. Adewale (2000) also reported that absenteeism is associated with poor academic performance and the reverse is also the case. So withdrawing or keeping children at home for some reasons and later rejoining school seems to have adverse effects on children’s learning.

Dehejia and Gatti (2003) determine key explanatory variables for child labour by analyzing the type of bargaining that lead households to a particular outcome. The intra- household bargaining framework describes child labour as an outcome of bargaining between members of a household.

In this framework, variables associated with family dynamics affect decisions about child labour. Such variables include wealth, family size, family member age, and gender of children. The extra- household bargaining framework, alternately, considers each household a single unit. Most economists agree that child participation in the workforce results from a household preference for immediate benefits of income rather than possible long term-benefits from human capital accumulation (Dehejia and Gatti 2003 and Beegle 2006). Specifically, the literature suggests that families support child labour because they perceive that the benefits of work

outweigh the benefits of school. Beegle (2004), however, note that school and labour are not perfect substitutes. Children may attend school and engage in work during the same period. Conversely, children may choose not to work or attend school. Nonetheless, most evidence suggests that children participate in either school or child labour. Moreover, those who work at a young age are unlikely to return to school in the future.

2.7 Child Labour and School Attendance

Oghurba (1999); Alio (2003) observed that social status and educational level of parent influence school attendance; they also emphasized influence school attendance. They claimed that geographical location of school, student's attitude towards school and subjects, inadequate supervision of student's activities by teachers and parents and poor teaching methods, lack of facilities affects students school attendance, students developed negative attitude towards school resulting into poor attendance because of non-employment of school leavers, repetition of class and insecurity according to Okewele (2003).

Several recent studies have examined that possibility, Booze and Suri (2001) studied children aged seven to eighteen (7-18) year in Ghana in the late 1980, they concluded that an hour of child labour reduced school attendance by approximately zero point thirty eight (0.38) hours. Assaad (2003) observed that low attendance of Egyptian girls relative to boys appeared to be associated with a substantial domestic work burden of girls, because boys did not face the same work burden within the home. They faced fewer barriers to schooling such that in the Egyptian data, they did not observe a tradeoff between working and schooling attendance for boys.

In developing countries, children are making significant economic contributions to their families through their labour market activities. Therefore, the opportunity cost of school

attendance is expected to be substantial to the parents. This may mean that the return associated with time spent at school might not justify the loss of a child's economic contribution in a rural setting. In this case, parents may be reluctant to send a child to school (Khanam, and Ross, 2005). It is also argued that there is a trade-off between child labour (Current income) and accumulation of human capital through education. According to Khanam and Ross (2005) in rural Bangladesh putting a child in productive activities may increase current income but will seriously undermine his or her human capital development. Therefore, the failure of parents to internalize the trade-off between child labour and earnings ability will result in a high incidence of child labour. Khanam et al (2005) stated that on the other hand, child labour may impede school attendance and the quality of learning achievements of children.

Okpupara and Chukwuone (2007) indentified that female headed households are more likely to have higher attendance in school, whereas educated fathers have strong impact increasing the probability of child school attendance than mothers. The study also revealed that school attendance of girls is significantly influenced by age whole; age is not significant for boys. School attendance register should be positively kept and utilized effectively for students records on attendance, because of the importance of attendance register in the control of discipline and promotion of academic achievement of students, Oghurbu (2006).

2.8 Child Labour and Academic Performance

Child labour is often a complex issue sustained by employers' vested interest, class distinction and poverty, which has denied the child the opportunities to have basic education. According to Garrison (1965) "Reliability of young people to embrace the opportunities for employment will depend to a large extent upon the type of education and training they receive". In Nigeria, education can hold the key towards successful livelihood, while lack of it can spell

doom for the individual. If lower attendance is meaningful for human capital accumulation, it should translate into lower schooling attainment. Moreover, beyond attendance, work may undermine human capital accumulation by interfering with learning as evident in test scores or schooling completion rates.

Lylhydal (1990) reported that working part time in high school actually raised grade point average (GPA) as long as student worked less than thirteen point five (13.5) hour per week. Barone (1993) found that younger students working long hours performed more poorly than did working older students. Some studies have found strong evidence of adverse consequences of child labour on academic performance. For instance, Singh (1998) reported that working long hours while in school did hurt standardized test scores and grades, although the effect was quite low. Stern (1997) found that working more than fifteen (15) hours per week while in school led to lower grades, less time spent on homework, increased likelihood of dropout and lower likelihood of entering school education.

Psacharopoulous (1997) noted that children in wage work in Boliva completed their school a year earlier than working children and that working child in Venezuela have two (2) years less attainment It is difficult to imagine that passing in a poor quality school in a poor area might reflect a different knowledge level than passing in a very good school in a rich area. However, work is also correlated with worse performance in the measures of academic achievement Akabayashi and Psacharopoulous (1999) stated that working children spent less time studying which was reflected in both mathematics and reading test scores in their Tanzania data. However, it is possible that working children remain enrolled in school but do not attend as regularly.

Singh and Ozfurk (2000) explored the linkage between working hours and reported that an increase in hours of part-time work lowered the number of mathematics and science classes taken, which in turn led to lower performance in mathematics and science. The impact of working on learning while in high school or college in developed countries may be very much different than in developing countries. Heady (2000) observed that a child engaged in child labour activities faces exhaustion or a diversion of interest away from academic concerns. It may imply that it is not working that harms educational performance, but a lack of motivation that affects both work and learning. Singh and Oztuk (2000) explored the linkage between working hour and reported that an increase in hours of part time work lowered the number of mathematics and science classes taken, which in turn led to lower performance in mathematics and science.

Sanchaz (2003) on the other hand using information on third (3rd) and fourth (4th) grades in Latin America found that in all ten (10) countries tested, performances on mathematics and language tests were lower when the child work outside the home, and impact became large when the child reported working many hour rather than few hours. Heady (2003), made use of a special living standard measurement survey in Ghana, that included information on test scores. It was found that child work had relatively little effect on school attendance, but had a substantial effect on learning performance in reading and mathematics. The effect remained strong even after controlling for the child's innate ability using Raven's test. Based on the fact that attendance was unaffected, the adverse consequence of child labour on student learning was attributed to exhaustion or lack of interest in academic performance rather than child time in school.

There is indirect evidence that child labour limits a child's human capital development. Child labour has been linked to greater grade retardation (Sedlacek, Guiherme, Suryea, Illah and

Sasaki (2003), Rosatio and Rossi, 2001). Lower years of attained schooling (Psacharapoulos, 1997), and lower returns to schooling leads to greater incidence of poverty as an adult (Illah, et al, 2003). On the other hand some studies have found that child labour and schooling may be complementary activities (Patrinos and Psacharapoulos, 1997). A definitive answer on whether child labour lowers cognitive attainment requires direct estimation of the educational production function. Menezes and Filho (2003) observed negative effect on age on school performance when they analyzed the cause of the decline in achievement scores that occurred between the Standard American Examination Board (SAEB) examinations administered 1995 and 2001 in Brazil.

According to Edmond (2007) panel, data in child labour histories were rarely available, so studies typically compared current labour supply to current attainment. This is hard because current work status necessarily depends on past education and work histories, as these affect the value of child time and whether it's optimal for child to work.

2.9 Primary Education

The Federal Republic of Nigeria covers a geographical area of nine hundred and twenty three thousand, seven hundred and sixty eight (923, 768) square kilometers and has a population of about one hundred and twenty million (120,000,000). Nigeria lies in the Gulf of Guinea and has borders with Benin (West), Niger (North), Chad, (North East), and Cameroon (east). In addition to her population and size her vast oil resources create the capacity for economic prosperity ([www.commonwealth](http://www.commonwealth.org) (2011)).

According to a wakeup call, a Situation Assessment and Analysis (2001), the data from population projections in 1991 census estimated that Nigeria has about fifty nine (59,000,000) million children in 2000. Of this, about twenty (20,000,000) million were under five (5) years,

nineteen million (19,000,000) of primary school age six to eleven (6-11) and eleven (11,000,000) million of junior secondary school age twelve to fourteen (12-14) years of age. To meet the Government's objective of universal basic education, it would have been necessary to enroll thirty (30,000,000) million children in school (Www. Commonwealth education fund. org). The target has not been achieved.

The philosophy of education in Nigeria is derived from the broad National objectives which are articulated in the National Policy on Education, which was adopted in 1981 and revised in 1995 and 1998. They are based on integration of the individual into a sound and effective citizen and the provision of equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels both inside and outside formal school systems. The structure of the formal education consists of six years primary education, three years junior secondary, three years of senior secondary education and four years at the tertiary school (6-3 -3-4). The policy also describes the approach to the language of instruction, examinations and continuous assessment and guidance and counseling services (www.commonwealtheducationfund.org 2011).

There are two (2) kinds of Educational institutions in Nigeria based on ownership and management. There are the public or government owned schools and private schools.

Public Schools in Nigeria

At the basic level of Education (Primary), the public schools are usually owned and operated by local government councils, while the states operate secondary schools. Universities and other institutions of higher learning are handled by both the federal and state governments. However, both the federal and state governments may also own model secondary schools where pupils who distinguish themselves at common entrance examinations are usually sent to receive

special Education. There is also the unity schools and model colleges which were initially designed to accommodate gifted children, although over the years, this has not been respected by authorities. Equally federal government parastatal and agencies often times own and operate both primary and secondary schools. So for that reason, federal universities, military and paramilitary institutions such as the army, navy, Air-force and the police, Nigerian telecommunications company (NITEL), Federal Airports Authority of Nigeria (FAAN) among others have their own schools and colleges to cater for their employees.

Private School in Nigeria

Private schools in Nigeria are mostly owned by people with commercial interest and there are so many of them. Unlike the public schools, school fees and tuition fees in these private schools are beyond the reach of most Nigerians, as only the middle class and upper class can afford their exorbitant fees.

At the primary level, schools are regulated by the Universal Basic Education Agency (UBE), an arm of the federal ministry of Education. The UBE also operates at state and local government levels. There are also inspectorate divisions in state and federal ministries of Education that ensure that quacks do not start and run schools (<http://hub pages.com//hub Education-Nigeria>).

Since the rest of the education system is built upon primary education, the primary level is the key to the success or failure of the education system as a whole. Equally, primary education is at the heart of the concept of basic education which is the dominant idea behind the concept of universal education. Its goals centered on functional literacy and numeracy and the inculcation of positive attitudes towards cooperation, work, community and national development and

continued knowledge. The primary school curriculum is discipline based, and addressed to all the goals of primary education.

2.10 Empirical Studies

Rosati and Rossi (2001) conducted a research on the effect of child labour on school attendance and the effects of hours worked on school attainment. The objective was the effect of child labour on school attendance and its effect on hours of school attainment. The researcher utilized survey methods to gather data from Pakistan and Nicaragua, using questionnaire as instrument for collection of the data. The population for the study was one thousand seven hundred and thirteen (1713). The sample comprised of one thousand four hundred and forty one (1441) children living in the rural households in which mother and father were both present. The similarities between the study and this study were the use of questionnaire and the use of primary school pupils (both boys and girls). The study differs from this study will regards to sample size. The sample size for the study was one thousand, four hundred and forty-one (1441) including both parents. While this study was six hundred pupils only.

Dachi and Garrett (2002) carried out a study in Tanzania on child labour and its impact on children's access to and participation in primary education the main objective of the study was to determine how the household division of labour, based on the structure of the family kin system, affected girls and boys' access to and participation in primary school. Case study design was used, both quantitative and qualitative research technique were adopted for this investigation. The researchers selected four (4) districts; Mufindi, Mkurananga, Moshi and Pangani for the samples, the study examined child labour and its impact on children's access to and participation in primary education similar to the present study. Both studies used pupils in primary schools (boys/girls), using schools documents of the respondents.

Dachi and Garret (2002) used school documents and semi structured interview while the present study used self structured questionnaire, school attendant and report cards of the children. The present study on impact of child labour on attendance and academic performance of pupils in public primary schools in Niger State in the following manner:

- i. The researcher here used only pupils of primary four (4), five (5) and six-(6) because they were between the age mostly used for child labour in the area and their record of school attendance and class performance are over three (3) years in school.
- ii. The researcher did not interview local heads and workshop consultations.
- iii. There was no use of diaries written by children over an extended period of time.
- iv. Dachi and Garrett (2002) used case study and they all used children with access to participation in primary education. The data collected due to the restricted timing was not randomly selected, they are supported in such a way that they move as efficiently as possible through the system to successful completion of at least the primary phase and has erratic at school.

Guarcello (2005) conducted a study using survey method and explored on the impact of child work on school attendance and performance in five countries: Brazil, Kenya, Lebanon, Sri Lanka and Turkey. The researcher was not detailed about population; however questionnaire and interview was the instrument used to collect data. The findings revealed that work reduced the rate of retention, and in some countries the number of hours, worked also increased the probability of dropping out. However, one typical finding from Guarcello (2005) was that in some countries, being a working child do necessarily affect “actual learning out comes”. This was a rare example suggesting a neutral impart of child labour on achievement. The similarities between this study and that of Guarcello (2005) was the use of survey method and questionnaire

while the different of the two study is the use of five (5) countries by Guarcello (2005) in addition to the use of hours in some countries and the use of only a state in Nigeria by the present study.

Fetuga, Njokanma and Ogunlesi (2007) study was conducted to find out if working children have worse academic performance. The study was a descriptive cross-sectional school-based study conducted in public primary schools in Sagamu Local Government Area of Ogun State, Southwestern Nigeria. The sample size was randomly drawn from a population of school children. The results for Fetuga et al (2007) research showed no significant difference in the mean rate of school absence ($P=0.80$), mean aggregate examination scores ($P=0.1$) and proportion of class repeaters ($P=0.16$) among working school children ($P=0.0017$). Similarly, the controls performed better than working school children of four core subjects but significant differences were observed only in social studies and science ($P=0.006$ and 0.001 respectively).

This research was different from the present study in the sense that the researchers used experimental research while the present study used survey design also delimited their study to primary school children engaged in classes 4, 5 and 6 both boys and girls using age and gender. Fetuga *et al.*, (2005) used school-matched controls for absence from school. Fetuga et al further used scores obtained at session examination scores in English language, Mathematics, Sciences and Social studies, while the present study made use of the pupils' self structured questionnaire to identify pupils exposed to labour and those who are not. This study made use of school attendance register and examination report cards. The present study also made use of twelve (12) local government in Niger state of Nigeria, while Fetuga et al (2005) used only one local government area of Ogun state These enabled the researcher to have a more accurate report of attendance and reliable performance of the pupils.

Basil (2007) carried out a research study on socio-economic factors influencing students Academic performance in Nigeria some explanation, the research was a survey research the time frame of the study conversed period of 2004 to 2007. The study was an attempt to find out the relationship between the indices of socio-economic factors and students academic performance in a local survey in Oyo state. The sample size population was 120 and questionnaires were the instrument for data collection.

The similarity of Basil's research with the present research was the use of pupils who are in school for more than two years. The present research for impact of child labour on attendance and academic performance used pupils from class's four (4) to six (6) in the public primary schools in Niger State in Nigeria. This is because these pupils have more than a year record of their performance and school attendance for a positive data collection. Basil (2007) was more concern with the socio-economic factors affecting students who were older than the pupils in the present study and the use of a longer time for the research. The present research dealt with pupils under child labour and those who are not. The present study used 600 children giving room for a more reliable results and better analysis for the study.

Kakhome and .Kuombola (2008) reported a baseline survey that was commissioned by TECS for the Integrated Child Labour Programme- Phase Two (ICLEFII). It was funded and technically supported by Eliminating Child Labour in Tobacco growing (ECLT) Foundation (2008) through all its stages of inception, data analysis and report writing. The field data collected and initial analyses were conducted by the Centre for Social Research (CSR) of the University of Malawi. The baseline survey was for the second phase of ICLEP 'II which covered two education zones; Suza in Kasungu district and Katalima in Dowa district. The overall

objective was to determine the nature and extent of child labour in the proposed project impact area and map out the socio-economic make up of the communities at hand.

The baseline employed both quantitative and qualitative data order to meet its terms of reference. It employed in-depth interviews of district and community level stakeholders group discussion, men, women and youth at community level and questionnaires. The sample size populations were randomly selected from teachers, households and children under the age of six (6) to seventeen (17) years. A total of fifty (50) teachers, nine hundred and ninety eight (998) households and two thousand and three (2003) children were used.

The difference of this study with the present study of impact of child labour on attendance and academic performance of pupils in primary schools in Niger State was the emphasis of the researcher on the result, for the research indicated that more than half of the children in the affected area involved in child labour. Overall, these children worked long hours either per day or per week. Apart from this, children were assigned tasks to an extent that they fail to go to school. Children also engaged in various agricultural production activities which involve hazardous work both within and outside their households. Children were also engaged in remunerated work activities. The researchers also maintained that in any child's education, absenteeism highly affect the end product. The similarities on the other hands on both studies were the use of age, gender and activities of child labour.

Popoola, Ayodele and Ajayi (2009) conducted a research on child work, child schooling and educational achievement; an empirical evidence for Nigeria. The study was conducted among primary four pupils in Ekiti State in Nigeria. The major objective was to investigate whether work negatively affects educational performance of children. Popoola et al (2009) used survey design conducted with the assistance of the State Universal Basic Education Board

(SUBEB). Since the study was to find out the influence (if any) of child work on academic performance of children, some variables on child and family characteristics were correlated with performances in English language and mathematics tests among all primary four pupils in the state. The study had similarities with the present study through the use of the variables, which included age of child and gender. Popoola et al (2009) referred to whether the child was engaged in work outside the home or not, while the family status refers to the number of wives that was in Popoola et al study.

The researcher used a schedule seeking information on the 'variables' designed and administered on the pupils throughout the state. The administration of the schedule was done by officials of the State Universal Basic Education Board through head teachers of the various primary schools. The reports of pupils' performances in the test conducted were used to test the null hypothesis that there was a negative association between children performance and their work status. In all a total of three hundred and thirty (330) pupils were reported upon in the study. The researchers used Pearson product moment correlation statistics and multiple regression analysis was used to test the hypotheses generated in the study. All the null hypotheses were tested at 0.01 and 0.05 levels of significance.

The dissimilarities of the researcher study with the present study were the use of 600 respondents in the present study while Popoola *et al* (2009) used only 330 pupils. Which may limit the reliability of the study, also Popoola *et al* used other variables as English language and mathematics to assess and collect data for their study. While the present study made use of all subjects studied by the respondents for accuracy of the result.

Mungai 2011 carried out a study on the effect of child labour on free primary education: a case study of Mwea division, Kirinyaga district in Kenya. The study also explored gender in

child labour, causes and various occupations undertaken by child workers. The researcher used survey design for the study, the population consisted of all public primary schools in Mwea division. The sample of the study consisted of thirty-five (35%) percent children, eleven (11.4%) percent of the sixty (60) Head teachers and three hundred and sixty-nine (69) teachers respectively. The study sample was selected through both stratified and simple random sample method. The result revealed that child labour has affected free education even with the free school fees through reduction with enrollment of pupils in schools.

The study was different from the present study because Mungai carried out the study only on one district in Kenya. He also used stratified method for collection of sample size to stratify the schools into free education zones. While the present study used random sampling method of selection, in the researcher view, Mungai could have used altheas half of his country's districts for the population instead of just one Mwea division. The researcher also used teachers for the population while the present study got in contact with the pupils directly and only. The similarities of the studies were their use of descriptive survey design and simple random sampling. While the dissimilarities was the use of head teachers and teachers. Mungai (2011) is relevant to this study, because it showed more factors that will solve or improve on the impact of child labour to school attendance and academic performance of pupils.

2.11 Summary of Related Literature Review

In this chapter, the child is seen as a human being who is not yet an adult, always precious and treasured by all. On the other hand, child labour was referred to as 'work' carried out to the detriment and endangerment of the Childs, mentally, physically, socially and morally. The various forms of child labour revealed the denial of the right of the children to education and other opportunities. The chapter reviewed literature on state sub-heads carried out in the chapter.

It explained further and our child labour reduced school attendance by approximately zero point (0.38) thirty-eight hours. And that child engage in child labour activities faces exhaustion or a diversion of interest away from academic concerns.

Findings of studies carried out relating to child labour on child's attendance and academic performance summarily showed that poor parental care with gross deprivation of social and economic needs of a child usually yield poor academic performance of the child. (Dehijia and Gatti 2003 and Beegle 2006). The chapter reviewed literature on (state the sub-heads covered in your chapter two). From the review, none of the literature discussed impact of child labour on school attendance and academic performance of pupils in public primary schools in Niger State. It is this gap that the result of this study will help to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presented the research design and methodology used in this work. The chapter was discussed under the following sub-headings.

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample Size and Sampling Procedure
- 3.4 Instruments for Data Collection
 - 3.4.1 Validation of the Instrument
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

Survey research design was adopted in this study. The design is a process of carrying out a study by collecting and analyzing data gathered from a sample considered to be representative of the populations, and generalizing the findings to the population. Francis (2003) observed that this design enables the researcher to describe an event, situation or phenomenon as it is at the time of the study. It also helps the researcher to systematically document current opinions and information on research work.

3.2 Population for the Study

The population for the study was 37,700 and it comprised of classes four (4), five (5), and six (6) pupils of public primary schools in the twenty-five (25) Local Government Areas in Niger State. The total population for the study stood at thirty seven thousand seven hundred pupils only (State Universal Basic Education Board 2010/2011). The full detail of the population is presented in table 3.1.

Table 3.1: Distribution of Population of the Study based on their educational zone

Educational Zone	Local Government Area	Number of Primary Schools	Number of Pupils
A	Agaie	50	1610
	Bida	80	1795
	Edati	55	1415
	Gbako	70	1575
	Katche	65	1280
	Lapai	40	1570
	Lavun	90	1675
	Mokwa	80	1578
B	Bosso	45	1570
	Chanchaga	40	1395
	Gurara	80	1800
	Munye	90	1860
	Paikoro	55	1475
	Rafi	80	1085
	Shiroro	90	1140
	Suleija	60	1490
	Tafa	35	1410
C	Angwara	85	1850
	Borgu	49	1685
	Kontagora	41	1167
	Magama	49	1575
	Mariya	80	1645
	Mashegu	70	1215
	Rijau	80	1690
	Wushishi	40	1150
Total		1,519	37,700

Source : Niger State Universal Basic Education Board, Minna 2010/2011 Basic Education Statistics (Pry/ECCED)

3.3 Sample and Sampling Procedure

The study sample was six hundred (600), representatives of pupils in classes four (4), five (5) and six (6) from twelve (12) randomly selected local government areas of the state. Krejcie and Morgan (1970) recommended a sample of three hundred and eighty (380) for population of thirty seven thousand, seven hundred (37,700). To enable the researcher get reasonable representation for the study, the sample size was increased to six hundred (600). This decision agreed with Douglass (2006) who opined that a sample size has to be big enough to enable a researcher to detect the smallest worthwhile effect or relationship between variables. The summary of the sample size is presented in Table 3.2.

Table 3.2 Sample Size

Educational Zone	Local Government	Number of Primary Schools	Number of Pupils
A	Agaie	Etsu Bello Pri Sch Agaie	60
	Gbako	Lemu Model Pr Sch Mokwa	58
	Lapai	Koto Pri. Sch. Lapai	50
	Mokwa	Jabba North Pri. Sch. Mokwa	64
B	Bosso	Pri. Schl. (Kuta)	52
	Paikoro	Baban-Babo Pri. Sch.	45
	Rafi	U.K Bello Pri. Schl. (Paiko)	42
	Shiroro	Dr. Umar Faruk Babago	44
C	Angwara	Central Pri. Schl. (Angwara)	52
	Kontagora	Ubanoma Pri. SchKontagora	46
	Magama	Central Pri. Schl. (Ibeto)	42
	Wushishi	Central Pri. Schl. (Wushishi)	45
Total		12	600

Random sampling technique was used to select the sample for the study. In selecting the sample, Hart-drawn method of “yes” and “No” were written on pieces of papers folded, put in a bag and thoroughly mixed. Each pupil was asked to pick one from the bag. Those who picked “yes” constituted the sample for the study.

3.4 Instrument for Data Collection

The instruments used for collecting data were, the questionnaire, school attendance register and report cards of the pupils academic section. The questionnaire was in two sections, 'A' and 'B'. Section 'A' was on the Bio-data of the respondents while section 'B' was designed to identify respondents engaged in child labour and those that are not. The second instrument was pupil's class attendance register for 2010/2011 academic year. The instrument was used to determine the number of times each pupil attended school for the academic year. The third instrument revealed the academic performance of each pupil during the 2010/2011 academic year.

3.4.1 Validation of the Instrument

The instrument was given to research methodology experts, including the researcher's supervisors, in the department of Technical Education for vesting. All the corrections pointed out were effected before the final copy of the instrument was produced.

3.4.2 Pilot Study

A pilot study was conducted in Garki model primary school in the Federal Capital Territory (F.C.T), Abuja. The reason for choosing Federal Capital Territory (F.C.T) was the fact that Abuja was carved out of Niger State, Kogi State and Nasarawa State and all share same similarities in primary school administration, culture, religion and other characteristics with the Federal Capital Territory (F.C.T.) The aim of the pilot study was to determine the adequacy and suitability of the instrument for the study and to ascertain any difficulty the researcher may come across when carrying out the main study. A total of thirty (30) copies of the questionnaire were used. Data was also collected from pupil's school attendance register with and their academic record.

3.4.3 Reliability of the Instrument

The data collected were statistically analyzed for reliability coefficient using the Guttman option of split-half. Reliability coefficient of alpha-level of 0.77 and standard alpha-level of 0.91 for the pupils were found. These reliability coefficients were considered adequate for the consistencies of the instrument. This was in agreement, conformity with Spiegel and Stephens (1999) who maintained that an instrument is reliable if the coefficient lies between 0.5 to +1.

3.5 Procedure for Data Collection

The researcher with the help of twelve trained research assistants administered the questionnaire meant to identify the children exposed to labour and those who are not. The questionnaire were administered to the children in their schools with the help of their teachers (refer appendix 1). The researcher and the assistant required the assistance of the class teachers for the record of the pupils daily class attendance register with their academic report cards for the year for the year 2010/2011 session, achieved through the pupil's respective teachers. The researcher spent two weeks for data collection.

3.6 Procedure for Data Analysis

Data collected from the respondents were subjected to statistical analysis, frequency distribution and percentages were used to analyses the demographic variables of the respondents. In this study, the researcher used "yes" to identify children exposed to labour with the score's from five and above "yes" answer from the ten questionnaires asked. While pupils who answered more "No" to a fewer "yes" from four and below were considered not exposed to labour.

In the test of the null hypothesis t-test statistics was used to test all the null hypotheses of the study. The use of t-test is in line with observation of Heady (2008) who opined that t-test is a

parametric statistical tool used to test hypothesis about the differences in means of groups when the sample size is equal to or greater than 30. All the null hypotheses were tested at $P \leq 0.05$ level of significance. At this level the Null hypothesis were either accepted or rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

The study was on Impact of Child Labour on Attendance and Academic Performance of Pupils in Public Primary Schools in Niger State. Out of the six hundred primary school pupils randomly selected for the study, five hundred and sixty nine pupils that had completed 2010/2011 schools records and properly filled their personal data were used. Frequencies tables and percentage were used to analyze personal data of the pupils. Percentage frequencies and mean were used to answer the research questions, while t-test was used in the test of the null hypotheses at 0.05 levels of significance. In this analysis t-test is less than or equal to t-critical the null hypothesis was retained. This implies that there is no significant relationship between the two variables, on the other hand when t-test value was greater than the t-critical value, null hypothesis was rejected. Implying a significant relationship exist between the variables.

Section four presents the summary and discussion of the findings.

Analyses of Bio-data of the respondents are as presented in Table 4.1 to 4.5.

4.1 Bio-Data of Variables of Respondents

Table 4:1 Distribution of pupils by their Age

Age Range	Frequency	Percentage
8-10	356	63
11-13	199	35
13 and above	14	02
Total	569	100.0

Analysis of respondents based on their age range is as presented in Table 4.1. From the Table 356(63%) children aged range between 8 to 10 years. Children ranges 11 to 13 years were 199 in number, representing 35%. Children that fall 13 years and above were 14 (02%). By the

analysis, most of the respondents were between 8 to 10 years, which indicated that these range of children were more frequent in school because they were not mostly used as child labourers in their homes.

Table 4.2: Distribution of Pupils by their Gender

Age Range	Frequency	Percentage
Male	296	52
Female	273	48
Total	569	100.0

From the Table, 296(52%) of the pupils were male, while female were 273 representing 48% of the pupils used in the study. By implications, male children were more regular in school than their female counterparts.

Table 4.3: Distribution of Pupils base on labour Exposure

Labour Expose	Frequency	Percentage
Exposed to labour	312	55
Not exposed to labour	257	45
Total	569	100.0

Analysis of children based on labour exposure in Table 4.3 shows that 312 representing 55% of the pupils were exposed to labour while those who were not represented 257(45%). The analysis shows that children exposed to labour had a higher percentage to those who are not.

Table 4.4.: Distribution of Pupils not exposed to labour by Gender

Gender	Frequency	Percentage
Male	124	48
Female	133	52
Total	569	100.0

Table 4.4 present results of pupils not exposed to labour based on their gender. The analysis showed that 124(48%) of them were male, female pupils not exposed to labour were 133

representing 52%. It was therefore discovered that male pupils were not as exposed to labour activities to their female counterparts.

Table 4.5: Distributions of Pupils exposed to Labour by Gender

Age Range	Frequency	Percentage
Male	172	55
Female	140	45
Total	569	100.0

Table 4.5 present results of pupils exposed to labour based on their gender. From the Table, 172(55%) of pupils exposed to labour were male, against 140 (45%) that were female. The result indicated more male respondents were exposed to labour than the female respondents.

4.2 Analyses of Data used to Answer Research Questions

Results of data used to answered research questions one is as presented in Table 4.6 to 4.10

Research Question One: What is the difference in the school attendance of children exposed to labour and those who are not in public primary schools in Niger state?

Table 4.6: Analysis for difference in the school attendance of children exposed to labour and those who are not in public primary schools in Niger state

Status of the Children	No of days School open	No. of Pupils	Total Attendance for Session	Actual Attendance	Average Attendance	% Attendance
Not exposed to Labour	349	257	89693	83268	324	93
Exposed to Labour		312	108888	82992	266	76

Source: Fieldwork 2010/2011

Table 4.6 present analyses of data used to determine the difference in the school attendance of children exposed to labour and those who are not in public primary schools in Niger state. The total number of times schools opened in 2010/2011 session was 349. From the

Table, children not exposed to labour attended schools 324 times representing 93% greater than those exposed to labour who attended schools 266 times, representing 76%. Thus, children not exposed to labour were more regular in their school attendance, with differences of 58 times attendance. The hypothesis was therefore rejected from the findings by the study.

Research Question Two: What is the difference in academic performance of children exposed to labour and those who in public primary schools in Niger state?

Analysis of difference in the academic performance of children exposed to labour and those who are not is presented in Table 4.7

Table 4.7: Analysis for difference in Academic performance of children exposed to labour and those who are not in public primary schools in Niger state.

Status of the Children	No. of Exams	No. of Pupils	Expected Total scores	Actual total scores	Average Score	% Attend.	Range
Not exposed to Labour	27	257	693900	489893	70.6	C	18.8
Exposed to Labour		312	842400	436363	51.8	C	

Source: Fieldwork 2010/2011

The result of data used to find out difference in the academic performance of children exposed to labour and those who are not is presented in Table 4.7. Form the Table, the total number of papers that pupils sat in 2010/2011 examination was 27 and each paper was scored 100%. The analysis shows the average scored by children not exposed to labour was 70.6%, graded as A, while children exposed to labour had mean score of 51.8, and graded C. The summary of the result showed that children not exposed to labour had mean score of 18.8% higher than those exposed to labour. Indicated higher scores from the finding to pupils not exposed to labour.

Research Question Three: What is the difference in the school attendance of male and female children exposed to labour in public primary schools in Niger state?

Analysis of data used to determine the difference in the school attendance of male and female children exposed to labour is as presented in Table 4.8.

Table 4.8: Analysis of difference in the school attendance of male and female children exposed to labour

Status of the Children	No. of days School open	No. of Pupils	Total Attend per Session	Actual Attend.	Average Attend.	% Attend.	Range
Male Children	349	172	60028	48504	282	81	36
Female Children		140	48860	34488	246	70	

Source: Fieldwork 2010/2011

Table 4.8 showed result of data used to determine differences in the school attendance of male and female children exposed to labour. The analysis revealed that public primary schools in Niger state opened 349 times in 2010/2011 academic year. From the Table male children exposed to labour had mean school attendance of 282 times representing 81%, while female children exposed to labour had mean school attendance of 246 (70%). The summary of the result showed that, male children exposed to labour attended schools 36 times more than female children exposed to labour. The result revealed that female pupils school attendance were more affected by labour activities to the male counterpart

Research Question Four: What is the difference in the academic performance of male and female children exposed to labour in public primary schools in Niger state?

Analysis of difference in the academic performance of male and female children exposed to labour in public primary schools in Niger state is presented in Table 4.9

Table 4.9: Analysis of difference in the academic performance of male and female children exposed to labour

Gender	No. of Exams	No. of Pupils	Expected total Scores	Total scores	Average score	Grade	Range
Male Children	27	172	464400	255430	58	C	10
Female Children		140	378000	180933	48	D	

Source: Fieldwork 2010/2011

Result of academic performance of children exposed to labour is presented in Table 4.8. From the Table, the total number of papers that pupils sat 2010/2011 examination was 27 and each paper was scored 100%. Male children that were exposed to labour had mean score of 58% which was graded “C” Female children exposed to labour had mean score 48% which was grade “D”. Based on the analysis, a male child expose to labour had a mean difference of 10% higher than that of female child.

4.3 Testing of Null Hypotheses

The researcher used t-test to test the four null hypotheses at 0.05 level of significance. The result of the test is as presented in Table 4.10 to 4.14.

Null Hypothesis One: There is no significant difference in the school attendance of children exposed to child labour and those who are not in public primary schools in Niger state

T-test analysis used to test null hypothesis one is as presented in Table 4.10.

Table 4.10: t-test Analysis for difference in the school attendance of children exposed to child labour and those who are not in public primary schools in Niger state

Groups	Mean	Std. Dev.	N	Df	t-test	t-crit	Sig. (2-tailed)
<i>Children not Exposed to Labour</i>	324	5.89	312	567	.211	.195	0.02
<i>Children Exposed to Labour</i>	266	4.95	257				

Std.Dev = standard deviation; N=number of respondents; Df = degree of freedom; t-test = calculated t value; t-critical t value; Sig = significant value.

Result of t-test used to test null hypotheses one is as presented in Table 4.10 from the Table, school attendance mean scores of children not exposed to labour was 324, with the standard deviation of 5.89. Children exposed to labour had school attendance mean score of 266 with standard deviation of 4.95. The degree of freedom was 567 and the calculated t-test valued was .211 which was greater than t-critical value of .195. This was also the case with the probability value less than the alpha value ($0.02 < 0.05$) at 0.05 level of significance. Based on this result, the alpha value was less than probability value, hence, the null hypothesis which states that no significant difference exist in the school attendance of children exposed to child labour and those who are not in public primary schools in Niger state was rejected. The result agreed with the report Peter (2010) on his study on child labour and school attendance on Kenya, he stated that “socioeconomic status and structure of household have a strong effect on child labour and school attendance”. Therefore there was significant difference in school attendance of children exposed to labour and those who are not in public primary schools in Niger State.

Null hypothesis Two:

There is no significant difference in academic performance of children exposed to child labour and those who are not in public primary schools in Niger state

Analysis of data used to determine the difference in academic performance of children exposed to child labour and those who are not in public primary schools in Niger state is presented in Table 4.11.

Table 4.11: t-test Analysis for difference in the Academic performance of children exposed to child labour and those who are not in public primary schools in Niger state

Groups	Mean	Std. Dev	N	Df	t-test	t-crit	Sig. (2-tailed)
Children not Exposed to Labour	70.6	2.15	312				
				567	.208	.195	0.00
Children Exposed to Labour	51.8	1.45	257				

Analysis of data used to test null hypothesis two is presented in Table 4.11. The result revealed mean score of 70.6 and 51.8 for children not exposed to labour and those exposed to labour with their standard deviation of 2.15 and 1.45 respectively. The degree of freedom was 567. The t-test value of .208 was greater than t-crit value of .195. The alpha value was $0.00 < 0.05$ level of significance, hence difference exists in academic performance of children exposed to child labour and those who are not in public primary schools in Niger state. Thus the null hypothesis was rejected. The result revealed there is significant difference in the academic performance of children exposed to labour and those who are not. This result agreed with Oghuvbu (2001) in Delta State who affirmed that 22% of student's academic performance was influenced by child labour.

Null Hypothesis Three:

There is no significant difference in the school attendance of male and female children exposed to labour in public primary schools in Niger state

Table 4.12 present the analysis of data used to test null hypothesis three.

Table 4.12: t-test Analysis for difference in the school attendance of male and female children exposed to labour in public primary schools in Niger state

Groups	Mean	SD	N	Df	t-cal	t-crt	Sig. (2-tailed)
Male Children Exposed to Labour	282	8.09	172	310	.204	.195	0.01
Female Children Exposed to Labour	246	5.01	140				

Analysis of data used to test null hypothesis three was presented in Table 4.12. The analysis revealed mean score of 282 and standard deviation of 8.09 for male children exposed to labour. While, female children exposed to labour had 246 and 5.01 respectively. The degree of freedom was 310, and the calculated value of t was .204, which was greater than the critical value of .195. Based on the results, the null hypothesis which states that no significant difference exist in the school attendance of male and female children exposed to labour in public primary schools in Niger state was rejected. Revealing a difference in the school attendance of male and female children exposed to labour in public primary school in Niger State. The result of the finding agreed with Francis (1998), deliberation on school enrolment, attendance and retention in Nigeria, point to regional imbalances in enrolment particularly with respect to female pupils.

Hypothesis Four:

There is no significant difference in the academic performance of male and female children exposed to labour in public primary schools in Niger state

Test of difference in the academic performance of male and female children exposed to labour in null hypothesis four is presented in Table 4.13

Table 4.13: t-test Analysis for difference in the academic performance of male and female children exposed to labour in public primary schools in Niger state

Groups	Mean	SD	N	Df	t-cal	t-crt	Sig. (2-tailed)
Male Children Exposed to Labour	58	7.31	172	310	.301	.195	0.02
Female Children Exposed to Labour	48	6.25	140				

Analysis of data used to test the difference in the academic performance of male and female children exposed to labour in public primary schools in Niger state is as presented in Table 4.13. From the Table, male children exposed to labour had mean score of 58 against 48 for female. Their standard deviation was 7.31 and 6.25 respectively. The degree of freedom stood at 310. Calculated value of t was .301 greater than the critical value of .195. Based on these results, the null hypothesis was rejected, hence significant difference exist in the academic performance of male and female children exposed to labour in public primary schools in Niger state. Hypothesis was therefore rejected, the finding is in agreement with Sackey (2007) who affirmed the gender gap in education and pushed forward the goal of narrowing this gap in Ghana.

4.4 Discussion of Findings

The main objective of this study was to assess the impact of child labour on attendance and academic performance of children in public primary schools in Niger State. Frequency, percentages and mean of the different variables that related to the research topic were used in different tables to analyses personal data and answering the research questions. T-test was used in the test of null hypotheses at 0.05 level of significant, the findings were quite revealing.

The bio-data of the study revealed that majority of the respondent were children between the age of 8 to 10 years of age being more regular to school with a percentage of 63%, followed by children of 11 to 13 years and 13 above with 35% and 02% respectively.

The findings in table 4.2 revealed a higher enrolment and regular school attendance of male pupils with 52% of the pupils used for the study. It meant there were more males who were regular in school attendance to their female counterparts who were only 48% for the study. This finding was in line with Bilah (2003) who affirmed that in Africa, family preferences tend to favour males over females family decisions in the distribution of food, labour, health care and access to schooling and others life changing opportunities usually benefit boys more than girls.

Table 4.3 revealed that 312 children of the sampled population were exposed to labour representing 55 percent of the population, while those who are not, were 257 represented 45%. This was confirmed from the school enrolment register. The distribution of pupils not exposed to labour by gender was also analyzed; the result showed children not exposed to labour were ales with (48%). This was an indication that the female pupils were mostly exposed to labour or to help at home and get ready to be mothers in the future, the result showed the female pupils with a higher percentage of 52%.

Table 4.5 revealed pupils exposure to labour by gender. The study showed that there were (55%) males pupils exposed to labour while were females (45%). The finding is in line with Bilah (2003) who stated that in most of the developing countries even today, the female child has a lower status and enjoys fewer childhood rights, opportunities and benefits than the male child, who has the first call on family and community resources.

Five null hypotheses were postulated and tested in an attempt to assess the impact of child labour on academic performance of pupils in public primary schools in Niger State. The testing of the null hypothesis were carried out in order to either reject or retain the projected hypothesis.

Table 4.6 presented analysis for difference in school attendance of children exposed to labour and those who are not in public primary schools in Niger State. The table showed the total number of times school open in 2010/2011 session was 349, the finding revealed from the table that, children not exposed to labour had the highest average school attendance, they were 324 times school attendance representing 93% which was greater than those exposed to labour who attended schools 266 times, representing 76% indicated in table 4.6 that children not exposed to labour were 58 times more frequent in school attendance to those exposed to labour. Elijah and Okoruwa (2002) affirmed labour and low school attendance as a pervasive problem throughout the world, especially in developing countries. Much of the literature on determinants of labour treats school attendance as the only alternative to work in agreement with Jensen and Nielsen, 1997; Ray, 2000, Ravallion and Wodon, 2009.

The second hypothesis tested the difference in academic performance of children exposed to labour and those who are not in public primary schools in Niger State. The findings revealed that majority of the pupils who scored grade A, in the examination were pupils not exposed to

labour (70.6%) while those exposed to labour had mean score of 51.8% with C grade. The study therefore revealed 257 of pupils resulting to a mean score of 51.8%, the hypothesis sought out a significant difference in mean scores of 18.8% in the academic performance of pupils exposed to labour and those who are not. During the course of this study the researcher used one set of drafted questionnaire to identify pupils exposed to labour and those who were not. The researcher was also able to identify some pupils involve in extra lesson either at school or in their homes, these group of pupils had higher mean score's in their examinations than those who do not at all.

This finding was in agreement with Heady (2000) who observed that a child engaged in laobur activities faced exhaustion or a diversion of interest away from academic concerns. The testing of null hypothesis three was to determine if there was no significant difference in the school attendance of male and female children exposed to labour in public primary schools in Niger State. Table 4.13 indicated clearly that significant difference exist in the school attendance of male pupils with a standard deviation of 8.09 to 5.01 of female exposed to labour. Therefore, this finding confirmed the result of Hueble (2008), who stated that school attendance may rise or fall due to gender discrimination. However, this was contrary to the findings of Dessy and Pallage (2005) in their study which reported that girls appear to have a slightly higher likelihood of working, for domestic jobs or as house helps.

Table 4.14 analysis null hypothesis four, that tested the difference in the academic performance of male and female children exposed to labour in public primary schools. The finding revealed was one of the reasons that necessitated the research to carry out the study. The result of the finding revealed significant different exist in the academic performance of male and female children exposed to labour. The finding, confirmed Ray and Lancaster (2003) findings

that extensive damage is done by labour on female child's education than her male counterpart right from her point of entry to school to the child's labour market.

The finding revealed that male pupils exposed to labour with a mean score of 58 while their female counterparts had 48. This result therefore confirmed there is significant difference in the academic performance of male and female children exposed to labour activities. Hypothesis was therefore rejected.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents, summary, conclusion and recommendations presented under the following sub headings:-

- 5.1 Summary
- 5.2 Conclusion
- 5.3 Recommendation
- 5.4 Suggestion for the study

5.1 Summary

The study was carried out to assess the impact of child labour on attendance and academic performance of pupils in classes 4,5 and 6 in public primary schools in Niger State, the study stated one major objective and sought to achieve four objectives,

1. determine the differences in the school attendance of children exposed to child labour and those who are not in public primary schools in Niger State.
2. determine the differences in academic performance of children exposed to child labour and those who are not in public primary schools in Niger State.
3. determine the difference in the school attendance of male and female children exposed to child labour in public primary schools in Niger State.
4. determine the differences in the academic performance of male and female children exposed to child labour in public primary schools in Niger State.

Four research questions were raised in the study and answers were provided, while the following four null hypotheses were postulated and tested with relevant statistics:

1. There is no significant difference in school attendance of children exposed to child labour and those who are not in public primary schools in Niger State.
2. There is no significant difference in academic performance of children exposed to child labour and those who are not in public primary schools in Niger State.
3. There is no significant difference in the school attendance of male and female children exposed to child labour in public primary schools in Niger State.
4. There is no significant difference in the academic performance of male and female children exposed to child labour in public primary schools in Niger State.

The review of related literature highlighted that child labour started during the early industrial revolution as a result of poverty and lack of manpower in the related areas. This gave rise to children becoming child labourers. Some reviews were more concern with the working conditions of the children and the manner which the adults used them on their field. Some literatures were particular on the ways, these children were deprived of their educational rights to mention a few.

The researcher used survey research design for the study. The population for the study was thirty seven thousand, seven hundred (37,700) primary pupils of classes four (4), five (5) and six (6) in the twenty-five (25) local government areas of Niger State. Hart-drawn method was used to obtain a sample size of 600 for the study. Data collected were subjected to statistical analysis using frequency distribution and percentages for demographic variables of the respondents. In the test of the null hypotheses t-test statistics was used to test all the four null hypotheses at 0.05 level of significance.

The study revealed that:-

1. Children exposed to labour activities were not regular in their school attendance contrary to their counterpart who were not engaged in labour activities. The study found that regular school attendance of pupils not exposed to labour gave them advantage in their school attendance for the session over those exposed to labour. The findings agreed with the result of null hypothesis one that significant difference exist in the school attendance of children exposed to labour and those who are not.
2. The findings of the research question two presented significant difference exist in the academic performance of children exposed to child labour and those who are not, the study revealed the mean score of 70.6 for children not exposed to labour and 51.8 for children exposed to labour. The results showed that children not exposed to labour performed better in their academic performance as compared to those exposed to labour. The study also found that children exposed to labour have low academic performance scores compared to those who are not exposed to labour. Differences exist in academic performance of children exposed to child labour and those who are not.
3. The result of study revealed that labour activities affect more female respondents as shown in the school attendance of the female respondents which was 36 times less than the males in the session. Female pupils school attendance were found to be more affected by labour than their male counterparts, which is a source of concern in the future.
4. The study showed significant difference in the academic performance of male and female respondents exposed to labour. This was discovered in the study by the difference in the standard deviation of 7.31 for males over their female counterparts with 6.25. Indicating male children exposed to labour. It was found that male pupils have higher academic

performance scores compared to the female counterparts. This is an advantage they have on their regular school attendance over the female. The test of null hypothesis 3 and 4 further affirmed that significant difference exist in the female school attendance and their academic performance compared to their male counterparts.

5.2 Conclusion

From the findings of the study “impact of child labour on school attendance and academic performance of pupils in public primary schools in Niger State”. The following conclusions were drawn; the study found that school attendance of pupils exposed to labour was low compared to those who are not. The researcher concluded that significant number of those found to be truancy in schools were pupils exposed to labour. This will have an adverse effect on their academic performance which may lead to school drop out.

Most of the pupils not exposed to labour have advantage over those exposed to labour academically. By implication this shows that greater number of these pupils will be found wanting academically that will lead to low academic achievement, and inability to cope with future academic challenges in schools. Female pupils have a lower school attendance compared to their male counterparts. This implies that female pupils will have higher number of school dropout, academic failure and inability to cope with future academic challenges in schools.

5.3 Recommendations

Based on the findings of the study, the following recommendations were put forward:

1. Parents and community should be mindful of age and sex of their children before exposing them to labour.

2. Children exposed to labour activities should be given equal right to attend school regardless of any engagement in labour activity.
3. Parents and the school authority should ensure that female pupils are retained in school by providing girl child friendly environment.
4. Extra free classes should be introduced to children exposed to labour by the curriculum planners, with special preference to the female pupils exposed to labour.
5. The Home Economics curriculum planners through the Ministry of Education should introduce entrepreneur subjects such as catering, tailoring, fashion design at primary school level.
6. The Government/Community should develop positive strategies to labour reduction or eradication towards a fruitful fulfillment of children's school attendance and academic performance such as: introducing more subsidies such as free meal tickets, reduced school fees or certificates of school attendance.

5.4 Suggestions for further Study

Based on the findings and conclusions of this research, research should be conducted on the following topics:

1. Relationship between poverty and child labour on academic achievement of primary schools in Niger State.
2. Effect of child labour as school attendance and academic achievement of primary school pupils' in Niger State.
3. Strategies to reduce or eradicate child labour in primary schools of Niger State.

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APPENDIX I

QUESTIONNAIRE AND ORAL INTERVIEW FOR TEACHERS, PARENTS AND PUPILS UNDER CHILD LABOUR IN PRIMARY SCHOOLS IN NIGER STATE

Home economics section
Department of Vocational
and Technical Education,
A.B.U Zaria

Dear Respondents,

Request To Complete Questionnaire or Answer the Oral Interview

I am a postgraduate student of Home Economics in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. I presently carry out a research on the “*Impact of the child labor on attendance and academic performance of pupils in primary school in Niger State*”.

You are requested to please help to complete the questionnaire or oral interview as honest as possible. Your response will be useful in this research, treated as confidential and will be used only for the purpose of the research. Neither will any attempt be made to disclose any information given. Please be as accurate as possible to enable the researcher get valid information.

Thanks for your cooperation.

Yours faithfully,

Maimuna Aminu Isah

APPENDIX II

QUESTIONNAIRE TO IDENTIFY PUPILS EXPOSED TO CHILD LABOUR ACTIVITIES

Please answer all questions in every section

SECTION A: BIO-DATA

Please tick (✓) in the space provided which is applicant to you:

1. Age: (a) 18-10 [] (b) 11-13 [] (c) 13 and above []
2. Gender: (a) Male [] (b) Female []

SECTION B:

Tick (✓) in the space provided the most appropriate option “Yes” or “No”

1.	I engage on my parents farm	Yes []	No []
2.	I sweep my parent’s compound daily before going to school	Yes []	No []
3.	I fetch and wash my parents cloths	Yes []	No []
4.	I use to baby sit my baby sister/brother before my parents come back from the farm	Yes []	No []
5.	I prepare my family breakfast daily	Yes []	No []
6.	I attend my job as a house/boy/girl daily after or before going to school	Yes []	No []
7.	I hawk pure water/snacks daily	Yes []	No []
8.	I go to learn sewing after/before going to school	Yes []	No []
9.	I go for extra lesson after school	Yes []	No []
10.	I want to go for extra lesson after my labour activity.	Yes []	No []