

## SOCIOLOGICAL ANALYSIS OF CHILD LABOUR AND EDUCATIONAL OUTCOMES: AN EMPIRICAL STUDY OF ACADEMIC PERFORMANCE AMONG STUDENTS IN GOVERNMENT SECONDARY SCHOOL, MUBI

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### Abstract

*This study dealt with the Sociological analysis of child labour and Educational outcomes in GSS Mubi. The thrust of the research was that Child Labour exists in different forms and in many ways affects educational outcomes of students in Government Secondary Schools Mubi. The objectives under which this study was conducted included; to ascertain whether tedious and harmful duties affect students' school activities in GSS Mubi, to determine whether violent acts affect students' seriousness with their studies in GSS Mubi and to examine whether lack of provision of basic needs affects students' academic pursuits in GSS Mubi. The research used a case study design employing both qualitative and quantitative methods of data collection. Data collection tools such as interviews, observation, Focus Group Discussions (FGDs) using guiding questions, and documentaries were utilised to achieve the objectives of the study. The research findings, therefore, established that Tedious and harmful duties and students school activities in Government Secondary School Mubi, Violent act and Student Seriousness with their studies in Government Day Secondary School Mubi, Lack of provision of basic needs and student academic pursuits in Government Day Secondary School Mubi. Furthermore, the study revealed that pupils' educational performance is significantly affected by a complex of socio-economic factors such as absenteeism, late coming, household poverty that limits provision of scholastic materials, lack of midday meals at school besides inadequate supervision of school activities by school head teachers. Accordingly this research recommends that There should be provision of nurturing and supportive child friendly school, learning environment free from noise, distractions, discrimination and labour of any kind; a child should not be disciplined when the adult's anger is out of control, Intense awareness should be created among teachers and school managers using seminars, workshops and training programmes about what constitutes child labour.*

**Keywords:** *Child Labour, Educational Outcomes, Academic Performance, GSS Mubi, Environment.*

### Introduction

Advanced Learners Dictionary (2010) defines a child as a young person who is not yet an adult, while child labour refers to engaging children in work that is harmful to their physical, mental, or emotional well-being or interferes with schooling (International Labour Organization ILO,

2007). Similarly, Anderson (2006) describes child labour as the employment of under-aged children, noting that it became a major concern with the rise of formal education, industrialization, and child rights laws. In some developed countries, legal exceptions exist; for example, amendments to the Fair Labour Standards Act in the United States permit certain forms of work for children aged 14-18 under regulated conditions (Department of Labour USA, 2012; The Economist, 2004). Likewise, the European Union allows limited and non-hazardous work for children under strict regulations (Europa, 2004), although studies show that some children still engage in work (RTL News, 2012).

Child labour is more prevalent in developing countries, where it is often socially accepted as part of family survival strategies (Mathias, 2011). In Nigeria, children in both rural and urban areas engage in economic and domestic activities such as farming, apprenticeship, street vending, and other informal jobs (Dorschner, 2000). These activities often interfere with schooling, leading to poor academic performance and early school dropout. Although the Child Labour Act of 1974 prohibits exploitative child labour, economic pressures still drive many families to involve their children in work, with girls particularly vulnerable to domestic labour and early marriage.

Globally, child labour remains a major development challenge. The ILO (2013) estimates that about 215 million children aged 5-14 are engaged in labour, often under hazardous conditions that affect their health and deny them access to education and healthcare. Poverty is identified as the primary cause (Mapaure, 2009), although some scholars argue that not all child work is harmful if it provides learning opportunities (Dessy and Pallage, 2003). Despite international efforts and legal frameworks, child labour persists, especially in low-income countries where access to education is limited.

Organizations such as UNICEF and other international bodies advocate for children's rights, including protection from exploitation, access to education, and a supportive learning environment (Mustapha, 2014). Education is widely recognized as a key strategy for reducing child labour, though financial constraints often limit school attendance. Studies also show that family background, income level, and parental attitudes significantly influence children's school participation (Oghuvbu, 1999; Alio, 2003). Increased returns to education and household income can improve school attendance and reduce child labour (Jensen and Nielson, 2009; Ray, 2010; Ravallion and Wodon, 2010).

Child labour commonly involves activities such as street hawking, farming, and domestic chores (Ehiemere, 2010), with children aged 9-14 often most affected. It exists in both unpaid household work and paid labour outside the home (Gunnarsson and Orazem, 2003), sometimes along gender lines. However, frequent school attendance is essential for improved academic performance (Yap, 2003), yet many children in affected regions record poor academic outcomes due to labour involvement. Although basic education is now compulsory in many areas, financial and social barriers continue to limit effective participation.

### **Statement of the problem**

Child labour remains a persistent social problem in many developing country, Nigeria for instance, where economic hardship, family responsibilities, and weak enforcement of child

protection laws continue to propel children into various forms of labour. Despite international and national efforts to promote universal basic education, a significant number of school-aged children are still engaged in income-generating activities that compete with their academic activities. This situation raises serious concerns about the educational performance of such children in public secondary schools.

In the context of Government Secondary School, Mubi, the prevalence of child labour among students has become increasingly noticeable. Many students combine schooling with responsibilities such as street trading, farming, domestic labour, and petty trading. While these activities may contribute to household income and survival, they often come at the cost of reduced study time, physical exhaustion, irregular school attendance, and diminished concentration in class. Consequently, this dual burden may negatively influence students' academic performance, leading to poor grades, increased dropout rates, and limited educational attainment (International Labour Organization [ILO], 2021).

Notwithstanding, sociological factors such as poverty, family structure, parental education, and cultural expectations play a critical role in sustaining child labour practices. Households with low socio-economic status may prioritize immediate economic contributions over long-term educational investment, thereby reinforcing cycles of poverty and limited social mobility (Basu & Van, 1998; Edmonds, 2007). In Mubi, where socio-economic challenges are prevalent, these structural conditions may further intensify the engagement of students in labour activities, thereby affecting their academic performance.

The problem this study seeks to address is the extent to which child labour affects the academic performance of students in Government Secondary School, Mubi. It aims to examine tedious and harmful duties affect students' academic achievement in GSS Mubi, violent acts affect students' seriousness with their studies in GSS Mubi and whether lack of provision of basic needs affects' students' academic pursuits in GSS Mubi.

### **Objectives of the study**

The broad objective of this study is to investigate child labour and educational outcomes of Students in Government Secondary School Mubi. While the specific objectives were to:

- i. To assess whether tedious and harmful duties affect students' academic achievement in GSS Mubi;
- ii. Determine whether violent acts affect students' seriousness with their studies in Nigeria;
- iii. Examine whether lack of provision of basic needs affects' students' academic pursuits in GSS Mubi.

### **Literature Review and Theoretical Framework**

#### **Child labour**

Tansrel (2006) defines Child labor refers as the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international organizations. Legislations across the world prohibit child labor. These laws do not consider all work by children as child labor exceptions include work by

child artists, supervised training, certain categories of work such as those by Amish children, and others. Child labor was employed to varying extents through most of history. Before 1940, numerous children aged 5-14 worked in Europe, the United States and various colonies of European powers. These children worked in agriculture, home-based assembly operations, factories, and mining and in services such as newsies. Some worked night shifts lasting 12 hours. With the rise of household income, availability of schools and passage of child labor laws, the incidence rates of child labor fell (Charles2011). Child labor is a complex phenomenon that is difficult to define (Mildred 2006). A broad definition of child labor may include aspects of child work that are beneficial, while a narrow definition may exclude harmful child activities. By defining child labor as an economic activity researchers fail to capture the large number of children contributing to the upkeep of the household at the expense of school and social development. (Kishner 2006). ILO (2009) defines child laborers as (1) children between 5-11 years of age who are economically active; (2) children between 12-14 years of age who work in an economic activity for 14 or more hours per week, and (3) children between 12-17 years of age engaged in hazardous work. The definition of child labor used by the ILO is derived from two conventions, Convention 138 on the Minimum Age for Admission to Employment and Work, which sets the minimum working age at 15 years (14 years for some developing countries), and Convention 182 on the Worst Forms of Child Labor, which focuses on the worst forms of child labor. The main assumption is that work that does that does not interfere with children's schooling or affect their health is positive. Although ILO makes this distinction between child work and child labor, ILO survey data measure whether a child is engaged in economic activity.

#### **Impact of child labour on students' academic Achievement**

According to Owuamanam (2008), the African charter on the rights and welfare of the child recognizes that the child in any African setting occupies a unique and privilege position and the child should grow up in a complete state of wellbeing to be provided by the family for full and harmonious development of his personality. The requirements embedded for a complete state of wellbeing are basic amenities, parental responsibilities in all dimensions, freedom to belong adequate, shelter, personal growth, autonomy, purpose in life, environmental mastery, and positive relations with others, poverty has made it very difficult for many African Children to achieve all these.

Poverty is one of the major problems facing families in Africa. Poverty creates an environment that is very damaging to the development of children in every ways, and affects their mental, physical, spiritual and emotional well - being. It threatens the children's right to education, nutrition, stable health, survival, protection from exploitation and harm and also exposes them to all of abuses.

Although its potential impact is large evidence of casual effects of maltreatment on children's longer term outcome in school is generally lacking the current state of evidence for a link between childhood maltreatment (physical and sexual abuse or neglect) and school performance is limited to negative associations between maltreatment and school performance on average children who are maltreated receiving lower ratings of performance from their school teachers, score lower on

cognitive assessment and standardized test of academic achievement, obtain lower grades and get suspended from school or retained in grades more frequently. (Shonk and Couchetter, 2010) Labour children are also prone to difficulty in forming new relationship with peers and adults, and adapting to norms of social behaviour.

Although these examples of negative associations between child labour and school performance are suggestive of causal effects, they could be spuriously driven by unmeasured factors in family or neighborhoods that are themselves correlated with worse academic outcomes among children (Todd and Wolpin, 2011) in addition, not much of the previous evidence linking childhood abuse to worse school performance generalizes well to older children in middle and high school and to children not already identified as needing services. Evidence of the impacts of child abuse on academic performance in the general of population of middle and high school students is needed to establish evidence of effects on schooling attainment in the general education population and on economic out comes in adulthood.

### **Academic Performance**

Academic performance according to the Cambridge university reporter (2013) is frequently defined in terms of examination achievement performance. Academic learned or what skills the students has learned and is usually measured through assessments like standardized tests, performance assessment and portfolio assessment (Santrocky 2009). The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade.

Academic Performance which is measured by the examination results is one of the major role goals of a school. Hoyle (2009) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The academic deans and the quality assurance committee are concerned about those who do not perform well because if this poor performance goes unchecked, the school may lose its reputation, which may result in loss of confidence in the school. (Kyoshiba, 2009). Therefore academic performance refers to a student success in meeting short or long term goals in education.

### **Theoretical framework**

In every broad outline, the medical and psychological theories claim that child abuse is an illness to be diagnosed, treated and prevented. It assumes that the identification of child abuse relies on scientific and objective knowledge, studies in this regard have shown that most child abusing parents were themselves abused. Some psychological researchers have asserted that parents who abuse children have infantile personalities. Other notes that parents who abuse children unrealistically expect them to fulfill their (the parents) psychological needs; when disappointed, the parents experiences acute stress and become violently irritated and abusive (Microsoft Encarta reference library 2004). In spite of this emphasis on individual mental disorders, few child abusers in the Nigerian context can rightly be regarded as true psychotics or sociopaths, because they seem to function well socially and psychologically in other respects.

The socio - economic theory of child abuse posits that abuse is linked to social deprivation, lack of social support, poverty and poor housing. According to the Microsoft Encarta Reference Library 2004, the relationship between poverty and abuse is strong. The vast majority of child abuse fatalities involve parents and guardians from the poorest families Marzouki (2002) and Mbakogu (2004) agree that the problems of extreme poverty and dysfunctional democratic ideas impede the advancement of the child.

### ***Relative Deprivation Theory***

The Relative Deprivation Theory proposed by Gurr, (1990), lends credence to conflict handling in the home. According to Gurr, (1990) relative deprivation refers to perceived discrepancy between value expectation (resources to which one feels entitled) and value capabilities (resources which one feels capable of acquiring and keeping). The greater the average degree of perceived discrepancy between expected and value capabilities, the greater the intensity and scope of relative deprivation among members of same collectivity and the greater the potential for collective violence. He explained further that violence (a manifestation of conflict with physical, psychological or structural hurt), in this situation, occurs when an individual or group makes a comparison with others (perceived to be the same class or status with them) and they feel less measurable, due to deprivation of opportunities or resources they are equally entitled to within the system. When their attempts to meet up are thwarted, frustration sets in and they are most likely to strike at the source of frustration (Gurr,1990).

When parents or couples are divorced, researches have shown that the children are inclined to live with any of the partners or at times shared among the couples. The resultant effect is that the children from earlier ages are subjected to all forms of abuse. They are exposed to child labour, hawking, domestic violence etc.

### **Empirical studies**

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

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

i. The researcher here used only pupils of primary four (4), five (5) and six-(6) because they were between the age mostly used for child labour in the area and their record of school attendance and class performance are over three (3) years in school.

- ii. The researcher did not interview local heads and workshop consultations.
- iii. There was no use of diaries written by children over an extended period of time.
- iv. Dachi and Garrett (2002) used case study and they all used children with access to participation in primary education. The data collected due to the restricted timing was not randomly selected, they are supported in such a way that they move as efficiently as possible through the system to successful completion of at least the primary phase and has eradicate school.

Fetuga, Njokanma and Ogunlesi (2007) study was conducted to find out if working children have worse academic performance. The study was a descriptive cross-sectional school-based study conducted in public secondary schools in Sagamu Local Government Area of Ogun State, Southwestern Nigeria. The sample size was randomly drawn from a population of school children. The results for Fetuga et al (2007) research showed no significant difference in the mean rate of school absence ( $P=0.80$ ), mean aggregate examination scores ( $P=0.1$ ) and proportion of class repeaters ( $P=0.16$ ) among working school children ( $P=0.0017$ ). similarly, the controls performed better than working school children of four core subjects but significant differences were observed only in social studies and science ( $P=0.006$  and  $0.001$  respectively). This research was different from the present study in the sense that the researchers used experimental research while the present study used survey design also delimited their study to primary school children engaged in classes 4, 5 and 6 both boys and girls using age and gender. Fetuga et al., (2005) used school-matched controls for absence from school. Fetuga et al further used scores obtained at session examination scores in English language, Mathematics, Sciences and Social studies, while the present study made use of the pupils' self structured questionnaire to identify pupils exposed to labour and those who are not. This study made use of school attendance register and examination report cards. The present study also made use of twelve (12) local government in Niger state of Nigeria, while Fetuga et al (2005) used only one local government area of Ogun state These enabled the researcher to have a more accurate report of attendance and reliable performance of the students.

Popoola, Ayodele and Ajayi (2009) conducted a research on child work, child schooling and educational achievement; an empirical evidence for Nigeria. The study was conducted among primary four pupils in Ekiti State in Nigeria. The major objective was to investigate whether work negatively affects educational performance of children. Popoola et al (2009) used survey design conducted with the assistance of the State Universal Basic Education Board (SUBEB). Since the study was to find out the influence (if any) of child work on academic performance of children, some variables on child and family characteristics were correlated with performances in English language and mathematics tests among all primary four pupils in the state. The study had similarities with the present study through the use of the variables, which included age of child and gender. Popoola et al (2009) referred to whether the child was engaged in work outside the home or not, while the family status refers to the number of wives that was in Popoola et al study. The researcher used a schedule seeking information on the „variables“ designed and administered on the pupils throughout the state. The administration of the

schedule was done by officials of the State Universal Basic Education Board through head teachers of the various primary schools. The reports of pupils' performances in the test conducted were used to test the null hypothesis that there was a negative association between children performance and their work status. In all a total of three hundred and thirty (330) pupils were reported upon in the study. The researchers used Pearson product moment correlation statistics and multiple regression analysis was used to test the hypotheses generated in the study. All the null hypotheses were tested at 0.01 and 0.05 levels of significance. The dissimilarities of the researcher study with the present study were the use of 600 respondents in the present study while Popoola (2009) used only 330 pupils. Which may limit the reliability of the study, also Popoola used other variables as English language and mathematics to assess and collect data for their study. While the present study made use of all subjects studied by the respondents for accuracy of the result.

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

Guarcello (2005) conducted a study using survey method and explored on the impact of child work on school attendance and performance in five countries: Brazil, Kenya, Lebanon, Sri Lanka and Turkey. The researcher was not detailed about population; however questionnaire and interview was the instrument used to collect data. The findings revealed that work reduced the rate of retention, and in some countries the number of hours, worked also increased the probability of dropping out. However, one typical finding from Guarcello (2005) was that in some countries, being a working child do necessarily affect "actual learning outcomes". This was a rare example suggesting a neutral impact of child labour on achievement. The similarities between this study and that of Guarcello (2005) was the use of survey method and questionnaire while the different of the two study is the use of five (5) countries by Guarcello (2005) in addition to the use of hours in some countries and the use of only a state in Nigeria by the present study.

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

the use of pupils who are in school for more than two years. The present research for effect of child labour on students' academic performance in used students from SSS II and SSS III in the public Secondary schools in GSS Mubi. This is because these Students have more than a year record of their performance and school attendance for a positive data collection.

Basil (2007) was more concern with the socio-economic factors affecting students who were older than the pupils in the present study and the use of a longer time for the research. The present research dealt with pupils under child labour and those who are not. The present study used 600 children giving room for a more reliable results and better analysis for the study.

Kakhome and .Kuombola (2008) reported a baseline survey that was commissioned by TECS for the Integrated Child Labour Programme-Phase Two (ICLEFII). It was funded and technically supported by Eliminating Child Labour in Tobacco growing (ECLT) Foundation (2008) through all its stages of inception, data analysis and report writing. The field data collected and initial analyses were conducted by the Centre for Social Research (CSR) of the University of Malawi. The baseline survey was for the second phase of ICLEP „II which covered two education zones; Suza in Kasungu district and Katalima in Dowa district. The overall objective was to determine the nature and extent of child labour in the proposed project impact area and map out the socio-economic make up of the communities at hand. The baseline employed both quantitative and qualitative data order to meet its terms of reference. It employed in-depth interviews of district and community level stakeholders group discussion, men, women and youth at community level and questionnaires. The sample size populations were randomly selected from teachers, households and children under the age of six (6) to seventeen (17) years. A total of fifty (50) teachers, nine hundred and ninety eight (998) households and two thousand and three (2003) children were used. The difference of this study with the present study of impact of child labour on attendance and academic performance of pupils in primary schools in Niger State was the emphasis of the researcher on the result, for the research indicated that more than half of the children in the affected area involved in child labour. These children worked long hours either per day or per week. Apart from this, children were assigned tasks to an extent that they fail to go to school. Children also engaged in various agricultural production activities which involve hazardous work both within and outside their households. Children were also engaged in remunerated work activities. The researchers also maintained that in any child's education, absenteeism highly affect the end product. The similarities on the other hands on both studies were the use of age, gender and activities of child labour.

Mungai 2011 carried out a study on the effect of child labour on free primary education: a case study of Mwea division, Kirinyaga district in Kenya. The study also explored gender in child labour, causes and various occupations undertaken by child workers. The researcher used survey design for the study, the population consisted of all public primary schools in Mwea division. The sample of the study consisted of thirty-five (35%) percent children, eleven (11.4%) percent of the sixty (60) Head teachers and three hundred and sixty-nine (369) teachers respectively. The study sample was selected through both stratified and simple random sample method. The result revealed that child labour has affected free education even with the free

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

Ndiku O, and Felix M. (2014) sought to investigate parental factors that affect the academic achievement of students. The study used a casual comparative research design: - Two research instruments were used; Questionnaire was administered to the students and their parents. Document analysis was also used to determine the student's academic performance. There were then analyzed using descriptive and inferential statistics.

## **Methodology**

### **Research design**

This research adopts survey method; this method involves gathering data about the target population from a selected sample and generalizing the findings obtained from the analysis of the sample to the entire population (Afolabi, 2003). Kerlinger, (1973), Considered Survey Research as social scientific research and focuses on people, the vital facts of people and their beliefs, opinions attitudes, motivation and behaviours. Quantitative and qualitative data were generated through field survey research design.

### **Population of the study**

The population of this study comprises of 876 students, consisting of both science, commercial and arts students, and 168 staff, both teaching and non-academic staff, bringing the total population to 1044, out of which sixty (60) students and fifteen (15) teachers, will be randomly selected, in Government Secondary Schools Mubi, Mubi North Local Government area.

### **Result and Discussions**

Data collected from the respondents are analyzed using tables and simple percentage, with explanation following each table base on the respondents to each questionnaire item. Also test of hypothesis is done.

According to Olaitan and Nwoke (1988), data analysis is the process of organizing and summarizing data in order to provide answer to the research questions or test of hypothesis stated in the study.

### Data Presentation and Analysis

**Table 1: Tedious and harmful duties and students school activities in Government Secondary School Mubi.**

| S/N | ITEMS                                                                                                                                                                | SA          | A           | D         | SD        |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------|-----------|
| 1   | Do you agree that hawking on the street can affect your attendance to class and participation in examination?                                                        | 38<br>50.7% | 34<br>45.3% | 3<br>4%   | 0<br>0%   |
| 2   | Do you agree that constant punishment administered to you by your parents can affect your taking part in inter-house sport and football competition?                 | 38<br>50.7% | 34<br>45.3% | 3<br>4%   | 0<br>0%   |
| 3   | Do you agree that going to far place to fetch water and firewood for cooking can affect your concentration on your studies such as homework/assignment given to you? | 43<br>57.3% | 30<br>40%   | 2<br>2.7% | 0<br>0%   |
| 4   | Do you agree that constant farming in school as directed by your teacher can made you not to concentrate and understand the teachings of your teachers?              | 30<br>40%   | 41<br>54.7% | 3<br>4%   | 1<br>1.3% |

**Source: Field Work 2025.**

Table 1, item 1 shows if hawking on the street can affect your attendance to class and participation in examination, where 38 respondents representing 50.7% strongly agreed, 34 respondents representing 45.3% agreed, and 3 respondents representing 4% disagreed.

Item 2 shows if constant punishment administered to you by your parents can affect your taking part in inter-house sport and football competition, where 38 respondents representing 50.7% strongly agreed, 34 respondents representing 45.3% agreed, and 2 respondents representing 2.7% disagreed.

Item 3 shows if going to far place to fetch water and firewood for cooking can affect your concentration on your studies such as homework/assignment given to the students, where 43 respondents representing 57.3% strongly agreed, 34 respondents representing 40% agreed, and 2 respondents representing 2.7% disagreed.

Item 4 shows if constant farming in school as directed by your teacher can made you not to concentrate and understand the teachings of your teachers, where 30 respondents representing 40% strongly agreed, 42 respondents representing 54.7% agreed, and 3 respondents representing 4% disagreed

**Table 2: Violent act and Student Seriousness with their studies in Government Secondary School Mubi.**

| S/N | ITEMS                                                                                                                                                                            | SA          | A           | D           | SD        |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-----------|
| 5   | Do you agree that, sexual abuse by a teacher can demotivate you from seeking advice regarding your studies from teacher when necessary?                                          | 41<br>54.7% | 30<br>40%   | 3<br>4%     | 1<br>1.3% |
| 6   | Do you agree that frequent beating by your parents at home can have effect on your learning ability in school?                                                                   | 30<br>40%   | 41<br>54.7% | 3<br>4%     | 1<br>1.3% |
| 7   | Do you agree that, corporal punishment by your parent whenever they received a complain about you can affect your moral in reading your books?                                   | 20<br>26,7% | 15<br>20%   | 31<br>41.3% | 9<br>12%  |
| 8   | Do you agree that disciplinary action taken against you by your teachers such as pick pin and sweeping the school environment can made you not to performance greatly in school? | 20<br>26,7% | 15<br>20%   | 31<br>41.3% | 9<br>12%  |

**Source: Field Work 2025.**

Table 2, Item 5 shows if sexual abuse by a teacher can demotivate you from seeking advice regarding your studies from teacher when necessary, where 41 respondents representing 54.7% strongly agreed, 30 respondents representing 40% agreed, and 3 respondents representing 4% disagreed and 1 representing 1.3% strongly disagree.

Item 6 shows if frequent beating by your parents at home can have effect on your learning ability in school, where 30 respondents representing 40% strongly agreed, 42 respondents representing 54.7% agreed, and 3 respondents representing 4% disagreed and 1 representing 1.3% strongly disagree.

Item 8 shows if corporal punishment by your parent whenever they received a complain about you can affect your moral in reading your books, where 30 respondents representing 40% strongly agreed, 42 respondents representing 54.7% agreed, and 3 respondents representing 4% disagreed and 1 representing 1.3% strongly disagree.

Item 7 shows if frequent beating by your parents at home can have effect on your learning ability in school, where 43 respondents representing 57.3% strongly agreed, 34 respondents representing 45.3% agreed, and 3 respondents representing 4% disagreed.

**Table 3: Lack of provision of basic needs and student academic pursuits in Government Secondary School Mubi.**

| S/N | ITEMS                                                                                                                                                               | SA          | A           | D           | SD          |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
| 9   | Do you agree that lack of provision of reading and writing materials such as text books and note books by your parents can affect your academic endeavor?           | 43<br>57.3% | 30<br>40%   | 2<br>2.7%   | 0<br>0%     |
| 10  | Do you agree that, non-payment of school fees by your parents can affect your academic prowess?                                                                     | 30<br>40%   | 41<br>54.7% | 3<br>4%     | 1<br>1.3%   |
| 11  | Do you agree that, as a student if your parents can not provide money for your items such as snacks and soft drinks at school can affect your academic performance? | 15<br>20%   | 20<br>26.7% | 9<br>12%    | 31<br>41.3% |
| 12  | Do you agree that lack of provision of new school uniforms, sandal/shoes and other items, demotivate your academic excellence?                                      | 31<br>41.3% | 15<br>20%   | 20<br>26.7% | 9<br>12%    |

**Source: Field Work 2025.**

Table 4.3 Item 9 shows if lack of provision of reading and writing materials such as text books and note books by your parents can affect your academic endeavor, where 43 respondents representing 57.3% strongly agreed, 34 respondents representing 45.3% agreed, and 3 respondents representing 4% disagreed.

Item 10 shows if non-payment of school fees by your parents can affect your academic prowess, where 30 respondents representing 40% strongly agreed, 42 respondents representing 54.7% agreed, and 3 respondents representing 4% disagreed and 1 representing 1.3% strongly disagree.

Item 11 shows if parents cannot provide money for your items such as snacks and soft drinks at school can affect your academic performance, where 15 respondents representing 20% strongly agreed, 20 respondents representing 26.7% agreed, and 9 respondents representing 12% disagreed and 31 representing 41.3% strongly disagree.

Item 12 shows if lack of provision of new school uniforms, sandal/shoes and other items, demotivate your academic excellence, where 31 respondents representing 41.3% strongly agreed, 15 respondents representing 20% agreed, 20 respondents representing 26.7% disagreed and 9 representing 12% strongly disagree.

### **Test of hypotheses**

#### **Test of Hypothesis One**

H<sub>0</sub>: Does tedious and harmful duties significantly affect students' school activities in Government Secondary School Mubi.

H<sub>a</sub>: Tedious and harmful duties significantly affect students' school activities in Government Secondary School Mubi.

This hypothesis will be tested using the responses in research questions 1, 2, 3, and 4 in table 1 respectively.

**Table 4:** Tedious and harmful duties and students school activities in Government Secondary School Mubi.

| S/N | ITEMS                                                                                                                                                                | SA | A  | X                | D | SD | Y               |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|------------------|---|----|-----------------|
| 1   | Do you agree that hawking on the street can affect your attendance to class and participation in examination?                                                        | 38 | 34 | 72               | 3 | 0  | 3               |
| 2   | Do you agree that constant punishment administered to you by your parents can affect your taking part in inter-house sport and football competition?                 | 38 | 34 | 72               | 3 | 0  | 3               |
| 3   | Do you agree that going to far place to fetch water and firewood for cooking can affect your concentration on your studies such as homework/assignment given to you? | 43 | 30 | 73               | 2 | 0  | 2               |
| 4   | Do you agree that constant farming in school as directed by your teacher can made you not to concentrate and understand the teachings of your teachers?              | 30 | 41 | 71               | 3 | 1  | 4               |
|     |                                                                                                                                                                      |    |    | $\Sigma x = 288$ |   |    | $\Sigma y = 12$ |

Source: Field Work 2025.

$$\bar{x} \text{ for } x = \frac{\Sigma x}{N}$$

$$\text{Where } x = \frac{288}{4}$$

$$n = 4$$

$$\therefore \bar{x} = \frac{228}{4} = \underline{75}$$

$$\bar{x} \text{ for } y = \frac{\Sigma y}{n}$$

$$\text{Where } y = 12$$

$$\text{Where } n = 4$$

$$\therefore \bar{x} = \frac{12}{4} = \underline{3}$$

### Decision Rule

Accept Null hypothesis which states that Tedious and harmful duties and students school activities in Government Secondary School Mubi affects the performance of student in GSS Mubi and rejects the alternative hypothesis which stated Tedious and harmful duties and students

school activities in Government Secondary School Mubi does not affects the performance of student. ( $75 > 3$ )

### Test of Hypothesis Two

**H<sub>0</sub>:** Does violent acts affect students' seriousness with their studies in Government Secondary School Mubi.

**H<sub>a</sub>:** Violent acts significantly affect students' seriousness with their studies in Government Secondary School Mubi

This hypothesis will be tested using the responses in research questions 5, 6, 7, and 8 in table 2 respectively.

**Table 2:** Violent act and Student Seriousness with their studies in Government Secondary Mubi.

| S/N | ITEMS                                                                                                                                                                            | SA | A  | <i>x</i>         | D  | SD | <i>Y</i>        |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|------------------|----|----|-----------------|
| 5   | Do you agree that, sexual abuse by a teacher can demotivate you from seeking advice regarding your studies from teacher when necessary?                                          | 41 | 30 | 71               | 3  | 1  | 4               |
| 6   | Do you agree that frequent beating by your parents at home can have effect on your learning ability in school?                                                                   | 30 | 41 | 71               | 3  | 1  | 4               |
| 7   | Do you agree that, corporal punishment by your parent whenever they received a complain about you can affect your moral in reading your books?                                   | 20 | 15 | 35               | 31 | 9  | 40              |
| 8   | Do you agree that disciplinary action taken against you by your teachers such as pick pin and sweeping the school environment can made you not to performance greatly in school? | 20 | 15 | 35               | 31 | 9  | 40              |
|     |                                                                                                                                                                                  |    |    | $\Sigma x = 212$ |    |    | $\Sigma y = 22$ |

Source: Field Work 2025.

$$\bar{x} \text{ for } x = \frac{\Sigma x}{N}$$

$$\text{Where } x = \frac{212}{4}$$

$$n = 4$$

$$\therefore \bar{x} = \frac{212}{4} = \underline{\underline{53}}$$

$$\bar{x} \text{ for } y = \frac{\sum y}{n}$$

Where  $y = 12$

Where  $n = 4$

$$\therefore \bar{x} = \frac{88}{4} = \underline{\underline{22}}$$

### Decision Rule

Accept Null hypothesis which states that violent acts affect students' seriousness with their studies in Government Secondary School Mubi and rejects the alternative hypothesis which stated violent acts does not affect students' seriousness with their studies in Government Secondary School Mubi. ( $53 > 22$ )

### Test of Hypothesis Three

**H<sub>0</sub>:** To what extent does lack of provision of basic needs affects' academic pursuits in Government Secondary School Mubi.

**H<sub>a</sub>:** Lack of provision of basic needs affects' academic pursuits in Government Secondary School Mubi.

This hypothesis will be tested using the responses in research questions 9, 10, 11, and 12 in table 3 respectively.

**Table 3:** Lack of provision of basic needs and student academic pursuits in Government Secondary School Mubi.

| S/N | ITEMS                                                                                                                                                               | SA | A  | $\Sigma x$       | D  | SD | $\Sigma y$      |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|------------------|----|----|-----------------|
| 9   | Do you agree that lack of provision of reading and writing materials such as text books and note books by your parents can affect your academic endeavor?           | 43 | 30 | 73               | 2  | 0  | 2               |
| 10  | Do you agree that, non-payment of school fees by your parents can affect your academic prowess?                                                                     | 30 | 41 | 71               | 3  | 1  | 4               |
| 11  | Do you agree that, as a student if your parents can not provide money for your items such as snacks and soft drinks at school can affect your academic performance? | 15 | 20 | 35               | 9  | 31 | 40              |
| 12  | Do you agree that lack of provision of new school uniforms, sandal/shoes and other items, demotivate your academic excellence?                                      | 31 | 15 | 46               | 20 | 9  | 29              |
|     |                                                                                                                                                                     |    |    | $\Sigma x = 225$ |    |    | $\Sigma y = 75$ |

Source: Field Work 2025.

$$\bar{x} \text{ for } x = \frac{\Sigma x}{N}$$

$$\text{Where } x = \frac{225}{4}$$

$$n = 4$$

$$\therefore \bar{x} = \frac{228}{9} = \underline{56.25}$$

$$\bar{x} \text{ for } y = \frac{\Sigma y}{n}$$

$$\text{Where } y = 158$$

$$\text{Where } n = 4$$

$$\therefore \bar{x} = \frac{75}{4} = \underline{18.75}$$

### Decision Rule

Accept Null hypothesis which states that lack of provision of basic needs affects' academic pursuits in Government Secondary School Mubi and rejects the alternative hypothesis which stated tedious and harmful duties does not affect students' school activities in Government Day Secondary School Mubi. (56.25 > 18.75)

### Conclusion/Recommendations

Child labour consists of any act or failure to act, that endangers a child's physical or emotional health and development. Child labour inflict physical, sexual and emotional trauma on defenseless children every day. The scars can be deep and long lasting. Unfortunately, the more subtle forms of child labour as the emotional labour which can be even more traumatizing than violent physical labour.

In Africa, poverty is one of the major problems facing families in Africa. Poverty creates an environment that is very damaging to the development of children in every way, and affects their mental, physical, spiritual and emotional well-being. It threatens the children's rights to education, good nutrition, stable health, survival, protection from exploitation, harm and also exposes them to all forms of labour Owuamanam (2008).

Also religious and cultural influence contributes to child labour and the child right act is not effective to protect the rights of the child against all forms of labour. Most times child abusers go scot-free and are not punished as a deterrent to others.

In view of the outcome of this study, the researcher wants to make the following recommendations:

- i. Parents and guardians should be sensitized on the negative effects of engaging students in strenuous and hazardous labour that interferes with their academic activities
- ii. Efforts should be made to curb violent acts within and outside the school environment, as they negatively affect students' seriousness toward their studies.
- iii. Government and non-governmental organizations should provide support in terms of basic needs such as school materials, uniforms, and feeding programs to students from low-income families. Parents should also be encouraged to prioritize the educational needs of their children.

- iv. Poverty alleviation programs should be strengthened to improve the economic conditions of families in Mubi. Empowering parents through skill acquisition programs, microcredit schemes, and employment opportunities will reduce their dependence on children's labour and enable them to support their children's education effectively.
- v. The government should ensure the effective implementation of educational and child welfare policies aimed at protecting children's rights to education. Collaboration between schools, parents, community leaders, and relevant agencies is essential to create a supportive environment that promotes students' academic success.

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