

# PERCEIVED FAMILY DEPRIVATION AND CHILD LABOUR ON THE ACADEMIC PERFORMANCE OF STUDENTS IN OBANLIKU LOCAL GOVERNMENT AREA OF CROSS RIVER STATE

ADIGEB, P. A.<sup>1</sup> ANAKE, P. M.<sup>2</sup>.

<sup>1,2</sup>Department of Guidance and Counselling, University of Calabar, Calabar

**ABSTRACT:** The main purpose of this study was to investigate the influence of perceived parental deprivation and child labour on the academic performance of senior secondary school students in Obanliku local government area of Cross River State. To achieve this purpose two (2) null hypotheses were generated to direct the study. Literature review was done according to the variables under study. Survey research design was adopted for the study. A sample of two hundred (200) students were randomly selected for the study. The selection was done through simple random sampling technique, while the questionnaire was the main instrument use for data collection. The reliability estimate of the instrument was established through test re-test reliability method. Pearson product moment correlation analysis was the statistical technique adopted to test the hypotheses under study at .05 levels of significance. The results of the analysis revealed that, parental attention and child labour significantly relate to students' academic performance. Based on the findings, it was recommended that professional counsellors, government and non-governmental organizations and concern others should create awareness through campaigns and programmes to educate parents and caregivers on the need to love, care and provide for the child's needs. Also to strictly call to book, defaulters of the child's right law of 2003 according to the national constitution.

**Keywords:** Perceived, family deprivation, child labour, academic performance of students

## INTRODUCTION

In Nigeria, education which has always been valued has been assigned high priority in the national development plan. Conscious effort has been made towards the massive expansion of educational facilities in the country. Education is also looked as one of the vital means of claiming the freedom of a nation. It is the legacy that one can conquer to the child. Therefore, any society voicing to win the ills of illiteracy and its disease is to embark on intensive education awareness creation.

Accordingly, children are future citizen of the national and their adequate development is utmost priority of the country. Children who lack proper attention and not been love, may consequently form indiscriminate bonds with any adult and may be unable to associate with others, possessing refusal of affection. Thus not giving attention, care and love or depriving the child from his or her needs, affect the child ego directly or indirectly. This consequently affects their academic performance in school, as they may at school activities out of fear of adult figure term to answer the teacher wrongly or always talking to self.

On this Okogbe (2007) affirmed that, lack of good parenting is likely to have a detrimental effect on a child's academic progress. Parents who fail to provide an environment that promotes education and encourages good grades will keep their child from walking to his highest abilities. In home where parents do not monitor their children's activities and allow them to make their won schedules, school work is much less likely to be completed. Due to lack of children basic need, non-involvement of parents in the child's education and poor relationship with the growing child. Hence, deprivation of child's needs therefore recalls in various unwholesome and socially unaccepted behaviour and poor academic performance in schools, which many parents do not realize the adverse effect.

Due to intense hardship and undue exposure to danger, some children finds solace in joining bad company, engaging in shoplifting, robber, lying, fornication and fighting. Child labour could lead to prostitution owing to the dissatisfaction and search for financial independence (Denga, 2007). Most children are deprived schooling because of farming while others who attend schools over labour on the farm to neglect their school work which result to students' poor academic performance.

Child labour is therefore found predominately in the informal sectors. In rural areas children are found working in agricultural plantations, for long hours with no satisfactory food. Some work in

cottage industries and mechanic workshops, others work as apprentices in various crafts, such as weaving, tailoring, catering and so on. While in urban areas and towns, they engage in car washing, beggars, truck pushers, cleaners, bus conductors, maids and others.

Many parents do not realize the effect of home deprivation on the child until it is too late and the child is out of reach or control. This is as a result of ignorance, poverty and inadequate provision of the child's needs for conducive learning environment, which affect normal growth and development.

On this, Denga (2001) observed that child labour and abuse is exposing children to painful and unwarranted suffering knowingly or unknowingly. He further stated that, male and female children are abused in some cases by their parents, guardians, teachers, peers and society in various forms. The contributing factors to child labour, abuse and neglect may be man-made as well as natural catastrophe. Man-made when adults choose to get cheap labour, quick money, satisfy their incessant sexual desires or enjoy seeing the less privileged children suffer.

General observation indicates that, many children do not complete school or perform poorly at the end of their secondary education. Despite all the intervention strategies and efforts towards the improvements of the educational system, there is a decline in the academic performance of students. It is therefore based on these perceived family deprivation and child labour that the researcher wish to investigate the influence of parental attention and child labour on the academic performance of secondary schools students in Obanliku local government area of Cross River State.

Maslow theory of 1943 need hierarchy utilize the two concepts, deprivation and gratitude to provide the dynamic forces that linked needs to general behaviour pattern. Maslow used deprivation concept to established "dominance" within his hierarchy of needs and postulated that deprivation or dissatisfaction of need of high potency will lead to the domination of this need over the organization personality. Maslow proposed that human being have needs which energize them to action; gratification of such needs leads to satisfaction, while lack of such needs leads to frustration and dissatisfaction. He categorized human needs into five broad levels arranged in an ascending order. In this study three basic levels are relevant, these are (a) physiological needs – the need for food, drink, shelter and relief from pains (b) safety and security needs – the need for freedom from threatening surrounding. (c) belongingness, social and love needs – the need for friendship, affiliation, interaction and love,

The relevance of the theory to the study is based on the emphasis of the physiological needs, safety and security needs and belongingness, social and love needs of the child or students when met or not influences academic performance of students.

### **STATEMENT OF THE PROBLEM**

The academic performance of student is largely depended on numbers of factors. Nigeria and Cross River inclusive is a country with so many ethnic groups with different culture and outlook, both in political, religious, economic and academic circles. Children from this diversity are bound to be affected in their teaching and learning process. Normally teachers often take the blame for learners' poor academic performance. Most ignorant parents perceived education as what goes in the school and student's performance depends mostly on the ability to learn. However, a close look at the school system, shows that students still perform better academically than others under the same teaches and school environment. The major cause of this situation is the deprivation and child labour which cut across cultures and tradition. Based on this the researcher is intended to investigate the relationship between family deprivation and child labour in Obanliku local government area of Cross River State.

### **PURPOSE OF THE STUDY**

The purpose of the study was to carry out a survey on family deprivation and child labour on academic performance of students in Obanliku local government area of Cross River State, Nigeria. Specifically, the study aimed to: find out whether parental attention and child labour has any relationship with academic performance of students.

Research questions were raised base on the purpose of the study as follows (a) To what extent does parental attention relate with students' academic performance. (b) How does child labour related with students' academic performance. Two null hypotheses were formulated to answer the research questions as follows (a) There is no significant relationship between parental attention and students' academic performance (b) Child labour does not significantly relate to students' academic performance.

### **LITERATURE REVIEW**

On parental attention on academic performance of students, research finding has shown that lack of good parenting in home is likely to have a detrimental effect on the child's academic progress.

Tools learned in early childhood are essential for a student to be successful in school. Parents who fail to provide an enabling environment that promotes education and encouraged good grades will keep their child from walking to his or her highest abilities. In a home where parents do not monitor their children's activities and allow them to make their own schedules, school work is much less likely to be completed. Hence when parents are not involved in their children's education and do not imitate a give-and-take relationship with their children; this will give the children little or no encouragement toward excelling at school or supporting the children when they are having difficulties. Thus occasional visiting to school, attending school functions, meetings like Parents' Teachers Association (PTA), all shows a sense of concern for the child's academic success (Okogbe, 2007).

Mario (2014), in his research on the effect of parent absent on the children, observed that performance of students in school depends on their parental socio-economic background. The availabilities of facilities such as tables, chairs, light and well conducive learning environment at home help the child to learn better. When a child is deprived of affection, this in turn affects his or her intellectual development. The absence of mother and father result in an emotional stress which may affect the students' study and academic performance.

Furthermore, David (2015) affirmed that an economically and culturally poor home do not provide the stimulation necessary in school learning. Certain physical conditions that exist at home such as poor housing and overcrowded environment are often associated with poor academic achievement and adjustment. Poor clothing, malnutrition, lack of adequate rest has profound effect on the children in their behaviour and reactions to others.

Similarly, the West African Examination Council (WAEC) result had been the standard of measurement of academic performance in secondary schools. According to the statistic from Uwaifo (2013) reported that the head of Nigeria National Office of the Council analyzing the result of the 2009/2010 May/June saw an increase in performance in 2009 despite an overall poor performance with 25.99% obtaining a credit pass in mathematics and English Language as compared to 23.5% in 2008. In 2010, the number of candidates that sat for the examination was 1,351,557. About 337,071 candidates representing 24.94% obtained credits in English, mathematics and at least three other subjects. Of this total number that sat for the examination in 2010, he said 1,278,843 candidates representing 94.62% had their result fully processed. This decline in performance accounts for poor academic performance; the worst kept occurring as the years passes by. In 2012 examination, only a meagre 188,442 representing 13.76% obtained five credits and above. The overall performance of candidates was 38.81% in 2012 May/June. In 2013 the overall performance of candidates dropped to 36.57%. In 2014, the year's result recorded mass failure in mathematics and English Language. This calls for concern, on providing the children's needs which require adequate attention, time and money. Where these needs are not met, accordingly, the after effects are manifested in various unwholesome and socially unaccepted behaviour and poor performance in school. Deprivation of the child's need, for instance, not giving the children attention affects their ego directly or indirectly. Children who lack proper attention at home are bond to try out seeking attention on whatever pleases them at school. Also parents' inability to provide their children with necessary materials for learning (textbooks and comfort) contribute to their poor performance, thus, provision of school requirement or needs influences children's academic performance.

On the second null hypotheses which is child labour and academic performance, children under this type of abuse are denied basic needs of livelihood, love, rest and play. Vulgar language is used on children and they are mentally and psychologically traumatized. Due to intense hardship and undue exposure to danger, some children find solace in joining bad company to engage in shoplifting, robbery, lying, fornication and fighting. Likewise good children may be exposed to all kinds of pollution due to tyrannical attitude of the master and mistress. Thus, child labour could lead to prostitution owing to dissatisfaction and search for financial independence,

The International Labour Organization (ILO, 2008) estimated that 24.6 percent of children between the age of 10-14 in Nigeria were working. The United Nation Children Education Fund (UNICEF, 2003) reported that approximately 24 percent (12 million) of fall children under the age of 16 worked.

Okeahialam (2004) studied 112 labouring children in Akwa Ibom and found that most of them came from neighbouring villages to Obot Akara, 25% of them were girls and 45% boys. Sixty four (64%) were house helps and of this 45 (70%) were girls. The typical house help was employed usually by a young elite family with 1-4 children and according to the researcher, the husband and wife were engaged in full time employment as civil servant. The function of the house helps was never defined and these varied from children minding, hawking and attending to the several other children in the house. The day of the average house help starts before 6.00am. He or she goes to fetch water, prepare the children for school and helps in getting breakfast ready before the couple leave for work.

Accordingly, Badiwala (2002) affirmed that the majority child workers are employed in the cultivation of agricultural products in farms. In Obanliku local government area their work covers tasks and activities such as cooking, washing dishes, fetching water and firewood, weeding, planting, harvesting crops, herding cattle, hawking and babysitting.

**METHODOLOGY**

The design adopted for this study was survey research design. The population of the study comprised all senior secondary school two (SS II) students in Obanliku local government area of Cross River State (7,452) as obtained from the State Secondary Education Board, Planning and Statistics Unit, August 2017. A simple random sampling technique was adopted and used to yield research data that can be generalized to a larger population. The technique employed here was the hat and draw (balloting) methods; five secondary schools were drawn. And a sample of two hundred (200) students was randomly selected from five (5) secondary schools in the study area.

The questionnaire was the instrument used for data collection which comprised of twenty four (24) items, all of four point likert type scale. The face and content validity of the instrument were examined and certified by two experts in psychology of education and three from educational measurement, research and evaluation, affirmed that the instrument was suitable and capable of measuring the variables under study. The reliability estimate of the instrument was established through test re-test method, the reliability index of the instrument ranges from 0.79 to 0.82. Data was collected through the use of questionnaire from the sample schools. Through the administrative head (principal) and the assistance of some teachers, the 200 copies of the questionnaire administered were retrieved and properly completed.

The following null hypotheses were tested in the study: (a) There is no significant relationship between parental attention and the student’s academic performance (b) Child labour does not significantly related to students’ academic performance.

**RESULTS**

Hypothesis one: There is no significant relationship between parental attention and student’s academic performance. The independent variable in this hypothesis is parental attention while the dependent variable is students’ academic performance. To test the hypothesis, parental attention and students’ academic performance were correlated using Pearson product moment correlation analysis. The result of the analysis is presented in Table 1.

Table 1  
Pearson product moment correlation analysis of the relationship between parental attention and student’ academic performance (N = 200)

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-value
Parental attention	3768	6899	89827	0.48*
Students’ academic performance	3334	6461		

\* significant at .05 level, critical r = .138, df = 198

The result of the analysis reveals that the calculated r-value is greater than the critical r-value of .138 at .05 significance with 198 degree of freedom. With this result the null hypothesis was rejected. This result therefore shows that parental attention has a significant relationship with students’ academic performance.

On the second hypothesis; child labour does not significantly relate to students’ academic performance. The independent variable in this hypothesis is child labour, while the dependent variable is students’ academic performance. To test the hypothesis child labour was correlated with students’ academic performance using Pearson product moment correlation analysis. The result of the analysis is presented in Table 2.

Table 2  
Pearson product moment correlation analysis of the relationship between child labour and student’ academic performance (N = 200)

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-value
Child labour	3618	6786	89627	0.55*
Students’ academic performance	3334	6461		

\* Significant at .05 level, critical  $r = .138$ ,  $df = 198$

The result of the analysis reveals that, the calculated  $r$ -value of 0.55 is higher than the critical  $r$ -value of .138 at .05 level of significance with 198 degree of freedom. With this result the null hypothesis was rejected. This result therefore shows that child labour has a significant relationship with students' academic performance.

### **DISCUSSION AND CONCLUSION**

The result of the first hypothesis revealed that there is a significant positive relationship between parental attention and students' academic performance. The findings of this hypothesis is in line with the view of Okogbe (2007) who observed that lack of parenting in the home is likely to have a detrimental effect on a child's academic progress. Tools learned in early childhood are essential for a student to be successful in school. Parents who fail to provide an environment that promotes education and encourages good grades will help their child from walking to these highest abilities. In a home where parents do not monitor their children's activities and allow them to make their own schedules, school work is much less likely to be completed. When parents are not involved in their children's education and do not initiate a give-and-take relationship with their children, this will give their children little or no encouragement toward excelling at school or supporting the children when they are having difficulties.

Uwaifo (2013) analyzing the result of 2009/2010 May/June revealed that there was an increase in performance in 2009 despite an overall poor performance with 25.99% obtaining credit pass in mathematics and English language, as compare to 23.5% in 2008. The worst kept occurring as the years pass by, in 2012 examination, only a meagre 188,442 representing 13.76% obtained 5 credit and above. The overall performance of the candidates dropped to 36.57%. While in 2014 the year's result recorded mass failure in mathematics and English language. This calls for concern on providing the children's needs, time and money. Where these needs are not met accordingly, the after effects are manifested in various unwholesome and socially unaccepted behaviour and poor performance in school.

On the second hypothesis, child labour and students' academic performance, the International Labour Organization (ILO, 2008) estimated that 24.6 percent of children between the age of 10-14 in Nigeria were working. In the same line, the United Nation Children Education Fund (UNICEF, 2003) reported that approximately 24 percent (12 million) of fall children under the age of 16 worked.

Okeahialam (2004) studied 112 labouring children in Akwa Ibom and found that most of them came from neighbouring villages to Obot Akara, 25% of them were girls and 45% boys. Sixty four (64%) were house helps and of this 45 (70%) were girls. The typical house help was employed usually by a young elite family with 1-4 children and according to the researcher, the husband and wife were engaged in full time employment as civil servant. The function of the house helps was never defined and these varied from children minding, hawking and attending to the several other children in the house. The day of the average house help starts before 6.00am. He or she goes to fetch water, prepare the children for school and helps in getting breakfast ready before the couple leave for work. In all, their life experiences do not encourage them to achieve in school academically and they lack vision and focus, they only obey instruction and carried out duties as ordered by their masters and mistresses. Also, with large families the possibility of parental care is lacking owing to the economic distress in the country.

### **COUNSELLING RECOMMENDATIONS**

1. Professional counsellors in collaboration with the parents, caregivers, government, non-governmental organization (NGOs) and entire society should organize seminars and enlightenment campaigns to education parents on family planning and to appreciate the need to have small family size that they can comfortably and conveniently manage.
2. The government of Nigeria and policy maker should put in place essential services to ensure an active implementation of the Child Rights Act of 2003. This will ensure strict observance of the child's right by parents and caregivers.
3. Parents should be helped by government and NGOs to learn and develop vocational skills toward self-sufficiency to the advantage of their homes; rather than sending their children to foster parents as housemaid to be enslaved. Government can help by empowering parents with small scale loans and grants to established small trades.
4. Parents and caregivers should accept their roles and duty as care-givers lovingly and show love, attention and care and help the child to grow well in an organized home and society. Encourage the child by sending them to school to enable them acquire basic education.

5. Enlightenment programmes should be organized by counsellors, and concerned groups to educate parents on the dangers of polygamy, broken homes, rejection, neglect, abuse, child labour and poor early parenting and child rearing, effects and prevention methods of child deprivation (lack of attention) and child labour.

#### **REFERENCES**

1. T. B. Badiwala, "I hated everything about school: An examination of the relationship between dislike of school, teenage pregnancy and educational disengagement". *Social Policy and Society*, 2002, 6 (3), 333-347.
2. Child Right Law "The influence of teenage pregnancy and parenting on the performance of Sosohangure secondary schools' learners". M.Sc Thesis 2003. Tshwane University of Technology.
3. B. T. David, "Down the drain: Counting the costs of teenage pregnancy and school dropout in Kenya. Nairobi" Centre for the Study of Adolescence 2005.
4. H. Denga, "Academically oriented teenage women have reduced pregnancy risk". *Family Planning Perspectives*, 2001, 31 (1), 105-106.
5. I. Denga, and H. Denga, "Child parenting in developing nations: Challenges and prospects". Baye Communication, Calabar 2007.
6. International Labour Organization (ILO). *Journal of Educational and Social Research*, 2008, 3 (3).
7. B. Mario "Stability of aggression over time and generations". *Developmental Psychology* 2014.
8. D. Maslow, "Intellectual functioning and aggression". *Journal of Personality and Social Psychology* 1943.
9. Okeahialam "Growing up to be violent: A longitudinal study of the development of aggression" 2004.
10. I. Okogbe, "The effect of mothers' returns to schooling on their children's academic achievement". Paper presented at the International Society for the Study of Behavioural Development, 2007. Ghent, Belgium.
11. UNICEF "A cognitive-ecological approach to preventing aggression in urban settings. Initial outcomes for high-risk children". *Journal of Consulting and Clinical Psychology*, 2003.
12. N. D. Uwaifo, N. D. "Economic well-being and children's social adjustment: The role of family process in an ethnically diverse low-income sample". *Journal of Child Development* 2013.