THE EFFECT OF FAMILY BACKGROUND AND CHILD LABOUR ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN IKENNE LOCAL GOVERNMENT, OGUN STATE

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ABSTRACT
This study assessed the effect of family background and child labour on academic performance of public secondary school students in Ikenne Local Government, Ogun State. Descriptive survey research design was adopted. The total population for the study was 2450 from two public secondary schools in Ikenne local government, Ogun State. A sample size of 344 respondents from JSS1-SS3 was randomly selected for the study. The instrument used for data collection was a self-developed questionnaire. The set null hypotheses were tested at 0.05 level of significance. The set null hypotheses for child hawking (p-value=0.756) and child begging (p-value=0.263) were all accepted except set null hypotheses for family background was rejected (p-value=0.017) which is less than 0.05. The findings revealed that child hawking and child begging do have a significant effect on students’ academic performance. The findings also depict that there is a significant effect of family background on students’ academic performance. The study recommended that parents should be educated on the importance of educational attainment. It also recommended that government should
incorporate individual philanthropists, corporate organizations and donor agencies to encourage poor parents or the less privileges to put an end to child labor activities.

Keywords: Family Background, Child Labor, Academic, Students, Performance

Introduction
Child labour has for a long time been recorded in literature, art and science in many parts of the world. Reports of infanticide, mutilation, abandonment and other forms of violence against children date back to ancient civilizations (Runyan et al. 2015). The historical record is also filled with reports of unkempt, weak and malnourished children cast out by families to fend for themselves and of children who have been sexually abused. For a long time also there have existed charitable groups and others concerned with children’s wellbeing who have advocated the protection of children. Nevertheless, the issue did not receive widespread attention by the medical profession or the general public until 1962, with the publication of a seminar work, the battered child syndrome by Kempe (Sanjeevi et al. 2018).

The term “battered child syndrome” was coined to characterize the clinical manifestations of serious physical abuse in young children (Sanjeevi et al. 2018). Now, four decades later, there is clear evidence that child abuse is a global problem. It occurs in a variety of forms and is deeply rooted in cultural, economic and social practices. Solving this global problem, however, requires a much better understanding of its occurrence in a range of settings, as well as of its causes and consequences in these settings. The most recent data from the National Child Abuse and Neglect Data System (NCANDS) estimates that 2.34 children out of every 100,000 children in the United States died from child abuse. Of these deaths, 46% were children under the age of one (Bunten, 2011). Being small and unable to defend themselves, young children have the highest rate of abuse. (Child welfare Information Gateway, 2011, p. 2-4).

In 2009, it was estimated that 702,000 children were victims of child abuse; this equals 9.3 out of every 1,000 children (U.S. Department of Health and Human Services, 2010). Survivors of child abuse, including neglect, physical abuse, sexual abuse, and emotional abuse, have many obstacles to overcome even after the abuse has stopped (U.S. Department of Health and Human Services, 2010). Research shows that students who have been maltreated also have low emotional regulation along with increased suicide ideation. (Teisl & Cicchetti, 2007; Calder, McVean, & Yang, 2010).

Records on child labour continues to increase in Nigeria, for instance, in the year 1995 over twelve million children were involved in child labour while in 2006 the numbers of children engage in child labor were about fifteen million (Adegun, 2013). Street hawking is one of the most occurring type of child labor in Nigeria, thus preventing them from concentrating in school. Out of 42.1 million Nigerian children eligible for primary education, only 22.3 million are in school; for secondary schools, the situation is worse: out of 33.9 million eligible adolescents only 6.4 million are in school and the economic necessity drives much of this (Okafor, 2010). Some children also try to combine school and labor in other to pay their school fees, this combination affects the child’s study (Amao, Oni, Yusuf and Omonona, 2010).

Family background and parent involvement had also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, and higher rates of participation in advanced courses. Hence, the study examines the effect of family background and child labour on academic performance among students in public secondary schools in Ikenne Local Government. Therefore, the findings of this study would help the school produce students who can contribute meaningfully towards the development of the nation in future. The findings of the study could be made known to the public by organizing conferences, workshops and seminars to inform them of the negative effect of child abuse. The results of the work would be of great help to future researchers. This study would be significant to families, children, and ministers and most especially to policy makers as policy materials. Finally, the study would cover the literature gaps that exist in other studies on child labour and academic achievement.
The research study aims to answer the following questions:

1. What is the effect of child hawking on academic performance among students in public secondary schools in Ikenne Local Government?
2. What is the effect of child begging on academic performance among public secondary schools in Ikenne local government?
3. What is the effect of family background on academic performance in public secondary schools in Ikenne local government?

**Theoretical Framework**

**Poverty theory**

Poverty has caused a great intense for decade around the whole world and different scholars across different discipline have shared their views on the cause of poverty; among them are Oscar Lewis and Amartya Sen (Sarshar, 2010). Sen’s theory of poverty explains the requirement to understand the concepts of what should be considered poverty.

Poverty line can be drawn but it cannot be used across board due to some personal characteristics and circumstances such as geographical factors, social factors, biological factors, access to opportunities, and other productive resources. In accordance with Rank’s statement in 2004, parents who experience poverty force their children to engage in child labour due to their lack of motivation and determination of providing their children’s basic needs. This theory explain how parent transmit poverty from themselves to their children by engaging them in economic activities which deter their academic performance or even take them out of school due to lack of provision.

**Method**

**Research Design**

This study adopted the descriptive survey research design that was used to assess the effect of child labour on academic performance of secondary school students in Ikenne Local government area, Ogun State Nigeria.

**Participants**

The population of study consists of students in Ilisan High School and Ikenne Community High School. The population of the study was two thousand four hundred and fifty (2450), and made up of both junior and senior secondary school students. Using Taro Yamane method for sampling size calculation formulated in 1967. A total number of 344 students from Ikenne community high school and Ilisan High School were selected for the study.

**Measures:** The research instrument employed for this study was a well-structured questionnaire, designed by the researcher to elicit responses from the respondents concerning the effect of family background and child labour on academic performance in public secondary schools using four-point scale ranging from Strongly Agree (SA) Agree (A) Strongly Disagree (SD) Disagree (D).

**Procedure:** The questionnaires were administered to students in the two schools which were Ilisan High School and Ikenne Community High School. The instrument employed for this study was a well-structured questionnaire which was used to get the required information from the respondents. The primary sources of data were basically through administration of questionnaires. A total of 360 questionnaires were administered instead of 344 questionnaires so as to check for losses due to attrition. Finally 344 questionnaires were valid for analysis after checking for poor responses. It should be noted that not all the categories of responses is up to 100 percent due to none responses (NA) of some respondents. The instrument was analyzed with simple percentage frequency distribution and T-test, simple regression analysis and linear regression analysis was used to test the effect of family background and child labour on academic performance among public secondary school students in Ikenne local government.

**Results**
Research Question 1: What is the effect of child hawking on academic performance among public secondary school?

Table 1. The effect of child hawking on academic performance among public secondary school?

<table>
<thead>
<tr>
<th>Variables</th>
<th>SA F(%)</th>
<th>A F(%)</th>
<th>SD F(%)</th>
<th>D F(%)</th>
<th>UD F(%)</th>
<th>X(mean) SD(standard deviation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child hawking affects academic performance</td>
<td>64(18.6%)</td>
<td>162(47.1%)</td>
<td>45(13.1%)</td>
<td>51(14.8%)</td>
<td>22(6.4%)</td>
<td>2.56 1.14</td>
</tr>
<tr>
<td>There is a relationship between child hawking and academic performance</td>
<td>58(16.9%)</td>
<td>164(47.7%)</td>
<td>49(14.2%)</td>
<td>59(17.2%)</td>
<td>14(4.1%)</td>
<td>2.5 1.08</td>
</tr>
<tr>
<td>Child hawking contribute to poor academic performance</td>
<td>66(19.2%)</td>
<td>151(43.9%)</td>
<td>52(15.1%)</td>
<td>57(16.6%)</td>
<td>18(5.2%)</td>
<td>2.5 1.13</td>
</tr>
</tbody>
</table>

Source: field survey, 2018

This study revealed the effect of child hawking on academic performance among public secondary school, Ikenne local government, Ogun state. The results in the table above showed that, majority 65.7% agreed that child hawking affects academic performance and 64.6% agreed that relationship exist between child hawking and academic performance while 63.1% of the respondents agreed that child hawking contribute to poor academic performance. Therefore, this study showed that child hawking affects students’ academic performance.

Research Question 2: What is the effect of child begging on academic performance among public secondary school?

Table 2: The effect of child begging on academic performance among public secondary school?

<table>
<thead>
<tr>
<th>Variables</th>
<th>SA F(%)</th>
<th>A F(%)</th>
<th>SD F(%)</th>
<th>D F(%)</th>
<th>UD F(%)</th>
<th>X(mean) SD(standard deviation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child begging affects children focus in school</td>
<td>57(16.6%)</td>
<td>175(50.9%)</td>
<td>36(10.5%)</td>
<td>55(16.0%)</td>
<td>21(6.1%)</td>
<td>2.55 1.12</td>
</tr>
<tr>
<td>Child begging contributes to poor academic performance</td>
<td>80(23.3%)</td>
<td>159(46.2%)</td>
<td>51(14.8%)</td>
<td>36(10.5%)</td>
<td>18(5.2%)</td>
<td>2.7 1.09</td>
</tr>
<tr>
<td>There is a relationship between child begging and academic performance</td>
<td>55(16%)</td>
<td>135(39.2%)</td>
<td>69(20.1%)</td>
<td>64(18.6%)</td>
<td>21(6.1%)</td>
<td>2.4 1.14</td>
</tr>
</tbody>
</table>

Source: field survey, 2018

This study revealed the effect of child begging in public secondary school Ikenne local government, Ogun state. The results in the table above showed that, high proportion of the respondents 67.5% agreed that child begging affects children focus in school. Meanwhile, 69.5% also concurred that child begging affects academic performance while 55.2% of the students admitted that there is a relationship between child begging and academic performance. Hence, this study revealed that child begging affects academic performance.

Research Question 3: What is the effect of family background on academic performance in public secondary school?
Table 4: Effect of family background on students’ academic performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>SA F(%)</th>
<th>A F(%)</th>
<th>SD F(%)</th>
<th>D F(%)</th>
<th>UD F(%)</th>
<th>X SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family background influence children to engage in activities such as hawking and to work before or after school hour</td>
<td>119(34.6%)</td>
<td>157(45.6%)</td>
<td>23(6.7%)</td>
<td>31(9.0%)</td>
<td>14(4.1%)</td>
<td>2.97 1.06</td>
</tr>
<tr>
<td>Family background influence children working in an unhealthy environment such as block industry under uncomfortable conditions</td>
<td>86(25%)</td>
<td>190(55.2%)</td>
<td>24(7.0%)</td>
<td>30(8.7%)</td>
<td>14(4.1%)</td>
<td>2.88 1.01</td>
</tr>
<tr>
<td>Family background affects social, mental, physical life</td>
<td>85(24.7%)</td>
<td>170(49.4%)</td>
<td>44(12.8%)</td>
<td>31(9.0%)</td>
<td>14(4.1%)</td>
<td>2.8 1.03</td>
</tr>
<tr>
<td>Family financial status influence child labour.</td>
<td>68(19.8%)</td>
<td>157(45.6%)</td>
<td>44(12.8%)</td>
<td>51(14.8%)</td>
<td>24(7%)</td>
<td>2.56 1.16</td>
</tr>
<tr>
<td>family background affects their academic performance</td>
<td>72(20.9%)</td>
<td>141(41.0%)</td>
<td>47(13.7%)</td>
<td>64(18.6%)</td>
<td>20(5.8%)</td>
<td>2.52 1.18</td>
</tr>
<tr>
<td>Family background influence children working in an unhealthy environment such as block industry, bus stops et.c</td>
<td>95(27.6%)</td>
<td>162(47.1%)</td>
<td>38(11%)</td>
<td>32(9.3%)</td>
<td>17(4.9%)</td>
<td>2.8 1.08</td>
</tr>
<tr>
<td>Family background influence children working under an uncomfortable conditions</td>
<td>107(31.1%)</td>
<td>158(45.9%)</td>
<td>37(10.8%)</td>
<td>27(7.8%)</td>
<td>15(4.4%)</td>
<td>2.9 1.05</td>
</tr>
<tr>
<td>family background put children at risk of being harass while engaging in the work activities such as hawking</td>
<td>111(32.3%)</td>
<td>160(46.5%)</td>
<td>32(9.3%)</td>
<td>28(8.1%)</td>
<td>13(3.8%)</td>
<td>2.95 1.04</td>
</tr>
<tr>
<td>family background encourage child labor (prostitution, begging, hawking)</td>
<td>123(35.8%)</td>
<td>148(43%)</td>
<td>28(8.1%)</td>
<td>18(5.2%)</td>
<td>27(7.8%)</td>
<td>2.9 1.16</td>
</tr>
</tbody>
</table>

Source: field survey, 2018

This study showed the effect of family background on academic performance in public secondary school in Ikenne local government, Ogun state. The results in the table above showed that, majority 80.2% of the respondents concurred that family background influence children to engage in activities such as hawking and to work before or after school hour. 74.1% of the respondents also agreed that Parents’ illiteracy influence child labour? Although, 65.4% and 61.9% of the students agreed that child labor is influenced by family financial status and parent occupation respectively.

Also, 74.7% and 77% of the respondents concurred that family background influence children working in an unhealthy environment such as block industry under uncomfortable conditions respectively. With regards to academic performance, high proportion 78.8% of the respondents agreed that family background affects their academic performance while 78.8% concurred that family background put children at risk of being harass while engaging in the work activities such as hawking etc. Therefore, this study showed that family background encourage child labor (begging, hawking) which highly influence student academic performance and their life in public secondary school.
Discussion of findings

Research question one showed that approximately 66% of the student agreed that child hawking affect academic performance and 64.6% of the student agreed that there is a relationship between child hawking and academic performance which correlates with Clark & Yesufu (2016) stating that children who engage in child labour suffer academically due to no time to study and rest. Kurfi & Aliyu (2016) affirm that heavy loads affect the biological components of the child such as head, neck, hands and feet; due to high demand at work, these children normally skip classes (Ebere, 2010).

Research question two revealed that 67.5% of the student agreed that child begging affects children focus in school and high proportion of the students agreed that child begging affects academic performance with 55% of the students agreed there is a relationship between child begging and academic performance which concurred with Healy & Rojoz (2012) that define begging as a social deviance and social problems which include gaining materials benefit by asking for money from other persons with no intent to reimburse the money or to provide service in return. While most of this children carry out the act of begging, it creates academic problem which can be categories as a social problem. Agbaje & Adegbite (2014) stated that unhealthy lifestyles or behaviour (child begging) might have direct or indirect consequences in the health and well-being of individual causing restlessness, accidents, and untimely deaths among others.

Research question three revealed that family background has a significant effect on student’s academic performance in public secondary school in Ikenne local government which agrees with Apkotu, Omotor and Onoyase (2007) stating that family therefore has very strong interacting influence on members in diverse ways. Abdu-Raheem (2015) concluded in his work that there is a close relationship between socio-economic background and academic performance. This study correspond with Buklsa (2013), which affirmed that family that experience physical abuse, sexual abuse, emotional abuse, and other forms of financial maladjustment attitude can affects children’s academic performance.

Conclusion

Family background was found to be the determinant of child labour which put children at risk of working that prevent them from going to school or acquiring any formal education. Child labour (hawking and begging) was found to have a significant effect on selected public secondary school students’ academic performance because most children engage in this activities to ensure their being in school and help their parents at the same time. Consequently, this study agreed with many other similar researches on the effect of family background and child labour on academic performance.

Recommendations

In eradicating of child labour completely in the whole word, Nigeria particularly, the following must be in accordance.

1. The government should enforce the child right Act law that was established in 2003 to create a suitable environment for Nigerian children.
2. Parents should be educated on the effect of child labour in general.
3. The federal, state and local government should ensure adequate monitoring on working children such as child hawking, child begging, and child prostitution during and after school hours.
4. The state government and teachers should encourage both parent and children in school by impacting knowledge on the students’ positively and effectively.
5. The state government should incorporate individual philanthropists, corporate organizations and donor agencies to encourage poor parents or the less privilege to put an end to child hawking, child begging and child prostitution.
References