



Research Article

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Effect of Child Labour on Children's Education in Katsina State, Nigeria

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Abstract

Child Labour has become devilishly ubiquitous with negative implications on Nigerian child's development. Unfortunately, most researches concentrated on child labour issues at national level while little exists in literature at state level particularly Katsina. The study investigated effect of child labour on children's education in Katsina State using descriptive survey design. Multi-stage sampling technique was used to select 216 child labourers from three senatorial districts of Katsina States. Structured interview schedule was used to collect data on respondents' socio-economic characteristics, involvement in child labour, causes and effect. Descriptive and inferential statistics were used in analysing data. Level of child labour in the State was high. Poverty, lack of uniform, books and problem of transportation fare were push factors. Majority perceived effect of child labour on education to be unfavourable. Being too fatigued for school work and to read, constrained enrolment in school, inability to recall learned experience and dropped out, lack of appraisal ability and disruption of school attendance were major effects. Significant correlation existed between level of involvement in child labour, causes and perceived effects on education. Family type and mother's occupation showed significant relationship with effect. Causes of child labour involvement were major determinants of effect. Result provided support to show that level of child labour involvement was worrisomely high. Total free and compulsory primary and secondary education in the state should be taken serious and sanctions mated to parents who may attempt to deny their children schooling opportunity.

Keywords: Child labour, children, education, poverty, Katsina state

1. Introduction

Over the years, child labor issue has come to be a formidable clog on the wheel of socio-economic progression of most developing countries. Distinguished from child work (work which its primary goal is on learning, training and or socialization) child labor connotes work that is essentially exploitative and injurious to the child's physical, social, cognitive and moral developments (UNICEF 2001). It occurs when children are exposed to long hours of work in a dangerous and unhealthy environment at the expense of their schooling.

Its prevalence and daunting effect are reportedly rife in developing nations of the world. For example, in 2000, over 211 million children between the ages five to fourteen were involved in child labour worldwide (ILO, 2013). Of this number, 2.5 million (1.4%) were from developed countries while

sub-Saharan Africa recorded the highest percentage (Bass 2004). The unabated sight of children in sub-Saharan African working in agriculture, as street vendors, shop and market stall minders, beggars, shoe shining boys, car washers/watchers, scavengers and head-loaders further buttresses the scenario (UNICEF 2001).

The negative effect of this narrative is mainly on the health, physical, mental and emotional status of the children. Increasingly, child laborers are exposed to all kinds of diseases and the risk of serious cuts which can easily become infected. Empirical evidence shows that parental socio-economic profiles determine to a large extent whether or not a child works. The link between parents and sense of obligation on their children have eroded as more and more children are procured from impoverished rural families by middle men, driven majorly by commercial motive, and transported long distances to work in urban households (UNICEF 2001).

Another consequence is the denial of educational opportunity. Often, rural poor children even when formally enrolled in school are pulled out to assist parents in farming activities such as cattle herding or fishing. Today, about 75% of children aged 6-16 in the south-south region of Nigeria were not attending school because of difficulties of access to school or involvement in fishing (Ezewu & Tahir E-1997). The situation is not distinct among children in the urban areas. The implication is that, those who manage to combine work with schooling often perform consistently and significantly worse than none working pupils (Oloko B-1994, UNICEF 2001).

As a response to the menace and its challenges, many nations have continually adopted distinctive strategies to curb it. In Nigeria for example, education is made compulsory and relatively free for all children. Several policies and legislations were rolled out by the Federal Government of Nigeria to improve child welfare and reduce child labor. Also in the Federal Labor Act, the Government has set the minimum age for the employment of children at twelve years which should be in force in the 36 states of Nigeria. The Act thus; permits children at any age to perform light work in domestic service or work with family member in Agriculture but prohibits the worst forms of labour, including the forced labour of children and use of children in prostitution or in armed conflict. However, it has been observed that some of these legislations and policies have deteriorated, and are not being imposed or enforced, thereby providing fertile ground for many children not to attend school at all (ILO 2013, Awosusi & Adebayo, 2012; Elijah & Okoruwa, 2006). This is to say that child labour rather than education seems to have taken the center stage with huge consequences on the child's social, economic and welfare. However, it is important to note that whereas these studies have concentrated at the continental, national and perhaps other States of Nigeria, scanty data is available in literature on what the situation is in Katsina State. It is against this background that this study investigated the effect of child labour on the education of children in Katsina State, Nigeria.

2. Literature Review

Child labour in most countries of the world today has become a serious social issue that needs to be tackled with urgency. By child labour is meant work that is essentially exploitative and injurious to the physical, social, cognitive and moral development of the child. It occurs when children are exposed to long hours of work in dangerous or unhealthy environment, with too many responsibilities for their ages and at the expense of their schooling (UNICEF 2001). This infers that child labour does not include domestic chores that children are routinely exposed to by parent or guardians as means of inculcating into them the right value system of the society.

As rife as the scenario is, it is estimated that worldwide, about 215 million children between the ages of 14 and 15 are engaged in child labour (International Labour Organization (ILO) 2013). The incidence however, appears most prevalent in developing nations like sub-Saharan Africa, Asia and the Pacific. For instance, in sub-Saharan Africa, about 48 million child laborers have been reported and Nigeria unfortunately, ranks high with about 15 million of her children engaged in the menace (Ajakaye, 2013). India however, takes the center stage in Asia and the Pacific (ILO 2012) and by extension globally.

In Nigeria also, the menace seems increasing and changing in pattern. Adegun (2013) revealed that in 1995, the number of children involved in the practice was 12 million and this got increased to 15 million by 2006. Thus; the sight of thousands of young boys and girls originating from Calabar, Delta, Imo, Anambra, Oyo, Ondo, Kwara employed either as house/domestic servants or to hawk wares day and nights on the streets of most cities in Nigeria (UNICEF 2001). The North east also has similar child labour phenomena as the menace is reportedly higher in that region than other regions of Nigeria (Okpukpara & Odurukwe 2006). Field experience further shows that some of the children also work in different sectors such as farms, in fishing, mining, armed conflict, and prostituting, cottage industries and mechanical workshops, shop and market stalls, begging, shoe-shinning, car washers/watchers, weaving, hair dressing, barbing, tailoring, scavenging and head loading services in the markets.

Though a complex phenomenon, child labour seems to have prevailed despite its being hazardous with associated consequences on the child and the laws the land. Reportedly, children who worked throughout the day or late evening or traded in major highways experience more serious falls and assaults from unsuspecting adults while the female gender mostly fall victims of sexual harassment or molestation (Oloko B-1997). This is in addition this consequence of educational opportunity denials. Reportedly also, in rural areas, agricultural activities for example are major obstacle to school enrolment and attendance (UNICEF 2001). Even when enrolled, chances are that such children may be pulled out of school to assist in farming activities, cattle herding and fishing (Ezewu & Tahir, E-1997) while those who eventually remained in school but combine their works with education end up being worse off significantly in performance when compared with non-working counterparts (Oloko B-1994). Experience has also shown that some often times are pulled into the 'begging merchandise' mostly in the north where it is rife and exploitatively associated with almajiranci system (a semi-formal system of Qu'ranic education in which children, mostly boys are sent by parents to take up residence with Islamic teachers or mallamai for instruction in the Qu'ran and other Islamic texts). Poverty and of course the declining communal support for the almajiri are central reasons most Qur'anic teachers often express for sending their pupils out for intermittent begging sessions Awosusi & Adebo (2012). The consequences as reiterated by Awosusi & Adebo (2012) included the facts that the children are inhumanly abused physically, mentally, sexually and psychologically working long hours under dangerous and hazardous conditions with meager or no pay benefits.

Widening income inequality and food insecurity that have become a social reality in Nigeria has left a gigantic proportion of the population below poverty line and as such a major push factor of children into labour (UNICEF, 2001) in addition to poor access to public services and infrastructure, unsanitary environment, illiteracy and ignorance, poor health, insecurity, voicelessness and social exclusion. In corroboration, Ekpenyong & Sibirii (2011) attributed reason for child labour to the prevailing economic reality where many families live below poverty and can barely earn enough to feed themselves and their children. In such a scenario, adoption of diverse coping mechanisms has become an unavoidable option to people (Ikwaakam & Iyela 2015) hence child labour unfortunately has become an option.

In recognizing the ugly trend and perhaps in an effort to mitigate or eradicate the menace, several policies and legislations were put in place by the Federal Government of Nigeria. These include the Federal Labor Act that sets the minimum age for the employment of children at twelve years in all the 36 states of Nigeria and prohibits as well the worst forms of child labour, including forced labour of children and use of children in prostitution or armed conflict. Also adopted were the United Nations Convention on the Rights of the Child, and the African Charter on the Rights and Welfare of the Child, which appeared to have laid rest to the argument that children have no clearly definable rights in Nigeria. Agencies such as IPEC-ILO, UNICEF, UNESCO and World Bank have also been on the front burner in the fight against child labour by trying to make education accessible to all children (UNICEF & UNESCO 2008). Despite these policy frameworks and control mechanisms, child labour has unimaginably increased with unprecedented effect on Nigeria's child education (Guarcello, Lyon & Rosati, 2008).

3. Study Objectives

1. Find out the level of child's labour involvement
2. Examine the cause of child's labour involvement
3. Ascertain the perceived effect of child's labour involvement on child's education

4. Methodology

4.1 Study population

The population of the study included all child labourers between the ages of 5-15 in the area.

4.2 Procedure

The study relied on data collected from a survey conducted in three senatorial districts (SD) of Katsina State, Nigeria. Multi-stage sampling procedure was used in selecting the respondents. The first stage involved selection of a Local Government Area (LGA) from each SD to get three LGAs. Stage two involved random selection of four villages from each of the three LGAs to give a total of twelve villages. In the third stage, snowball technique was employed to generate list of children involved in child labour in the selected villages. The fourth stage involved using systematic sampling technique to sample 18 child labourers in the selected villages of the sampled districts. This gave a sample size of 216 children. Due to the respondents' level of literacy, a structured interview schedule was used to collect information on respondents' socio-economic characteristics, level of labour involvement, causes and effects on children's education.

4.3 Measures

4.3.1 Level of child labour involvement

The question was formulated as: how often do you get involved in any of the following forms of labour. This was measured on a 6 – point scale of daily without going to school (5), Daily before going to school (4) daily after school (3), weekly after school (2) every fortnight (1) Never (0) while causes of involvement were measured using 3 categories by scoring major (2), minor (1) not a cause (0). The mean score was generated and used to categorize the level of effect of involvement into high (scores of mean and above mean) and low (for scores below mean).

4.3.2 Causes of child labour involvement

The question was formulated as: which of these factors pushed you into child labour. This was measured using 3 categories by scoring: major (2), minor (1), not a cause (0). The mean values were generated and used to rank the causes.

4.3.3 Effect of child labour on child education

The question was formulated as: Do you perceive child labour involvement as having any effect on child's education? This was operationalized on a 5 – point likert scale of strongly agree (5) Agree (4) Undecided (3) strongly disagree (2) and Disagree (1). The generated mean score was used to categorize the level of effect into unfavourably (scores of mean and above mean) and favourably (scores below mean).

4.4 Data analysis

Descriptive statistics such as frequency counts, percentages, and means values were used to describe the data. Pearson Product Moment Correlation (PPMC), Chi square and regression were used in

determining the relationship between the independent variables and dependent variables.

5. Results

5.1 Socio-economic characteristics of respondents

Table 1 shows the socioeconomic characteristics of the respondents. Results show that the respondents' modal age range was between 9 to 12 years (56.9%) with a mean age of 11 years. The family size distribution of the respondents as shown in Table 1 indicates that majority had average family size of seven people. Regarding gender, the result revealed that both gender was involved. However, 68.1% of the respondents were males while 31.9% were females. The result also showed that 59.3% of the respondents were from polygamous families while 40.7% were from monogamous family. On the respondents' educational status, result revealed that the respondents were at different stages of education. Thus, 43.3% of them were in the primary school while 41.9% were receiving Qua'ranic education. The result further showed that 14.9% were attending secondary school education. Parents' occupational status is a factor that is capable of predicting whether a child engages in labour or not, and if so for how long and in what economic labour activities. Consequently, the result as shown in Table 1 reveals that 83.3% of the respondents' parents were self employed while 15.3% were civil servants. Only 1.4% of the respondents' fathers were pensioners. The result further revealed that 98.1% and 1.9% of the mothers were self employed and civil servants respectively. Table 1 further show that 13.9% of the children work before going school while 38.9% get involved in labour after school hours. However, 34.4% work only on weekends while 14.8% of them work during school hours. It was also revealed that in Table 1 that 63.9% of the respondents' mothers motivated them into child labour. Also 21.3%, 10.6% and 1.4% of respondents' fathers, relatives/guardian and friends respectively motivated the respondents into taking up involvement in child labour activities.

Table 1: Socio-economic characteristic of the respondents

Variable	n=216	
	F	%
Age:		
5-8	25	11.6
9-12	123	56.9
13-16	68	31.5
Mean	11.13±2.19	
Family size:		
1-5	81	37.5
6-10	109	50.5
11-15	24	11.1
Above 15	2	.9
Mean	6.81 ± 3.23	
Gender:		
Male	147	68.1
Female	69	31.9
Family type:		
Polygamous	128	59.3
Monogamous	88	40.7
Educational level:		
Quaranic	91	41.9
Primary	93	43.3
Secondary	32	14.9

Variable	n=216	
Parents' occupation: (Father)		
Self employed	180	83.3
Civil servant	33	15.3
Pensioner	3	1.4
Mother's occupation:		
Self employed	212	98.1
Civil servant	4	1.9
Time of labour:		
Before school	30	13.9
After school	84	38.9
Weekend	70	32.4
School hours	32	14.8

Source: Field survey 2019

5.2 Involvement in child labour

Table 2 shows the frequency of responses and the mean score per labour activities the respondents were involved. From the table, farming ($\bar{x} = 4.98$), vulcanizing, fetching water and bus conductor ($\bar{x} = 4.94$), touting ($\bar{x} = 4.93$) and scavenging (mean = 4.90) ranked 1st, 2nd, 3rd and 4th among child labour activities. Also, the result of respondents' level of involvement is presented in Table 2b. The respondents were categorized into groups of high and low levels of involvement in child labour activities using the mean score. Using the mean scores as a benchmark, below which respondents were categorized as low, 86.1% of the respondents consequently had high level of involvement while 13.9% recorded low level of involvement.

Table 2a: Involvement in child labour

Variable	Daily without going to school	Daily before school	Daily after school	Weekly after school	Every fort-night	Never	Mean	Rank
Trafficking	85(39.4)	4(1.9)	56(25.9)	29(13.4)		42(19.4)	3.09	16 th
House keeping	131(60.6)	11(5.1)	38(17.6)	23(10.6)		13(6.0)	3.98	13 th
Fetching water	209(96.8)	1(.5)	5(2.3)	1(.5)			4.94	2 nd
Petty trading	41(19.0)	11(5.1)	80(37.0)	43(19.9)		41(19.0)	2.66	18 th
Herding	154(71.3)	4(1.9)	26(12.0)	19(7.4)		19(7.4)	4.15	12 th
Laundry	149(69.0)	7(3.2)	34(15.7)	20(9.3)		36(2.8)	4.24	11 th
Baby care	156(72.2)	8(3.7)	25(11.6)	20(9.3)		7(3.2)	4.29	10 th
scavenging	209(96.8)	4(1.9)	1(.5)	1(.5)		2(.9)	4.90	4 th
Car washing	198(91.7)	1(.5)	8(3.7)	2(.9)	1(.5)	6(2.8)	4.74	7 th
Begging	96(44.4)	8(3.7)	40(18.5)	19(8.8)		53(24.5)	3.10	15 th
Factory	70(32.4)	19(8.8)	54(25.0)	29(13.4)		44(20.4)	2.99	17 th
Collecting firewood	109(47.7)	9(4.2)	46(21.3)	25(11.6)		33(15.3)	3.42	15 th
Touting	210(97.2)		46(21.3)	1(.5)		1(.5)	4.93	3 rd
Farming	214(99.1)	1(.5)			1(.5)		4.98	1 st
Vulcanizing	212(98.1)		2(.9)	1(.5)		1(.5)	4.94	2 nd
Bus conductor	207(95.8)		3(1.4)	46(21.3)		2(.9)	4.87	5 th
Newspaper vending	193(89.4)	1(.5)	9(4.2)	8(3.7)	1(.5)	4(1.9)	4.69	8 th
Apprentice	170(78.7)	16(7.4)	9(4.2)	13(6.0)	13(6.0)	8(3.7)	4.30	9 th
Shoe shinning	201(93.1)	4(1.9)	6(2.8)		2(.9)	3(1.4)	4.78	6 th
Header loader	129(59.7)	2(.9)	33(15.3)	23(10.6)		29(13.4)	3.69	14 th

Source: Field survey 2019

Table 2b: Distribution of respondents on level of involvement

Involvement level:	Scores Range	F	%	\bar{x}	SD
Low	≤ 18.25	186	86.1		
High	≥ 18.25	30	13.9	18.25	8.38

Source: Field survey 2019

5.3 Causes of involvement in child labour

The causes of child labour involvement are presented in Table 3. The descriptive analysis result as shown in the table reveals that severe poverty (94.4%), lack of uniform (76.4%), books (69.0%) and transport fare 62.5% were severe factors that led respondents into labour involvement. The result further showed that poverty ranked ($\bar{x} = 1.90$), lack of uniform ($\bar{x} = 1.62$) ranked first and second respectively as causes of respondents' involvement in child labour. on the other hand, lack of books ($\bar{x} = 1.50$) and problem transportation fare ranked 3rd and fourth respectively as push factors.

Table 3: Causes of involvement in child labour

Variable	Severe	Mild	Not a cause	Mean	Rank
Poverty	204(94.4)	3(1.4)	9(4.2)	1.90	1 st
Lack of uniform	165(76.4)	20(9.3)	31(14.4)	1.62	2 nd
Lack transportation fare	135(62.5)	28(13.0)	53(24.5)	1.38	4 th
Lack of books	149(69.0)	26(12.0)	41(19.0)	1.50	3 rd
Punishment from teachers	123(56.9)	35(16.2)	58(26.9)	1.30	6 th
Bullying by fellow students	126(58.3)	36(16.7)	54(25.0)	1.33	5 th
Irrelevance of education for skills & knowledge	106(49.1)	30(13.9)	80(37.0)	1.12	14 th
Lack of job after school	119(55.1)	18(8.3)	79(36.6)	1.19	7 th
Personal illness or illness in the family	116(53.7)	17(7.9)	83(38.4)	1.15	10 th
Death of a bread winner	118(56.4)	19(8.8)	79(36.6)	1.18	8 th
Family size	108(50.0)	36(16.7)	72(33.3)	1.17	9 th
Culture	88(40.7)	71(32.9)	57(26.5)	1.14	11 th
Pregnancy	101(46.8)	43(19.9)	72(33.3)	1.13	13 th
Terrorism	116(53.7)	21(9.7)	79(36.6)	1.17	9 th

Source: Field survey 2019

5.4 Effects on child education

The perceived effect of child labour on respondents' education is presented in Table 4. The result shows that 45.8% of the respondents strongly agreed one the effects of child labour is that pupils become too fatigued for school work. While 50.9% strongly agreed that those who engage in child become fatigued to read become fatigued to read 43.5% also agreed. Other agreed effects that the respondents agreed to were constrained children's enrolment in school (54.8%), ($\bar{x}=4.35$) and children's ability to recall learned experience (51.4%). The result further revealed effects that that the respondents agreed are low children's level of understanding of concepts (52.8%), disruption of school attendance (55.1%,) and ability to differentiate concepts into component parts (56.5%). On the hand, effects like pupil become too fatigued for school work ($\bar{x} = 4.44$) followed by children become fatigued to read due to labour ($\bar{x} = 4.36$), that ranked 2nd. Constrained children's enrolment in school ($\bar{x}=4.35$), children's ability to recall learned experience ($\bar{x}=4.35$) ($\bar{x}=4.35$), school dropout and child's appraisal ability ($\bar{x}=4.35$) ranked 3rd while both low children's level of understanding of concepts ($\bar{x}=4.32$), disruption of school attendance ($\bar{x}=4.32$), ability to differentiate concepts into

component parts ranked 4th as effects.

Respondents' level of perception of the effect of child labour on their education is shown on Table 4b. The perception index was categorized based on respondents' scores. Respondents with score below the $\bar{x} = 108.92$ were categorized as having favourable perception while respondents with score above $\bar{x} = 108.92$ were categorized as having unfavourable perception. Hence, 61.1% of the respondents perceived the effect of child labour on their education as being unfavourable while 38.9% had favourable perception of the effect.

Table 4a: Perceived effect of child labour on child' education

Perceived effect	SA	A	U	SD	D	\bar{x}	Rank
Pupil become too fatigued for school work	108(50.0)	99(45.8)	7(3.20)	1(.5)	1(.5)	4.44	1 st
Child's enrolment in school is constrained	89(41.2)	118(54.6)	6(2.8)	2(.9)	1(.5)	4.35	3 rd
Child's labour disrupts school attendance	88(40.7)	114(52.8)	10(4.6)	3(1.4)	1(.5)	4.32	4 th
Reduces the hours pupils could be available for learning	74(34.3)	127(58.8)	10(4.6)	4(1.9)	1(.5)	4.25	9 th
Absence from school is more among children involved in child labour	75(34.7)	130(60.2)	7(3.20)	3(1.4)	1(.5)	4.27	8 th
Child labour exposes children to smoking and stealing	72(33.3)	133(61.6)	9(4.2)	1(.5)	1(.5)	4.27	8 th
Child labour does not expose children to promiscuity and prostitution	65(30.1)	139(64.4)	9(4.2)	1(.5)	2(.9)	4.22	19 th
Children involved in child labour are not exposed to injuries	73(33.6)	131(60.6)	8(3.7)	2(.9)	2(.9)	4.25	9 th
Children are exposed to health risks, mental and stunted growth	84(38.9)	121(56.8)	7(3.20)	2(.9)	2(.9)	4.31	5 th
Child's labour is a major cause of school drop out	93(43.1)	111(51.4)	8(3.7)	3(1.4)	1(.5)	4.35	3 rd
Children become fatigued to read due to labour	94(43.5)	110(50.9)	8(3.7)	3(1.4)	1(.5)	4.36	2 nd
Children ability to recall learned experience is constrained	91(42.1)	114(52.8)	7(3.20)	3(1.4)	1(.5)	4.35	3 rd
Children's level of understanding of concepts is low	86(39.8)	119(55.1)	7(3.20)	3(1.4)	1(.5)	4.32	4 th
Ability to differentiate concepts into component parts is difficult	84(38.9)	122(56.5)	6(2.8)	3(1.4)	1(.5)	4.32	4 th
Child's listening ability in class is made weak	82(38.0)	123(56.9)	6(2.8)	4(1.9)	1(.5)	4.30	6 th
Child's active participation in class is reduced	84(38.9)	121(56.0)	6(2.8)	4(1.9)	1(.5)	4.31	5 th
Child's organizational ability is not improved	89(41.2)	113(52.3)	7(3.20)	5(2.3)	2(.9)	4.31	5 th
Child's appraisal ability is poor	97(44.9)	106(49.1)	7(3.20)	4(1.9)	2(.9)	4.35	3 rd
Child ability to detect non verbal communication cues is hindered	94(43.5)	104(48.1)	9(4.2)	5(2.3)	4(1.9)	4.29	7 th
Child's ability to act readily is limited	91(42.1)	109(50.0)	7(3.20)	6(2.8)	3(1.4)	4.29	7 th
Child's tracing skill in class is improved due to child's labour	54(25.0)	68(31.5)	11(5.1)	62(28.7)	21(9.7)	3.33	11 th
Confidence and proficiency in performing learned experiences are enhanced	55(25.5)	61(28.2)	11(5.1)	63(29.2)	26(12.0)	3.26	12 th
Ability to create new patterns to fit into a particular situation is improved	55(25.5)	61(28.2)	9(4.2)	64(29.6)	27(12.5)	3.25	13 th

Source: Field survey 2019

Table 4b: Distribution of respondents based on level of perceived effect of child labour

Level of perceived effect:	Scores range	F	%	\bar{x}	SD
Favourable	<110.00	84	38.9	108.92	11.35
Unfavourable	≥110.00	132	61.1		

Source: Field survey 2018

6. Test of hypothesis

6.1 Relationship between socio-economic characteristics of respondents and their perceived effects of child labour on education

Result of analysis on Table 5 shows significant relationship between respondents' level of involvement in child labour ($r = 0.312$), causes of child labour involvement ($r = 0.267$) and perceived effects of child labour. A non-significant correlation was established between respondents' age ($r = 0.132$) family size ($r = -0.044$) and their perceived effect of child labour on their education.

Table 5: Correlation between respondents' socio-economic characteristics and their perceived effects of child labour

Variable	R	p
Age	0.132	0.053
Family size	-0.044	0.516
Involvement	0.312**	0.000
Perceived Causes	0.267**	0.000

Table 6 reveals that at 5% level of significance, there were significant relationships between family type ($\chi^2 = 0.614$), mother occupation ($\chi^2 = 0.645$) and respondents' perceived effect of child labour on their education.

Table 6: Chi square analysis of respondents' socio-economic characteristics and their perception of child labour effect

Variables	χ^2	Df	CC	P
Sex	0.899	1	0.343	0.064
Family type	0.255	1	0.614*	0.034
Education	0.419	2	0.811	0.811
Fathers occupation	2.091	2	0.124	0.351
Mothers occupation	0.212	1	0.645*	0.031

6.2 *There is no significant contribution of selected independent variables to the perceived effect of child labour on respondent's education.*

From the regression analysis result in Table 7, causes of child labour involvement ($\beta = .373$, $p = .000$) had significant contribution to respondents' perception of the effect of child labour their education. The result means that any change in these factors could result in a change in the level of effect. The regression coefficient result also as presented in Table 7 shows that the R-square value of 0.16.9 implies that the causes of child labour involvement contributed 16.9% variance to respondents' perceived level of labour effects on their education. Ahmad (2012) had earlier found out that the push factors of child labour are diverse and severe among poor families.

Table 7: Coefficient of regression showing the contributions of the dependent variables to respondents' level of involvement in child's labour

Model	B	t	Sig.
(Constant)		10.080	.000
Age	.094	1.433	.153
Sex Dummy	-.043	-.621	.536
Religion Dummy	-.035	-.533	.594
Family Type Dummy	.020	.317	.752
Edu dummy	.125	1.607	.110
Father Occupation Dummy	-.002	-.031	.975
Mother's Education	-.062	-.968	.334
family size	-.088	-1.336	.183
Involvement Scores	.004	.049	.961
Causes Scores	.373	5.20**	.000

a Dependent Variable: Perception index

R = 0.411 R² = 0.169

7. Discussion

The findings of the study revealed that children involved in child labour in the study area were tender and should expectedly be in school. The result is an indication that Katsina State is yet to key into the Labour Act of 1974 (revised in 1990) which Nigeria is signatory to and which covers a wide range of provisions including prohibiting or regulating a child under the age of 12 from work except where the child is employed by the family on minor agricultural and domestic activities.

The result on family size is sacrosanct and an indication that majority is from large families. The polygamous family type that prevails in the area could be responsible. It may also be attributed to religious affiliation (Islam) which permits adult male to marry more than a wife (Ikwaakam, & Iyela 2015). The result is in conformity with that of Agbo (2017) which revealed that many Nigeria's families are too large due to polygamous marriage and extended family affiliations.

Furthermore, although child labour is not gender exclusive, the male gender is mostly involved in it than the female. The result significantly reflects the a priori expectations as girl child's movement in the area is often restricted. The finding concurs with that of Glick & Sahn, (1997) which earlier revealed child labour as cutting across gender lines.

Majority also were found to be from polygamous family implying a likelihood of large family size; a factor that could play an important role on child's school's enrollment and/or labour involvement. Empirical evidence supports this revealing that polygamous families with large number of children often find it difficult to afford schooling costs; thus; forcing their children to work (Kaysay 2014). The study of Khan (2003) further buttresses that the bigger the family size, the greater the likelihood of children getting involved in income generating activities rather than attend school.

The small scale farming occupation of the parents again confirms the a priori expectation that most rural populace in Katsina State is undoubtedly associated with land resources that are ideal for various farm and farming related livelihood activities. Oladeji & Thomas (2010) and Olayemi (2002) corroboratively reported that agriculture is a predominant occupation and principal source of livelihood of rural dwellers in Nigeria. It should be noted also, that parents' occupation has direct link to their incoming generating status and decision making on child's labour involvement and schooling. In this sense, the parents' small scale farming occupation depicts an insignificant per capita income status that potently drives child labour. Edison, Akaba, Anaa Oduro & Quarcoo (2014) corroboratively revealed peasant and the rural poor as potently placing education of children as a second fiddle thus; valuing work more to school, since it brings immediate benefits for the family' survival and sustenance.

The involvement of most respondents in labour activities is an indication that majority of the children regularly work after school and close in the evenings or late nights. The result buttresses field observation which revealed such children as carrying out varying labour activities after schools. A worrisome implication is that such children find it difficult to have good rest, read and carry out their school home work. A near similar scenario may play out among those who get involved even during or before school hours in addition to unavoidable missing of classes and consequences. The result however, contradicts the earlier study of Adegbenro, Opasina, Fehintola & Olowookere (2017) in Oyo State, Nigeria that majority of the children worked mainly on weekdays. However, Adegbenro *et al.*, (2017) frowned that such societal ill prevails among our children who supposedly should be in schools learning. Adegbenro *et al.*, (2017) further stated that the scenario shows the level of societal impoverishment because rather than parents taking care of their children, children as young as they are, are now expected to fend for the family or augment the family's income.

The result on level of involvement is worrisomely high (86.1%) among the respondents who regrettably were within the mean age of 11 years. Farming, vulcanizing, fetching water and bus conductor, touting and scavenging were major available labour activities the children were involved. Adegbenro *et al.*, (2017) in their survey in Oyo State, Nigeria correspondingly reported that the prevalence of child labour involvement is unacceptably high. Although the result is not in tandem with the previous finding that parents were major employers of their children (Edet, 2013; Goment,

2017), it however, confirms the findings of International Labour Organization (ILO), (2013) that agriculture is the largest employer of child labourers of African origin that aged 10–14 years

Poverty, lack of uniform and books were ranked first, second and third respectively as causes of child labour involvement. The result means that despite other push factors of children into workforce in Katsina State, poverty remains a robust and most prevailing. In this circumstance, school enrollment, performance and even completion rates of children from poor families is practical and negatively implicated. No wonder Agbo (2017) in her study presented poverty as a dominant factor for child labour. Basu (1998) and Aliyu (2006) observed that children are often the direct victim of the poverty level of the family. Aliyu (2006) further found that in most families, children are compelled by poverty to contribute to the family income and in meeting the family's daily needs by engaging in child labour even when it is detrimental to their health and education. Agbo (2017) concurs to this adding that sometimes, children from poor families earn their school fees through child labour with the consequence of skipping classes.

The perceived unfavourable level of effect of child labour on children's education as revealed in the study was mainly because the students were strongly fatigued to read, constrained to enrolment, lacked ability to recall learned experience, dropout and had poor appraisal ability. This is expected to have socio-economic implications on the children, their families and the entire State. Imagine a situation whereby these children grow up without basic skills and education; they are tantamount to remaining in low-paying and dangerous works. That means a big ditch for the state socially and economically. Despite these negative implications, it is calculated that those poor families that cannot sufficiently fulfill their basic needs may remain so for too long if unchecked. Prior study of Okpukpara (2006) had reported similar scenario in Nigeria with North East ranking highest than other regions of the country. A change therefore is *sin qua non* to removing the ditch in the road to sound educational and social economic advancement of the State.

Level of involvement in child labour and causes were significant correlates of perceived effect of child labour on respondents' education. Also important is the fact that poverty as indicated in the study ranked first among other major push factors of child labour in the area. Looking beyond the situation as it is today in the area, the correlate between poverty and child labour portends great danger to the education of Nigerian child. Nseabasi & Abiodun (2010) has corroboratively asserted that poverty in Nigeria is chronic while Asra (1993) captured it a major driving force to the existence of child labor.

Family type and mother's occupation were also significantly related with perceived effects of child labour on their education. One factor that predicates the size of a family is family type (monogamy or polygamy). In most cases however, polygamous families are known for large family sizes. Thus; children from such families are often obliged by their parents to work to augment the family's income. In same vein, children of illiterate parents are likely as well to work than children of educated parents. The implication is that the less educated a mother is the less likelihood of getting her child enrolled in school. Prior study of Osment (2014) also confirmed that many parents do not have a problem with their children working and attending school but they are not aware of the consequences that this has on the child. The result is also in tandem with the study of Patrinos and Psacharopoulos (1995) which strengthens the empirical evidence that education of the parents affects the child labour and education involvement.

Besides severe poverty, lacks of uniform, books and transport fare were found to be triggering factors (causes) of child in the study area. However, as important as these factors in determining child labour involvement, they are reasonably aftermath of poverty. Previous research finding has demonstrated or rather lamented that despite many organizations promoting education for all children, high rate of school dropouts has sustainably been on the rise due to obvious poor economic conditions (Osment 2014). This reaffirms the fact that poverty is a strong predictor to the declining academic interest, involvement and values in Katsina State and which ironically and painfully deflects children away from successful academic trajectory into labour. One unfortunate implication of this is the unequivocally submerging of socio-economic gains of education by the short-term benefits of

child labour.

8. Conclusion

The study concludes that children involved in child labour were tender and should expectedly be in school. It is also concluded that whereas the children were from polygamous families, their parents were mainly small scale farmers with low income earning status. Their level of involvement was worrisomely high. Poverty remains a robust and most prevailing push factor for children's labour involvement. The perceived level of effect on education was high and this were mainly because students were strongly fatigued to read, lacked ability to recall learned experience, dropped out and had poor appraisal ability. A significant correlation existed between level of involvement, causes and effect of child labour on education. Family type and mother's occupation were also significantly related with perceived effects of child labour on education. Causes of child labour involvement significantly determined respondents' perception of its effect on children's education.

9. Recommendations

Based on the findings, it is recommended that:

1. Since majority of the parents are small scale famers which very often is linked to low income earning status the need for interventions and supports for the expansion of their farming activities is sacrosanct. Thus; government should release credit facilities at little or non-interest loans to such rural poor farmers.
2. Total free and compulsory primary and secondary education in the state should be taken serious and sanction mated to parents who may attempt to deny their children the schooling opportunity in favour of labour activities
3. Whereas recommendation 2 above is not feasible, both government and non-governmental organizations should provide educational incentives such as scholarships, school uniforms, transportation and writing materials to the rural poor children whose parents cannot afford such educational needs and costs.
4. Government in collaboration with non-governmental agencies should lunch awareness campaign on the dangers of polygamy/large family size on children's education and training.

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