
Factory Child Labour, Maid/Servant Child Labour and Academic Performance among Secondary School Students in Cross River State

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Abstract

This study investigated the relationship between factory child labour, maid/servant child labour and students' academic performance among secondary school students in Cross River State Nigeria. To achieve the purpose of the study, two hypotheses were formulated to guide the study. Correlational research design was adopted for the study. Stratified random sampling technique was used to select. The questionnaire was the instrument used for data collection. The reliability of the instrument was determined using split half reliability method. The reliability coefficients obtained from the analysis ranges from 0.76 to 0.78 were considered high enough for the instrument to be used for the study. Pearson Product moment correlation coefficient analytical technique to test the hypotheses. The findings revealed that: Factory Child labour and Maid/servant child labour significantly and inversely rate to academic performance. The study recommends that families should attached some degree of importance to the education of their children as future leaders.

INTRODUCTION

The poor academic achievement of students in Nigeria has been a source of concern and research interest to educators, government and parents. This is so because of the great importance that education plays to national development of the country (Adebule, 2004). There is a consensus by the stakeholders that the huge investment on education is not yielding the desired benefit. The low achievement by students at both internal and external examination had equally been complained by teachers. The annual releases of Senior Secondary Certificate Examination Council (WAEC) revealed the poor secondary performance of students in different school subjects who passed English Language and Mathematics between 2007 to 2010 which showed that is only 33.6 percent of the students who sat for West African Examination Council (WAEC) English Language examination passed the examination in 2007 while 29.98 passed Mathematics for that same year. For 2008 only 31.15 per cent passed English Language while 29.86 passed Mathematics for that same year. Consequently, one can conclude that the academic performance of student have been very for the past academic year.

Poor academic performance is a performance that is adjudged by the examinee/testee and some other significantly persons as falling below an expected standard. Poor academic performance has been observed in school. Subjects especially Mathematics and English Language among Secondary School Students (Adesemowo, 2005). Aremu (2000) stresses that academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Education at secondary school level is supposed to institutions. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country.

Literature review

Factory child labour and students' academic performance

According to Patrinos and Psacharopoulos (1997) factors that contribute to child labour include age, gender, language and number of siblings which reduce school attendance and increase the chances of grade repetition in Paraguay." Patrinos and Psacharopoulos (1995) in an earlier study in Peru formulated an equation that included child work variable and used it to calculate the chances of age –grade distortion. The Result showed a positive coefficient meaning that it increased the likelihood of the child being too old for his/her grade.

However, grade repetition and age-grade distortion are not perfect indicators of learning achievement, as school may not apply uniform standards in enforcing grade repetition. What is needed is some measure of actual competence. Akabayashi and Psacharopoulos (2009) used measures of reading ability (being able to read a newspaper) and mathematics (being able to do written calculations) in Tanzania. However, coefficient were often insignificant, perhaps because of the small sample size and the poor fit of the predicting equations. More seriously, the authors recognized the possible unreliability of the ability measures, as they were based on parental judgment. The present paper avoids that difficulty by using 'objective' tests of reading and mathematical competence. It also uses a measure of innate ability as a control in estimating the effects of work and school on learning achievement.

Dustman (2006) carried out a study to examined effect of part-time work on student academic achievement in England and found a positive relationship between part time work and student academic performances. The researcher noted that determining the effect of child work on achievement of students can be of great assistance. First, it help household to make decision as to whether their children should engage in work or not. Secondly, it provide a plan for educational interference that might be desirable to mitigate the effect of work on education. Third, it will provide a better idea of one of the benefits of policies and projects to reduce child work, and so lead to the better design of such interventions.

Nielsen (1998) carried study to examine the relationship between child work and the achievement of student in Zambia and discovered a relationship between child labour and students' academic achievement. However he discovered that only few children in Zambia combine work and school, but that those engage in work perform poor academically.

Grootaert (1998) carried out a study to examine the patterns of child work and school attendance in Cote d'Ivoire, Bolivia, Philippines and Columbia. The surveys in each of the cases above were similar to those reported in Pakistan and Ghana report that child work is not the child's main activity. About 35 per cent of the children in Ivory Coast combine school with work, 25 per cent go to school exclusively and 20 per cent engage in work exclusively. Thus about 20 percent of the children neither work nor attend school in that country

A study in Columbia showed that "in urban areas children are expected to concentrate on schooling, and slightly to combine work and schooling, with the consequence that many fewer concentrate on work." Girl has less tendency focus on education and high tendency to concentrate on house work. Also 80 percent of children in urban areas focus more on schooling, 5 percent work and go to school at the same time, 5 percent focus on working only and 10 percent do nothing. In rural areas education is somehow low. And this is matched by increases in work participation and in those doing neither girls are more likely to attend school and less likely to work. They are also more likely to do neither. In urban Bolivia, full – time school attendance is over 90 percent until the age of 13 years. After that, child work becomes significant, with somewhat more children working full-time than combining work

with school. (Only about 3 per cent neither work nor attend school, and this is more common for girls. There is little difference between girls and boys in their labour force participation.

Kabeer (2001) explored the influence of geographical, economic and social dimension of child labor on educational result in Bangladesh and India and she concluded that poverty is not inevitably an impossible obstacle to admission into education services and there is a necessitate to copy out the instruction from the effort of the few educational planners who are (i) well versatile with the pattern of shortcoming caused by social group, gender, ethnicity and uncertainty and (ii) in the position to deliver educational services geared to the requirements of the marginalized.

Emerson and Knabb (2007) show that “the lack of access to capital markets give rise to a Pareto-inferior outcome that is characterized by the presence if child labour and a low level of human capacity.” Based on a child labour model in a dynamic. General equilibrium setting, they show that a pay-as-you-go social security program can move the economy out of this inferior equilibrium by allowing families to redirect household income. They also show that the effectiveness of the intergenerational transfer program relies critically on its ability to change the behaviour of households through their expectation.

In Africa, and particularly in rural Nigeria, it has been observed that child workers engaged in farming have lower school attendance compared to their urban working peers” (Robinson, 1999). However, the results are inclusive in terms of the effects of agricultural work on children’s lecture time. Kalam (2007) has looked at a variety of child labour issues based on a survey in the Dhaka City Corporation, which provides findings on important differentials of the child labour like for example, the causes of child labour. He concludes that child labour cannot be completely eliminated unless Bangladesh’s economy is developed sufficiently to create job opportunities for the vast majority of its adult work force and that poverty alleviation is a precondition to elimination or at least minimization of child labour.

Given the chrome economic issue of child labor in Bangladesh, it cannot be stopped simply by a piece of legislation. Instead, it can be eliminated only by adoption of suitable long term economic measures that eliminate the need for child labour. (Khanam (2005) found that “the trend and incidence of child labour has been increasing in Bangladesh ven though child labour is on a declining trend in other South Asian countries. Which she explains with the irrelevance or inadequacy of existing child labour laws in Bangladesh. This study suggest that a combination of policies would be appropriate for reducing child labour which include employment generation schemes that lead to economic prosperity for the household. Compulsory schooling for children, school enrolment subsidy, improving school infrastructure, the quality of education, flexibility in school schedules and adult literacy campaigns that increase community or social awareness, especially of the adult female.

Mamun, Mondal, Islam and Kabir (2008) aim at investigating the factors that influence academic performance of the child laborers by collecting primary data from some selected areas of Rangpur district, Bangladesh. Their logistics regression analysis shows that working hour per day, place of work and age at the time of entrance to work appeared to be the most significant factors in determining the likelihood of facing low academic performance. They found that (i) an increase in working hours increase the likelihood low academic concentration, (ii) children working in more hazardous sector face more health problems than those working in comparatively less hazardous sector, and (iii) children that enter into work at an early age face more health complications than those entering work at an older age.

Tariquzzaman and Hossain (2009) came to conclusion that “poor boys have been left behind by public policy efforts to expand school access in Bangladesh – the same policies which

have succeeded in attracting girls to school.” They draw on original research to explore the failure to tackle the exclusion of poor boys from school, arguing that paid work has become more attractive in a context in which education is of poor quality and there are no social sanctions against child labour.” They also stated that “poor boys may not necessarily inherit deeper poverty as long as there is steady economic growth, but that they are likely to inherit a position at the lower end of the social scale in the absence of state or social sanctions against child labour.”

Tariquzzaman and Kaiser (2008) aimed at analyzing how and what factors have contributed in changing the patterns and perspectives of child labour over the last 15 years. Based on an in-depth research of 120 child laborers and 40 employers of child labour in a Dhaka slum and rural community in the poor northern district of Nilphamari they articulate the employers perspectives on child labour, with particular emphasis on understanding what factors have caused them to change their own practices over time.

In this regard, they address four main issues: (i) why employers depend on child labour; (ii) how the types and forms of children’s employment are believed to have changed over the last 15 years; (iii) factors that employers believe have contributed to these changes; and (iv) how employers are adapting to the changing situation with respect to the employment of children. Based on their findings, they come to the conclusion that the increased they found that certain tasks were deemed to be reserved for children since adults were unwilling to execute those tasks. These tasks effectively ‘institutionalize’ children’s work, usually within informal setting. The physical structure of the children was found to be vital. In many cases the adults withdrew themselves from many tasks performed by children on ground of status, particularly if they were seen as dirty tasks. Employers were also found less willing to pay full-time adult employee wages for tasks, which are intermittent, unskilled or low priority. They also found that three factors critical influence how and whether employers recruit children: (i) the increase in work opportunities; (ii) the related matter of change in family earning; and (iii) education policy, improvements in the communication and transportation systems have improved the opportunity for child work both in the rural and urban area. However many employers are now facing problems in recruiting children because of the development of family business and also the massive expansion of primary and more recently secondary education.

Employment opportunities for children, the choices of sectors including better-paid and more attractive new sectors as well as the flexibility and security of home-based work have led employers to adjust their behaviour in various ways (including increased remuneration and other benefits) in an attempt to retain children workers.

There are also a few studies that are not specifically on Bangladesh but are relevant for this paper as they address physical and psychological implications of child labour. One of the first of such studies has been Grant (1993). He showed that “risky” child labour creates resistance to the psychosocial and physical development of the working children because working in workshops, constructions or transport sector creates a burden on the children’s physical and mental health which impedes their future lives.” Guendelman and Samuel (2002) showed that “disabled or working children in the poor families are not getting effective medical care which puts them in a dangerous position.”

Maid Servant Child Labour and Student ‘Academic performance

Arinze (2006) was of the opinion that poverty “can make one behave like an animal, as this can caused one to trade the health the health of one’s child labour and the increase in the number of children by poor women. “Okali et al (2001 noted that ‘child labour in Nigeria

is highly influenced factor such age, gender, ethnic background socio-economic status, educational status and religion”.

Such incident can caused the recruitment of victims as a servant in another household. Chukwuzi (1999) discovered from his study in Anambra State of Nigeria that most of the Igbo families encourage their children to move to urban areas, believing that staying in the village will not bring financial success. ILO (1996) opined that “rapid global urbanization is one of the major causes of child labour. At times, children labour to help reimburse loan acquired by the family” (Grootaert, 1995) “In some cases, parents send their living conditions in home of rich persons. Child labour also comes to existence from the system of apprenticeship, in which a child goes to learn a trade and at the same time go to school. Most children often spent more time at work more than in School (Grootaert 1995).

Many children in Asian and African countries have to wrok the whole day for money to assist the parent. Young boys engage into various activities especially agriculture as soon as they can perform the task in question (Grootart, 1995) Young girls are engage into domestic jobs as soon as they learn how to perform the task. The child in this situation is left no time for learning and recreation. These children have little or no time to play with their friends. Female and male servants are made to perform a range of household activities such as caring for children and elderly, household maintenance known as housekeeping to individuals and family (UNICEF, 2005).

Tasks perform by these children may also include cooking, going out to buy food, laundry and ironing and other household errands. Most of these domestic workers live where they work. Though they often have their own quarters, their recommendations are not usually as comfortable as those reserved for the family members. In some cases, they sleep in the kitchen or small rooms. Such as a box room, sometimes located in the basement Wikipedia, (2006). Maids and male servants in Nigeria are sometime exploited by their employers and used as cheap labour. They have no official watch group that tries to still the abuse they suffer in the respective households. Early to rise, and the last person to retire to bed, they bear the brum for work in Nigeria for most of the day, without any respite, or overtime. Their salary is fixed and their day off work is nil. Srvants endure physical, verbal, mental and sexual assaults. There are sordid tales of broken promises, for education of starvation and of rise in inferiority complex. In many cases, these under aged boys and girls get the so called employment through “agencies based in the cities.

These agencies hook them up with households and given them away to sub-employers without even screening the latter. These kids work day in day out, all year round and in the end more than ¼ of their pay goes to the agencies. Their parents back in the villages received just a pittance of the children’s pay (which doesn’t deserve to be called a pay in the first place) and the cycle continues. Across West Africa, millions of girls and less often boys are effectively sold into “slavery” as domestic workers. Many are kept under lock and key and have no contact with anyone outside their employers – no one in turn to for help. Once, away from their families, the girls are at the mercy of the agencies that, in some cases, move them household to household pocketing their wages. A report by UNICEF on children and work indicates that a growing number of children living on the streets of African capitals are suffering social dislocation, homelessness, exploitation and abuse in all forms. International Journal of Humanities and Social Science Vol2 No. 5; March 2012 – 273.

At least 100 million children worldwide live at least part of their time on streets and work in the urban informal sector. The bad ones can visit some calamity on an otherwise stable household. The sultry ones can boost of the number of men who had crossed their legs. The devilish ones would plot to usurp the madam of the house. Working children, according to UNICEF (2006) have no time or energy to go to school. About six millions working

children in Nigeria, equally split between boys and girl, do not attend school at all. While one million children are forced to drop out due to poverty or because of parents' demand to contribute to the family income. Today's child worker will be tomorrow's uneducated and untrained adult forever trapped in grinding poverty (ILO, 2006). The issue of rural – youth migration for domestic servants in Nigeria is a concern. Despite the introduction of Universal Basic Education by the Federal Government of Nigeria, a lot of school-age children/youth are taken to urban cities to work in various capacities as domestic servants. These children/youth usually return home at the end of the year for end-of-the year festivities after which they repeat the cycle again. One begins to wonder that in the second decade of 21st Century, some groups of people still engage in send their children out as servants.

Maid/servant child labour according to this research is the act of giving out of a child by the parents to stay with another family with the intention of getting some benefits. In most cases, the child is forced out of the family by the parents to stay and serve in another family as house helps. Maid/servant child labour involves movement of children from place to place by force, coercion or deception into situations where they are economically or sexually exploited. In some cases, such children are used in rituals (Isangedighi 2005).

Some of such are under the age of 8 years. Omiegbe (2005) reports shows that it is a common phenomenon in areas like Hausa land for parents and guardians give out their children, particularly females in return for cash, clothing or other physical materials. Holf (1997) noted that maid servant children suffer emotionally and sometimes physical injuries at the hands of their masters. Many children are told their parents are dead or no longer loves them so that they will always remain with their masters. Uprooted from family and friends, maid/servant children often are given new names by their masters and instructed not to reveal the real names or where they lived before.

Other studies have discovered underachievement for children who worked and go to school. Children who were engage in farming activities had been found to perform poorly than children engage in other forms of occupational activities. The ILO indicated that children's participation in work that does not adversely affect their teeth and personal development or interfere with their schooling is generally regarded as being something positive. This form of work includes assisting their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. It become obvious then that not all work done by children should be classified as maid/servant that is to be targeted for elimination. However some work such as farming which requires children to attempt to combine school attendance with excessively long and heavy work should be discouraged.

To take special note is the fact that most children who engage in hard worked most often develop illness during the school term as compared to children that do not engage in hard work. Equally, most of these children have experienced physical and sexual injuries when compared with those who did not.

METHODOLOGY

The research design opted for this study was correlation research design. The research covers Cross River State of the Federal Republic of Nigeria. The population of number students involved in child labour in the state are not known, information from Cross River State Secondary Education Board (2012) revealed that there are 233 Secondary Schools in Cross River State with a total of 97,432 students out of which 18,699 were found to be in JSS 3 with 9,269 males and 9,430 females. Reason for using JSS 3 student is because they can still be influenced by their parents and families. Stratified random sampling technique was adopted for the selection of the required sample for this study, foremost, each of the three

educational zones in Cross River State stand as a stratum from which required secondary schools were selected. The sample of this study was 1,080 junior secondary III student (male and female). This was randomly selected from 54 out of 233 secondary schools in the study area. The sample portrayed that from Ogoja Educational zone, 300 students were randomly selected; from the Central or Ikom Zone, 360 students, while from the Southern or Calabar Zone, 420 students were selected. The percentage representation of the sample by educational zones was as follows; 27.8% (North or Ogoja Zone); 33.33% (Central or Ikom Zone); 38.9% (South or Calabar Zone).

The instrument used for the study is a structured questionnaire titled Child labour Psychosocial Behaviour Questionnaire (CLPBQ). The CLPBQ was a 48 items questionnaire constructed by the researcher and aimed at eliciting information from the respondents on the variable of study. The questionnaire consisted of two sections (A & B).

The face validity of the instrument of the study was established by two experts in Guidance and Counselling and two experts in Test, Measurement and evaluation in Faculty of Education University of Calabar. The reliability was established through the split – half method.

Hypotheses for the study

Hypothesis one

There is no significantly relationship between factory child labour and academic Performance of students among Secondary School in Cross River State

Dependent variable academic performance

Independent variable factory child labour

Statistical technique: Pearson Product Moment Correlation analysis

Hypothesis two

There is no significant relationship between the maid/servant child labour and academic performance

Dependent variable: Academic performance

Independent Variable: Maid/servant child labour

Statistical technique: Pearson product moment correlation analysis

Presentation of result

Hypothesis one:

There is no significant relationship between factory child labour and students' academic performance. Pearson product moment correlation coefficient statistical technique was used to test this hypothesis. The result is presented in Table 1

TABLE 1

Pearson's product moment correlation coefficient analysis of the relationship between factory child labour and students' academic performance N-167

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-cal
Factory Child labour	3294	67840		
Students' performance in English Language	9972	624362	194240	-0.26*
Students' performance in Mathematics	10432	682516	205591	-0.02
Students' performance in Social Studies	9996	622458	196570	-0.07

*p<0.5, d.f=165 critical r=0.167; ns p>.05

The result in Table 1 revealed that the calculated r-value of -0.26 for students performance in English Language was found to be greater than the critical r-value 0.167 needed for significance at 0.05 level of significance with 165 degrees of freedom. But the calculated r-value -0.02 for student performance in mathematics and -0.07 for students performance in Social studies was found to be smaller than the critical r- value of 0.167 needed for significance at 0.05 level of significance. The result implies that factory child labour significance relates to students' academic performance in English Language, but does not significantly relates to students' academic performance in Mathematics and Social Studies. The negativity of all the r-values obtained in this hypothesis revealed that factory child labour negatively relates to students' academic performance. This implies that increase the intensity of factory child will leads to decrease in students' academic performance. Conversely a decrease in students' academic performance

Hypothesis two

There is no significant relationship between the maid/servant child labour and academic performance. Pearson product moment correlation analysis was used to test for this hypothesis. The result is as presented in Table 2

TABLE 2

Pearson's product moment correlation coefficient analysis of the relationship between maid/servant child labour and students' academic performance N-726

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r-cal
	$\sum Y$	$\sum Y^2$		
Maid/servant child labour	15310	333798		
Students' performance in English Language	41240	2481006	857695	-0.31*
Students' performance in Mathematics	41395	2554187	867793	-0.13*
'Students' performance in Social Studies	40932	2436976	857988	-0.15

* $p < 0.05$, d.f=1038 critical $r = 0.167$; ns $p > .05$

The result in Table 2 revealed that the calculated r-value of -0.31 for students performance in English Language was found to be greater than the critical r-value 0.167 needed for significance at 0.05 level of significance with 165 degrees of freedom. But the calculated r-value of -0.13 for student performance in Mathematics and -0.15 for students performance in Social Studies was found to be smaller than the critical r-value of 0.167 needed for significance at 0.05 level of significance. The result implies that maid/servant child labour significance relates to students' academic performance in English Language, but does not significantly relates to students' academic performance. This implies that increase in the intensity of child labour will leads to decrease to students' academic performance. Conversely a decrease in students' academic performance

Discussion of findings

The findings of the first hypothesis revealed that there exist a significant and inverse relationship between factory child labour and students' academic performance in English language, Mathematics and Social Studies. This means that an increase in the intensity of factory child labour will certainly reduce students' academic performance in these subjects. This finding is in agreement with the findings obtained by Akabayashi and Psacharopoulos (2009) who found out in their study that there exist an inverse relationship between factory child labour and students' academic performance. Using measures of reading ability (being able to read a newspaper) and mathematics (being able to do written calculations) in Tanzania. This finding is also in agreement with the finding obtained by Dustmann (2006) who conducted a study on the effect of part-time work on examination performance in the United Kingdom. He found out from his study that there existed an inverse and significant relationship between involvements in part time work and students performance in end of year examination.

The findings of the second hypothesis revealed that there exist a significant and inverse relationship between maid/servant child labour and students' academic performance in English Language, Mathematics and Social Studies. This findings, implies that increase in intensity of maid/servant child labour will reduce students' academic performance in all subjects under control. This finding is in line with the finding of Arinze (2006) who conducted a study on the influence of maid/servant child labour on students' academic performance. According to him student under maid/servant child labour are most often made to do household and domestic work and have no time to study.

The finding of this study is also agreement with the finding arrived at by UNICEF

(2006), who in their finding revealed that there exist a significant influence of maid/servant child labour on students' academic performance. According to UNICEF (2006) "there are about six million working children in Nigeria, equally split between boys and girls, do not attend school at all".

Conclusion/recommendation

Based on the research findings, it could be concluded that the indices of child labour considered in this study factory child labour and maid/servant child labour significantly and negative affect student's academic performance in English Language. Mathematics and social studies, the state of anxiety for need satisfaction of students significantly predicts their academic performance, drug abuse negatively affect students' academic performance. In the light of the findings of this study, it was recommended that Parents should not produce children that they could not carter for viewing the physical economic and social circumstances

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