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CHILD LABOR AND JUNIOR SECONDARY SCHOOL STUDENT ACADEMIC PERFORMANCE IN CROSS RIVER STATE, NIGERIA

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Abstract: *This study investigated the relationship between child labor and students' academic performance among secondary school students in Cross River State, Nigeria. Three research questions were posed and converted into null hypotheses. The hypotheses formulated were based on the following variables: factory child labor, maid/servant child labor, apprentice child labor, as they influence students' academic performance in English Language, Mathematics, and Social Studies in junior secondary school in Cross River State. Correlational research design was adopted for the study. A sample of 1080 respondents was selected from the research area using stratified random sampling technique. The instrument used for data collection was a structured questionnaire titled "Child Labor Questionnaire". Data collected were analyzed using Pearson product moment correlation coefficient analytical technique. The findings revealed that: there exited a significant and inverse relationship between factory child labor and students' academic performance in English Language, Mathematics, and Social Studies. Also maid/servant child labor and apprentice child labor significantly and inversely relate to academic performance. The study recommended that families should attached some degree of importance to the education of their children as future leaders.*

Key words: Child Labor, Factory Child Labor, Maid Servant Child Labor, Apprentice Child Labor

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 has on the national development of the country. All over the country, there is a consensus of opinion about the poor academic performance in Nigeria (Adebule, 2004). Parents and government are in total agreement that their huge investment on education is not yielding the desired dividend. Teachers also complain of students' low performance at both internal and external examination. The annual releases of Senior Secondary Certificate Examination results (SSCE) conducted by West African Examination Council (WAEC) justified the problematic nature and generalization of poor secondary school students' performance in different school subjects. For instance, the percentage of failure compared with students who passed English Language, and Mathematics between 2007 to 2010 is shown on Table 1.

Poor academic performance according to Aremu (2003) is a performance that is adjudged by the examinee/testee and some other significant 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 be the bedrock and the foundation towards higher knowledge in tertiary 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. The National Policy on Education (2004) stipulated that secondary education is an instrument for national development that fosters the worth and development of the individual for

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further education and development, general development of the society and equality of educational opportunities to all Nigerian children, irrespective of any real or marginal disabilities. The role of secondary education is to lay the foundation for further education and if a good foundation is laid at this level, there are likely to be no problem at subsequent levels. However, different people at different times have passed the blame of poor performance in secondary school to the increased child labor in the nation and poor psycho-social behavior of students in Nigerian.

Child labor can be described as any physical engagement of the child either paid or unpaid, directed to alleviating adult burden outside or inside the home to make a living for himself or help the adult to make a living, (Anukam, 1986). She further identified three kinds of child labor and these include:

1) Factory/Industrial child labor
2) Maid/Servant child labor
3) Apprentice child labor

Factory child labor started in Europe during the industrial revolution. Children were made to work for 12 hours a day. In Nigeria, factory child labor exists but in the private sector only. For maid/servant child labor, the child serving in this category is not a member of the family. He/she is there on the consent of the parents or immediate relation to help the caretaker as the need arises. The child may be paid in cash or sent to school. This will depend on the agreement reached by the two parties. Apprentice child labor involves sending a child to learn a trade by the caretaker. An agreement is reached by the two parties and the child stays with the caretaker for three or more years to learn a particular trade while serving him and going to school. At the end of the period, he is being helped to open his business by the caretaker.

Isangedighi (2005) presents child labor as the worst form of child abuse. This is evident globally and represents the largest single aspect of child abuse (Scanlon, Prior, Lamarao, Lyrich & Scanlon, 2002). In streets and corners of towns and cities in Nigeria, hundreds of children are seen selling variety of things ranging from groundnuts to vegetable oil, when they should have been at school. In other countries, children provide services in various industrial set ups. The International Labor Organization (ILO) reports shows that in Latin America, one out of every five children, or more than 17 million work in the unofficial economic factory and in rural areas. The countries with the highest rates of child labor in Latin America are Haiti, Guatemala, Brazil and Dominican Republic. More than 16% of the children in these countries work. In Haiti, 25% of children work (Banerji, 1979).

Scanlon (2002) reports that in Bolivia, the poorest country in Latin America, over 44% of the children work in the mines. These children work for long hours a day and under high temperatures. Most times, they carry mineral loads that are above their physical capacities. Besides, they usually come in contact with toxic substances such as nitrate and poisonous gases. In Guatemala, more than 15% of children are engaged in forced labor. Some of them work in dangerous occupations like street vending, pyrotechnic production and refuse recycling. In every country, children forced into the labor market work for long hours a day but receive low salaries.

In a minority of instance, the effects of child labor may be neutral or even positive, such as helping out in a family run shop during school holidays (UNICEF, 2006). The philosophy of most cultures in Nigeria encourage children to work with their families, learning skills they would need as adults, but today children are forced to work for their own and their family's survival. The money earned by child family members has become a significant part of poor families' income.

Regrettably, employment is destructive to children's intellectual and physical development, especially that of young children. Most of these children usually worked for longer hours and have no time to read or do their home works before sleeping. They sleep at late hours and wake up very early to work for the caregivers and have little or no time for themselves. The outcome of this is that they faced a lot of academic difficulties and at the end of the year they are seen repeating or performing badly in class (Nte, 2005).

Another major problem associated with children involved in child labor is the poor psychosocial behavior of students involved in child labor. Most of these children tend to engage themselves in deathly activities such as abused of substance. Other adverse consequences of psychosocial behavior of children involve in child labor include behavioral problems, attention problems. Because of increased stress from the hard labor some of the children tend to suffer from problems such as, bed-wetting, concentration problems, emotional depression,

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insomnia, eating disorders, dissociative behavior, fear or shyness, failure to thrive, learning problems, panic attacks, malnutrition and repeated self-injury which tend impact negatively on students' academic performance. This study is therefore set to investigate the impact of child labor on junior secondary school students' academic performance in Cross river State, Nigeria.

Hypotheses of the study

1. Factory child labor does not significantly relate to academic performance among junior secondary school students in Cross River State.
2. There is no significant relationship between maid/servant child labor on academic performance among junior secondary school students in Cross River State.
3. Apprentice child labor does not significantly relate to academic performance among junior secondary school students in Cross River State.

2. Literature review

2.1 Factory child labor and students' academic performance

Akabayashi and Psacharopoulos (2009) use measures of reading ability (being able to read a newspaper) and mathematics (being able to do written calculations) in Tanzania. However, the coefficients 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.

This is similar to the approach taken by Dustmann (2006) for looking at the effect of part-time work on examination performance in the United Kingdom. Measurement of the effects of child work on learning achievement can make several contributions. First, it will help in an understanding of the decisions that households make as to whether or not their children should work. Second, it will provide an idea of the educational interventions (perhaps through schooling at more convenient times or less formal education) that might be desirable to mitigate the effects 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's (1998) study of Zambia reports a rate of school attendance that is similar to that for Ghana, but a substantially lower rate of child work. However, this low rate of child work is probably due to the design of the survey, which only records a child's work if the child spends more time working than attending school. It is therefore not surprising that few children are shown to combine work and schooling.

Grootaert (1998) report the patterns of child work and school attendance for Côte d'Ivoire, Colombia, urban Bolivia and Philippines. In each case, the surveys are similar to those reported above for Ghana and Pakistan and report child work even if it is not the child's main activity. In Côte d'Ivoire, about 25 per cent of the children attend school without working, about 35 per cent combine work with school, and about 20 per cent concentrated on work. This leaves just over 20 per cent who neither work nor attend school.

Children in urban areas are more likely to concentrate on schooling, and slightly more likely to combine work and schooling, with the consequence that many fewer concentrate on work. Girls are less likely to concentrate on schooling and more likely to devote themselves to housework. In Colombia, about 80 per cent of urban children concentrate on schooling, 5 per cent combine schooling with work, 5 per cent concentrate on work and 10 per cent do neither. Education in rural areas is substantially lower, 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 per cent 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 labor force participation

Kabeer (2001), who explores the geographical, economic and social dimensions of the twin problems of child labor and poor educational outcomes in India and Bangladesh. She comes to the conclusion that poverty is not necessarily an insurmountable barrier to accessing educational services and that there is a need to draw out the lessons from the efforts of the few educational

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planners who have (i) understood the patterns of disadvantage caused by caste, gender, ethnicity and livelihood insecurity and (ii) started delivering educational services geared to the needs of the marginalized.

Emerson and Knabb (2007) show that the lack of access to capital markets gives rise to a Pareto-inferior outcome that is characterized by the presence of child labor and a low level of human capital. Based on a child labor 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 behavior of households through their expectations.

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 inconclusive in terms of the effects of agricultural work on children's lecture time. Kalam (2007) has looked at a variety of child labor issues based on a survey in the Dhaka City Corporation, which provides findings on important differentials of the child labor, like, for example, the causes of child labor. He concludes that child labor 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 pre-condition to elimination or at least minimization of child labor.

Given the chronic 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 labor. Khanam (2005) found that the trend and incidence of child labor has been increasing in Bangladesh even though child labor is on a declining trend in other South Asian countries, which she explains with the irrelevance or inadequacy of existing child labor laws in Bangladesh. This study suggests that a combination of policies would be appropriate for reducing child labor, 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 logistic 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 increased the likelihood low academic concentration, (ii) children working in more hazardous sectors face more health problems than those working in comparatively less hazardous sectors, 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) come to the 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 labor. They also state 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 labor.

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

Guendelman, Wyn and Tsai (2002) examined the effects of health insurance on access and utilization of health care among children of working poor families. Based on a survey undertaken in California, they found that thirty-two percent of children of working poor families were uninsured and were (i) far more

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likely than insured children to face access barriers and (ii) less likely to see a physician level of anxiety for need satisfaction and students' academic performance.

Khalid and Hasan (2009) conducted a study on a purposively selected sample of 187 undergraduate students to explore the relationship between anxiety and academic achievement and found that students with academic achievement have low anxiety scores and vice versa. Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, and McCann (2005) conducted a research study to explore the relationship between test anxiety and academic performance. They collected data from a large sample of graduate and undergraduate students and found a significant and negative relationship between test anxiety and academic achievement.

2.2 Maid/servant child labor and students' academic performance

Poverty, according to Arinze (2006) can make someone act like an animal, as it is animalistic to trade the health of one's child for money. Jinta (2007) opined that poverty is not actually the real cause of child labor but proliferation of children by poor women. Okali et al (2001) identified characteristics such as age, gender, ethnic background, socio-economic status, educational status and religion influence as factors influencing child labor in Nigeria.

Such tragedy may necessitate the employment of the victims as a servant in another household. Chukwuezi (1999) "study in Anambra State Nigeria found that many Igbo families encourage their siblings to move to urban areas, believing that staying in the village will not bring financial success. ILO (1996) is of the opinion that child labor exacerbates as a result of the rapid global urbanization. Sometimes, children work to help pay off a loan incurred by the family (Grootaert, 1995; IPEC). In some cases, parents give their children to outsiders to work without pay in exchange for better living conditions in houses of wealthy people (IPEC). Child labor also results from the system of apprenticeship, in which a child is sent to work to learn a trade and go to school. The truth is that they work more than they learn (Grootaert 1995). Children working as child laborers are denied a happy childhood.

Numerous children in countries of Asia and Africa have to work throughout the day for money or for a monetary obligation of their parents (IPEC). Young boys are put into agriculture and other activities as soon as they are old enough to perform the tasks (Grootaert, 1995). Girls are made to do household and domestic work as soon as they barely learn to do them. This leaves the child with little or no time for recreation. These children do not get time to play with other children. Maid and male servants perform a variety of household services for an individual or a family, ranging from providing care for children and elderly dependents to cleaning and household maintenance known as housekeeping (UNICEF, 2005).

Responsibilities may also include cooking, doing laundry and ironing, food shopping and other household errands. Some domestic workers live with the household where they work. Though they often have their own quarters, their accommodations 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 labor. 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 brunt of work in Nigeria for most of the day, without any respite, or overtime. Their salary is fixed, and their day off work is nill. Servants 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 employments 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 ¾ 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 to turn to for help. Once, away from their families, the girls are at the mercy of the agencies that, in some cases, move them from household to household pocketing their wages. A report by UNICEF on children and work indicates that a growing number of children

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living on the streets of African capitals are suffering social dislocation, homelessness, exploitation and abuse in all forms

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 boast 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 million 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, 1996). The issue of rural-youth migration for domestic servants in Nigeria is a major concern. Despite the introduction of Universal Basic Education by the Federal Government of Nigeria, a lot of school-age children/youths are taken to urban cities to work in various capacities as domestic servants. These children/youths 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 sending their children out as servants.

Maid/servant child labor 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 labor 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 girls are under the age of8 years. Omiegbe (2005) reports shows that, it is a common phenomenon in areas like Hausa land for parents and guardians to 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.

2.3 Apprentice child labor and academic performance

The apprentice where integrated with the function of the family. Apprentice lived in the master's household and saw his own family rarely-and only with his master's permission – even if the family lived nearby. The master acted is Loco parentis assuming responsibility for apprentice material and spiritual welfare and enforces his rules. With usual means of discipline Bernard Bailyn, 1996. The proportion of apprentice in the labor force has remained at roughly the same level since the 1990s. The proportion of teenagers not in full-time study or work had decreased to 13% in 2008 from 17.5% in 1992 (Foundation for Young Australians, 2008). However data from the September 2009 edition of the Labor Force (Australian Bureau of Statistics, 2009) shows that 28 percent of apprentice aged 15-19 are not attending full-time education; of this group, 33 percent are working apprentice, and 20.8 percent are looking for full-time work.

These data represent a change from September 2008 (and indeed years before then), with more young people now in apprentice work, less in full-time work, and more looking for full time work (16.9% in September 2008 and 24.7% in September 2009). The greater marginal attachment to the labor force is primarily females and school leavers in areas of low socio-economic status (Foundation for Young Australians).

Reporting on data gathered from 17 year olds who participated in the Longitudinal Surveys of Australian Youth program in 1992, Robinson (1999) noted that the students spent an average of nine hours per week in their jobs, the same hours reported by Smith and Green (2005). The data collected by Smith and Patton (2008) showed that 20 percent of Year 10 students worked up to 20 hours a week; by Year 12 thirty eight percent of students were working up to 10 hours a week. In the Beavis et al. (2005) study, students in Year 10 worked an average of 11 hours per week, increasing to an average of 12.30 hours by Year 12. Data gathered from the US National Longitudinal Survey of Youth 97 (data gathered when young people were aged 12-17) reported that by Year 12, young people were working "about 18 hours per school week" (Rothstein, 2007, p. 208), considerably more than Australian students.

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Impact on Educational Attainment of Participation in the Workforce while at School Determining the nature and extent of the impact of part-time work on young people's educational attainment is difficult to establish and data from a range of studies is inconsistent (Vickers et al., 2003). Rothstein (2007) noted that part-time employment while at school may encourage students to time manage, learn about workplace norms and responsibilities, and be motivated to achieve academic and career goals. On the other hand, the work may be distracting, tiring, and lead to diminished performance at school. In sum, the net effect is not clear, and certainly difficult to ascertain. Marsh and Kleitman (2005) reiterated these opposing factors, and emphasized the existence of a threshold where working increased hours would lead to negative effects.

In North America, research from the 1990s using data from national samples (Mortimer, Finch, Ryu, & Shanahan, 1996; Oettinger, 1999; Tyler, 2003) reported small or no negative effects of apprentice part-time work on academic achievement. However, Carr, Wright and Brody (1996) analyzed data from a subsample of the US National Longitudinal Survey of Youth (NLSY) and found that working during high school was positively and significantly related to labor force participation, employment and income, but negatively related to educational attainment, particularly for males. These authors reported that young people who work during high school are less likely to be unemployed during adulthood. A similar negative impact on educational attainment has been reported by a number of researchers with students from Year 8 (Post & Pong, 2000) and Year 10 (Singh, 1998; Singh, Chang, & Dika, 2007) with the latter study controlling for socio-economic status, gender and previous achievement.

Quirk, Keith and Quirk (2001) raised the question of the relevance of the number of hours of work, and found that student employment contributed to greater academic achievement when it was under 12 hours per week. Schoenhals, Tienda and Schneider (1998) analyzed the impact of employment on more than 15,000 Year 10 students and reported that employment generally had no negative impact on school results, even for those students who worked more hours (up to 20 hours a week). These authors found that while the employed students demonstrated increased absenteeism, they also demonstrated no decrease in school grades, time spent on homework or time spent on leisure reading when they were working up to 20 hours a week. Those who worked more than 31 hours a week spent less time leisure reading but not on the other two categories.

Rothstein (2007) reported a series of complex analyses of data from a subset (n=4712) of the National Longitudinal Survey of Youth 1997 (young people aged 12-17 in 1997) using a range of data not included in previous analyses (description of the detail is beyond the scope of the present paper). In sum, she reported a small negative effect on current and prior year hours of employment on grade point average for young people in Years 10, 11 and 12.

More recently, Dumont, Leclerc, and McKinnon (2009) reported findings from a study of Canadian students showing that students whose work hours decreased from Year 9 to Year 12 adapted better to the academic demands of those high school years.

Australian studies have largely been derived from data analyses of the Longitudinal Surveys of Australian Youth (LSAY) program (Marks, 2006; Robinson, 1999; Vickers et al., 2003), and state based samples (Creed & Patton, 2003; Smith & Green, 2005). Robinson (1999) examined both students' "perceptions" of effects on schooling as well as "demonstrated" effects. While there were differences according to gender and school achievement level, Robinson concluded that "students in general did not perceive their part time jobs to have had a significant impact on their school performance" (p. 12). Analyses on variables related to school achievement and school completion also indicated that, for this sample at this time, there was no adverse effect on either school completion or Year 12 academic performance for students who worked part-time. However Robinson did note that for those who worked more intensely, Year 12 results were a little lower than those who had not. In relation to the relevance of number of hours worked, Creed and Patton (2003) also reported that those who are employed for more than 20 hours per week are most at risk in terms of their academic development and school performance.

Mortimer, Staff and Oesterle (2003) noted that while much has been written about the negative effects of adolescent part-time employment little attention has been given to the fact that it is through part-time employment that adolescents can "acquire knowledge about the labor force, form occupational values, learn how to behave appropriately in the workplace, and acquire skills

that will facilitate their adaptation to work and enhance the likelihood of later success in this domain." (p.439). Again acknowledging the importance of number of hours in work, advocates maintain "that when youth limit the hours they spend in paid work, they are able to balance their multiple commitments to school, to family, and to their jobs, while at the same time acquiring workplace skills and resources that may help them to make good choices in selecting their future careers" (Staff, Mortimer & Uggen, 2004, pp. 430-431).

Mortimer and Zimmer-Gembeck's (2007) review concluded that studies of the consequences of students' paid part-time work find little evidence that academic performance is negatively affected; and support its positive impact on confidence and self-efficacy (Mortimer & Zimmer-Gembeck, 2007). However the studies reported here present a general lack of consensus, and findings are based on data from multiple variables which have a variety of specifications and measurement strategies. Elaboration of these research issues is beyond the scope of the present paper and is further provided in Patton and Smith (in press).

Smith and Green (2005) reported that not all young people in their study acknowledged the relationship of part-time work to their educational and career decisions. However, the finding of a greater concordance between planned education and job preferences for those who engage in part-time work (Beavis et al, 2005) would suggest some strategies for schools. These strategies need to be intentional, and can be at an individual and/or program level (Juntunen & Wettersten, 2005). Opportunities for career exploration and reflection can be provided through individual and small group activities, and through influencing the content and process of career education in the school. These interventions can use the apprentice work experience of young people as the raw material to explore aspects of educational and career decision-making. Along with related colleagues. Billet (2005, 2006; Billet & Ovens, 2007) suggest the value of utilizing students' workplace experiences as a curriculum resource to assist students to prepare for and make decisions about post-school. Findings from their research have demonstrated that students were able to present critical analyses of their work experiences, and that the classroom-based activities "provided opportunities for considering options for working life, for identifying employment preferences, and, in some instances, for the need for investing greater effort at school, to ensure the realization of their working life goals" (Billett, 2006, p. 7).

2.4 Summary of literature review

The reviews conducted so far, indicate that considerable researches have been carried out in Nigeria in explaining students' academic performance. Most of these studies have focused more on psychosocial factors like self-concept, anxiety and academic concentration. Rarely have the previous focused on the influence of child labor on academic performance. The present study however is designed to fill this gap in knowledge. This is achieved by investigating child labor and academic performance in three core subjects (English Language, Mathematics and social studies

3. Methodology

The research design opted for this study was correlation research design. This design was preferred over all order designs on the facts that the study was meant to investigate the relationship between child labor, and students' academic performance. To select the required sample from the chosen secondary schools, a group counseling discussion method was adopted and guidance and counseling, discussion/ therapy was used by the researcher to the students in selected schools on child labor. Students that were involved in one form of child labor or the other were then asked to identify themselves according to the three types of child labor identified in the guidance and counseling discussion/therapy. In all a total of 178` students were found be involved in factory child labor, 738 were involved in maid/servant child labor and 164 were found to be involved in apprenticed child labor giving a total of 1080 that were found to be involved in one form of the child labor or the other.

4. **Presentation of results**

Hypothesis one:

There is no significant relationship between factory child labor 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 labor and students' academic performance N=167

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Variables	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	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 not sig. (ns)
Students' performance in Social Studies	9996	622458	196570	-0.07 not sig. (ns)

*p<0.05, 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 of -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 labor 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 labor negatively relates to students' academic performance. This implies that increase in the intensity of factory child labor will leads to a decrease in students' academic performance. Conversely a decrease in students' academic performance

Hypothesis two

There is no significant relationship between the maid/servant child labor and academic performance. Pearson product moment correlation analysis was used to test for this hypothesis. The result is as presented in Table 1

Table 9:Pearson's Product Moment Correlation Coefficient analysis of the relationship between maid/servant child labor and students' academic performance N=726

Variables	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	r-cal
Maid/servant child labor	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 labor 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 maid/servant child labor negatively relates to student's academic performance. This implies that increase in the intensity of child labor will

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leads to a decrease to students' academic performance. Conversely a decrease in students' academic performance

Hypothesis three

There is no significant relationship between apprentice child labor and academic performance. Pearson product moment correlation analytical technique was used to test this hypothesis. The result is presented in Table 3

Table 3:Pearson's Product Moment Correlation Coefficient analysis of the relationship between apprentice child labor and students' academic performance N=147

Variables	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	r-cal
Apprentice child labor	3174	72250		
Students' performance in English Language	8656	531520	183895	-0. 34*
Students' performance in Mathematics	8235	501441	175430	-0.19*
`Students' performance in Social Studies	8399	503345	181097	-0.02 not sig. (ns)

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

The result in Table 3 revealed that the calculated r-value of -0.34 for students performance in English Language, -0.19 for students academic performance in Mathematics were found to be greater than the critical r-value 0.167 needed for significance at 0.05 level of significance with 145 degrees of freedom. But the calculated r-value of -0.02 for student 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 apprentice child labor significantly relates to students' academic performance in English Language and Mathematics but does not significantly relates to students' academic performance in Social Studies. The negativity of all the r-values obtained in this hypothesis revealed that apprentice child labor negatively relates to students' academic performance. This implies that increase in the intensity of apprentice child labor will leads to a decrease to students' academic performance. Conversely a decrease apprentice child labor will lead to an increase in students' academic performance

4.2 Discussion of findings

4.2.1 Factory child labor and students' academic performance

The findings of this hypothesis revealed that there exist a significant and inverse relationship between factory child labor and students' academic performance in English language, Mathematics and Social Studies. This means that an increase in the intensity of factory child labor 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 exists an inverse relationship between factory child labor 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 involvement in part time work and students' performance in end of year examination. This finding is also in agreement with the finding arrived at by Nielsen's (1998) who carried a study of Zambia reports at the rate of school attendance that is similar to that for Ghana, but a substantially lower rate of child work. However, this low rate of child work is probably due to the design of the survey, which only records a child's work if the child spends more time working than attending school. It is therefore not surprising that few children are shown to combine work and schooling.

4.2.2 Maid/servant child labor and students' academic performance

The findings of this hypothesis revealed that there exist a significant and inverse relationship between maid/servant child

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labor and students' academic performance in English Language, Mathematics and Social Studies. This finding implies that increase in intensity of maid/servant child labor will reduces students' academic performance in all the 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 labor on students' academic performance in Anambra State of Nigeria and discovered that there exist a significant influence of maid/servant child labor on students' academic performance. According to him students under maid/servant child labor are most often made to do household and domestic work and have no time to study.

The finding of this study is also in agreement with the finding arrived at by UNICEF (2006), who in their finding revealed that there exist a significant influence of maid/servant child labor on students' academic performance. According the UNICEF (2006) there are about six million working children in Nigeria, equally split between boys and girl, do not attend school at all. This finding is also in line with the study of Omiegbe (2005) whose study in some Northern States of Nigeria showed that there exist a significant influence of maid/servant child labor on students' academic performance.

4.2.3 Apprentice child labor and academic performance

The finding of hypothesis three of this study revealed that there exists a significant relationship between apprentice child labor and students' academic performance. The findings specifically showed that an inverse relationship existed between apprentice child labor and students' academic performance. This means that children involved in apprentice child labor hardly perform well in school specifically in English Language, Mathematics and Social Studies. This finding is in order with the findings of Mortimer and Zimmer-Gembeck, (2007) who in their study in Australia discovered that a significant number of children are involved in apprentice child labor and this inverse affect their academic performance.

This finding is also in agreement with the findings arrived at by Smith and Patton (2008) who in their study discovered that showed that there exists a significant relationship between apprentice child labor and students' academic performance. According to the researchers' students who are involved in apprentice child labor hardly have time of revise what have been taught in school as they retired home late every day and very tired.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

The focus of this study was to determine the relationship between child labor, and students' academic performance among secondary school students in Cross River State, Nigeria. Correlation research design was adopted for this study. A sample of 1080 respondents was selected from the research area using stratified random sampling technique. The main instrument used for data collection was a structured questionnaire titled Child Labor and Psycho-Social Behavior Questionnaire. Data collected were analyzed using one way analysis of variance, Least Significant difference and Pearson product moment correlation analytical technique. Result from the findings revealed that: Factory child labor significantly and inversely relate to academic performance among junior secondary school students in Cross River State, there is a significant and inverse relationship between maid/servant child labor on academic performance among junior secondary school students in Cross River State and apprentice child labor significantly and inversely relate to academic performance among junior secondary school students in Cross River State.

Recommendations

In the light of the findings of this study, the following recommendations have been put forward:

1. Parents should not produce children that they could not carter for viewing the physical economic and social circumstances
2. Families should attach some degree of importance to the education of their children as future leaders
3. Since students takes with them to schools the value and attitude from their home, parents should inculcate good virtues and provide enabling environment for their children to enhance their academic performance
4. Child labor in what so ever ramification is dangerous to child growth and development as it leaves a permanent mark in the child's future
5. Government should provide enabling laws and policies that are targeted toward complete elimination of child labor
6. Child health and child physical hazard is a consequence of child labor, therefore government, parents, guidance

counselors and the civil society must drop their attitude toward the use of children for work.

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