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Child's Labour as Determinant of Students' Academic Performance in Biology in Oruk Anam Local Government Area

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Abstract

The purpose of the study was to investigate child labour as determinant of students' academic performance in Biology in Oruk Anam L.G.A, Akwa Ibom State. Three research hypotheses were formulated to guide the study. Major sub-variables of the study includes: agricultural, Hawking and domestic forms of child labour. A survey research design was adopted for the study. A sample of one hundred (100) SSII Biology students were drawn from a population One Thousand Six Hundred and Fifty (1650) in secondary schools in Oruk Anam L.G.A. Questionnaire was the main instrument for data collection. Independent t-test analytical tool was used to analyze the research hypotheses at 0.05 level of significance. Finding revealed that agriculture, hawking and domestic child's labour play a negative role on students' academic performance in Biology. Based on the findings, it was concluded that agricultural, hawking and domestic child's labour influenced biology student's academic performance. It was recommended that parents should prevent children from been labored as such influence students' academic performance in Biology.

Keywords: Child labour, Hawking, Agriculture, Domestic, Academic Performance

INTRODUCTION

Education is described as an instrument of change and a general improvement in quality of life which should be continuous and persistent (Jhingan, 2012). Nneji and Otaru (2016) stated that educational institutions perform a significant function of providing learning experiences to lead students from the darkness of ignorance to the light of knowledge. Education consists of two components (inputs and outputs) (Lokoko, Mutsotso and Nasongo, 2013). According to them, inputs consist of human and materials resources and outputs are the goals and outcomes of the educational process. Education is all round symbol for the nation's development and transformation the aspects of science, economic, social and the political activities of the nation.

Science which is an important area of study at the secondary school level include the following subjects ; Biology, Chemistry, Physics , Physical and Health Education, Agricultural Science, Mathematics and others which should be vigorously , curiously , consecutively and concordantly taught for better students' outcomes. Science is important in school due to its relevance to the universal application in problem-solving and critical thinking skills. These are lifelong skills that allow scientist to generate ideas, weigh decisions intelligently and even understand the evidence behind public policymaking (Federal Ministry of Education, 2013).

Biology involves the study of life and living organisms include their structure, functioning, growth, evolution, distribution, identification and taxonomy (Miller and Levine, 2012). Being a life science, Biology occupies a very important position in the secondary school curriculum. In Nigeria, the Secondary School Biology Curriculum is designed to prepare students to acquire adequate experimental and field skills which are meaningful and relevant knowledge in Biology enable students apply acquired scientific knowledge to everyday life in matters of personal, community, health, environment and agriculture among others (FME, 2013).

In all spheres of human endeavors, Biology plays a vital role in the fields of medicine, pharmacy, agriculture, brewery, geology, nursing among others (Institute of Biology, 2013). Maduabum (2009) highlighted the importance of Biology to include: helping individuals to understand the parts of his/her body and their functions; enabling one to question superstitions due to sustained interest arising from comprehension of the cause of events; understanding and appreciating life; bringing into focus the need to maintain good health; preparing the individual for choice of careers; inculcating in the individual scientific skills and attitudes in his approach to personal and societal problem; imparting factual knowledge and stimulate scientific reflective thinking so as to produce a better informed individual. Biology as a science subject is related to physical and health education, chemistry agricultural science and others, much emphasis has been placed on instruction especially at the secondary school level.

The philosophy Biology education as stipulated in the National Policy on Education (FME 2013), the study of Biology in senior secondary schools is expected to equip students with useful concepts, principles and theories that will enable them face the challenges before and after graduation (Ibe, 2004). Its aimed at equipping the learner with knowledge, skills and attitudes that are necessary for controlling and preserving the environment; enabling the learner to appreciate humans as the broader community of living organisms (Karen, 2005). Biology has contributed to the growth and development of new and better drugs and vaccines against many human and animal diseases and has also contributed towards the conservation of the environment and endangered species (Institute of Biology, 2013).

Inspite of numerous functions of Biology, many factors like school related factors, lack of instructional materials and child Labour seem to hamper academic performances of students in biology. Child labour is a far-reaching and highly complex problem in developing countries

like Nigeria. The types of child Labour vary according to the country's culture, the family culture, rural or urban residency, socio--economic conditions , and existing level of development, among other factors (Pinzon, 2013).

The main sector in which child labour in Nigeria is concentrated is agriculture (Kim and Zepeda, 2014). A great proportion of child labour is carried out in family businesses and within the home settings in the form of housework or as non-remunerated work. This type of labor, which can equally negatively affect the social and educational development of the child, has been taken into consideration less frequently than the remunerated labour performed outside of the family context (Buonomo, 2011). In the short-term, the importance of investigation child labour and its consequences is related to the involvement of children and teenagers in menial labour and its exploitative tendencies , sometimes without the child's willingness and often over their physical resistance. In these cases, aspects of child's minor is rights become factors of concern. In the long term and from a practical point of view, child Labour is about a disinvestment of social and human capital, a compromising of the development of the individual, and a hindering of the development of skills, abilities, and knowledge necessary to make significant contributions to society (Psacharopoulos, 2017).

Although majority of studies that analyzed the genesis, impact, and consequences of child Labour derive from an economic point of view and several authors do analyze the social and communal causes that underpin the employment of child and youth labor. Hence, the impact of diverse forms of child Labour on education has not been adequately addressed, given the importance of education context as the main agent of socialization and development of childhood and adolescence (Orazem and Gunnarsson, 2014). The effectiveness of the intervention policies and programs designed and implemented to deal with child Labour increases if the policies and programs are based on adequate knowledge of the causes that drives children to enter the Labour market. These causes of initiation and continuation of child's Labour are related to economic factors, as well as to social and cultural factors.

Child Labour generates negative effects that hinder the child's cognitive, emotional and social development (Amar, 2018). Many of these child laborers are in a critical period of their psychosocial development during which key aspects of their personality and social behavior, such as self-esteem and self-concept, are being molded and defined. In this sense, the school context, the relationship with peers, and the family environment are all factors that can affect the formation of these key personality concepts (Omokhodion, 2016). Likewise, child labour generates negative consequences on the quality of life and on the mental health of minors. Amar (2018) found that in addition to the perception of poor physical health, child laborers presented greater emotional wear. Furthermore, the minors who participated in their study perceived that their physical and emotional health are interfered with in their functioning within family. Children and youth can be much more vulnerable than adults to the psychological and physical

impact of labor, due to their psychophysiological immaturity and the process of growth and development in which they are immersed (O'Donnell, 2012).

Social and economic consequences of child labour have also been identified as factors associated with poor performance. Emerson and Portela (2013) opined that they exist a generational link to child labor on income variable. It is possible that this generational link is associated with the persistence of certain social norms or educational patterns in the family. Thus, child labor does not only have immediate and short-term effects on the child, but rather, these effects are also present in the long term throughout the whole human lifecycle. Taking on labour-related activities at an early age reduces work opportunities during adulthood, hinders the achievement of an adequate educational level, and even impedes the formation of a stable family unit (Beegle, 2017, Seebens and Wobst, 2013).

Child labour is generally interpreted as “all cases in which children less than fourteen years or less are exposed to harm at work (UNICEF, 2015). It is the exploitation of children through any form of work that deprives them of their childhood, interferes with their ability to attend regular school, and is mentally, physically, socially and morally harmful. Such exploitation is prohibited by legislation worldwide, although these laws do not consider all work by children as child labour; exceptions include work by child artists, family duties, supervised training, and some forms of work. Child labour means that children are forced to work like adults and take part in an economic activity. According to the International Labour Organization (ILO) the term is applied to people up to age thirteen, or seventeen in case of dangerous work. Only about a fourth of the ILO members have ratified the respective convention, but the age limits are generally accepted. When children work like adults, this will deprive them of their childhood: Very often, they cannot attend regular school either. This kind of work is mentally, physically, socially or morally dangerous and harmful. Child labour is fundamentally different from casual work done by children, like guarding other children, or helping here and there. Child Labour is forbidden in most countries. In some places minor boys and girls work in tea stalls, restaurants, hotels and other small shops. Some work in huge factories like brick factories.

The International Labour Organization categorized child labour as follows:

- (i) Agricultural labourers.
- (ii) Domestic labourers.
- (iii) Street hawking labourers and
- (iv) Factory labourers with wages.

Golden and Prather (2019) stated that “child labour ” is exploitative, as the latter potentially impairs the health and development of the children. By contrast, James and James (2018)

concluded that agencies such as ILO, and UNICEF working on child labour issues originally had different concepts on child labour and following the establishment of the worst form of labour convention 182 in 1999, as well as inter-agency research cooperation such as understanding children's work in 2000, a growing consensus has emerged that child labour refers to unacceptable forms of child work.

According to UNICEF (2015), current official definitions of child labour include the following

- (i) Child work or children's work is a general term covering the entire spectrum of work and related tasks performed by children.
- (ii) Child labour refers to the subset of children's work that is injurious to children and that should be targeted for elimination.
- (iii) Hazardous work refers to physical, psychological or sexual abuse.

The worst form of child labour includes "children of age below 18 who are involved in forms of slavery and forced labour , including forced recruitment for use in armed conflicts, commercial sexual exploitation (prostitution or pornography), illicit activities (particularly the production or trafficking of drugs) and hazardous work that jeopardizes their lives, health or moral".

On the other hand, the International Labour Organization's official defines child labour in the following categories:

- (i) In ages 5-11 = all children at work in economic activity.
- (ii) In ages 12-14 = all children at work in economic activity minus those in light work.
- (iii) In ages 15-17 = all children in hazardous work and other worst forms of child labour

According to Golden and Prather (2019) the following forms of child Labour are identified:

1. Hawking: In Nigeria many school aged children make sales carrying goods, moving several hours daily to wherever they can find a buyer. Many children hawk for the upkeep of themselves and their families, while some others hawk for wages, or for people they live with outside their biological parents. Hawking is more prevalent in Nigerian cities than in rural areas. At any angle child hawking is perceived, it has a lot of health implications on the child hawker. Child hawkers trek very long distances or wander about selling goods they carry about on their heads. Children by nature suffer fatigue easily and as hawking poses long hours of strenuous trekking (heavy loads on the head), the fatigue increases the demand for rest which may not be satisfied. Consequently, the fatigue leads to chances for accidents and stress related diseases.

Educationally, hawking among school-aged children leads to truancy, missing lessons, total absenteeism in the class, low academic achievement and high rate of school dropouts. This is because, children who hawk before going to school are bound to miss lessons. Thus, they are deprived of the opportunity to learn. Those who hawk after school do not have time and energy for their take home assignments and home studies as they always go home late in the night and are too tired to do any academic work. Most child hawkers are not allowed to go to school at all. Lack of education becomes a ditch in the road to their progress in life.

Chukwuma (2018) investigated some factors associated with street hawking among children of school age in Enugu North Local Government of Enugu State. To guide the study, four research questions were formulated. The design adopted for the study was survey design. The population of the study consisted of 779 teachers. This included 690 female teachers and 89 male teachers in the 9 government secondary school in Enugu North Local Government Area of Enugu state . Out of the nine schools, six schools were sampled using simple random sampling. Proportionate sampling technique was used in selecting the final respondents from each stratum numbering two hundred and sixty four (264) teachers. The findings of the study from the teachers' perception revealed : high cost of living as one of the factors associated with street hawking among children; large family size as another factor associated with street hawking among children; poverty, another factor associated with street hawking among children and Ignorance .

2. Agriculture: Agricultural work can be a sort of child labour if under aged children work in farm lands and agricultural firms. Many agricultural families take their children to the farms and due to lack of enlightenment allow or force the children to do all sorts of work in regular and longer hours along with adults. They may not know that children and adults according to Child Labour today should not do the same work and or spend the same period of time in any work due to physical and developmental differences. There are still other children who are employed in agricultural farms and or firms to perform a lot of tasks that are not appropriate for children, such as application of chemicals on the farms in hazardous environment, and handling certain farm implements.

Educationally, working in agricultural sites may deny children of regular school attendance and lead to poor academic performance and low grades. This is because in predominantly agricultural settlements, children are not allowed to attend school regularly due to farm demands. Children work longer hours in farms on empty stomach and are expected to and forced to work as hard and as long as adults. When this happens, school activities are neglected. Ofuoku, Idoge and Ovwigho (2014) conducted research to determine the level of child Labour involvement in arable crop farming. A multistage random sampling method was used to select the respondents. Data were collected with the use of a structured interview schedule and questionnaire. Most farming household heads were males (60.61%) of them and 65% had no formal education, with an average age of 42.28 years, an average household size of 11 persons, annual average income of

N192,000.00, and average farm size of 1.13ha. The children participated in field preparation, planting, weeding, pesticide and fertilizer application, harvesting, transportation and processing. Many (43.33%) of the children combined schooling with farming operations. The decision of the household heads to use child Labour was influenced by socioeconomic variables such as gender, age, level of education, household size, farm income, farm size, culture, economic factors and political factors.

3. Domestic chores: In Nigerian society, children are expected to render unpaid domestic services in their homes, doing all kinds of household chores. Sometimes the older ones take the responsibility of parenting other younger siblings, cooking, washing and managing the home.

However, when children are over loaded with tasks that are too much for them to an extent that their education, health, rest and sleep are affected, then it becomes child labour. Domestic child labour in Nigeria takes the form house helps, cooks and errand boys. No matter the nomenclature, domestic child work is characterized by long working hours and lack of rest days or vacation. Domestic servants are made to wake up earlier than adults to work, and retire to bed in the night later than other members of the family. Working late, most of them are denied care, affection and love, schooling and leisure. Nwamaka (2014) examined the history of child domestic worker in rural and urban areas of Nigeria and its implications for national development. Children in Nigeria are engaged in the worst forms of child labour, particularly in domestic service. Sometimes the children placed in this way are seen as family servants, subjected to working long hours, cooking, cleaning, tending livestock, and looking after children and elderly people in the family. Some of them are given inadequate food, poor sleeping quarters, and little or no remuneration. Some are subjected to physical and verbal abuse when they are tired and slow or unable to accomplish tasks that are too hard or heavy for them. The study traced some of the reasons why child domestic worker thrive in Nigeria. It is discovered that if the trend continues, the future of Nigerian child will be in jeopardy. The study observed that though substantive legislation against child labour is now in place in Nigeria, legal enforcement remains its biggest challenge.

Generally, according to Fred (2016), ways of checking child expose to Labour include the following:

Developing statistical visibility and further enhancing knowledge on child domestic work to better capture child labour and youth employment in domestic setting ;

awareness-raising and advocacy to transform social attitudes and to address the widespread acceptance of child labour in domestic work and the beliefs amongst employers and parents that these situations represent a protective and healthy environment for children – especially girls;

Promoting the ratification and implementation of the child labour

Constitution No.138, No. 182 and of Convention No.189 concerning decent work for domestic workers;

Taking legislative and policy action to end child labour and to protect young workers in domestic work:

Setting a clear minimum age for domestic workers not lower than 14 years .

Identifying types of hazardous domestic work for children;

Academic performance is regarded as participants' examination grade at the end of a particular term or programme. It could be seen as the level of performance in a particular field of study. Higher scores indicate better academic performance . Available statistics between 2017 to 2020 from West African Examination Council and National Examination Council show that students continue to perform less than 50% in Biology in the May/June examinations. Research also had it that, the poor performance of biology students are attributed to some home factors like family size, parental education level , socio-economic status of parents, child labour and others.

Statement of the Problem

The deteriorating state of our educational system is quite worrisome. The problem teachers and students encounter in our educational system include inadequate teaching, learning materials, student home factors and teachers characteristics. Nevertheless, it has been realized that there is need for teachers to look at different engagements of students in domestic, agricultural and business participation as child Labor. This will help reduce most of the problems in the teaching and learning process. In spite of this, the problem associated with child labour that hinders effective learning of biology in schools include , Child labour, lack of qualified teachers . Hence, the researcher tends to find out if Child Labour could have influence on students' academic performance in Biology in secondary schools in Oruk Anam L.G.A, Akwa Ibom State.

Purpose of the Study

The purpose of this study is to investigate child labour as determinant of student's academic performance among secondary school students in Oruk Anam local Government Area. Specifically, the study sought to;

- (i) determine the influence of agricultural child labour and students academic performance in Biology In Oruk Anam local Government Area
- (ii) determine the influence of Domestic child labour as determinant of students academic performance in Biology in Oruk Anam Government Area

- (iii) determine the influence of street hawking child labour as determinant of students academic performance in Biology in Oruk Anam Local Government Area

Research Questions

The following research questions were formulated by the researcher as a guide to this study:

- (i) what is the influence of agricultural child labour on students academic performance in Biology in Oruk Anam Local Government Area
- (ii) what is the influence of domestic child labour on students academic performance in Biology in Oruk Anam Local Government Area
- (iii) what is the influence of street hawking child labour on students academic performance in Biology in Oruk Anam Local Government Area

Research Hypotheses

The following research hypotheses were formulated by the researcher as a guide to this study:

- (i) There is no significant influence of agricultural Child Labour on Students academic performance in biology in Oruk Anam Local Government Area
- (ii) There is no significant influence of domestic Child Labour on Students academic performance in biology in Oruk Anam Government Area
- (iii) There is no significant influence of street hawking Child Labour on Students academic performance in biology in Oruk Anam Local Government Area

Significance of the Study

It is therefore the researchers' expectation that upon completion of this study, the findings of the study will be beneficial to the teachers, government and the general public in more ways than one. Since child labour is a situation that has negative effect in the sense that it does not encourage learners to achieved better outcome academically. It will enable government and parents to proffer solutions to these affected students .It is seen and believed that most children under child labour dropout of school as traced to some home related factor that do not allow the students full participation in school and learning activities.

Scope of the Study

This study is to determine agricultural, domestic and street hawking child labour as determinant of students academic performance in Biology in Oruk Anam Local Government Area. The study is also delimited to senior secondary two biology Students in 2022/2023 academic session.

Operational Definition of Terms:

Child Labor: act of over engaging student to work in the farm, selling of goods, and other related practices.

- (i) Agricultural child labor: an act of over engaging students in agricultural work in the house
- (ii) Domestic child labor: over engaging students or child on much domestic activities.
- (iii) Street hawking child labor: act of giving underage goods like groundnut, maize, fish, Akara and others to sell on the street during or after school hours.

RESEARCH METHODOLOGY

Design of the Study

The design of the study was survey research design. This design was adopted as the researcher had no control and could not manipulate the independent variables in the study.

Area of the Study

Oruk Anam is a Local Government Area located in the south western part of Akwa Ibom State, Nigeria. It may be ranked as the largest LGA in Akwa Ibom due to its land mass. It lies within the coordinates of 4°49'0"N 7°39'0"E. Its headquarters are located in the town of Ikot Ibritam. It is one of the eight Annang -speaking local government areas. It consisted of two major political units, namely, the Oruk zone , and the Anam zone. Oruk zone used to be a Local Government Area with headquarters at Urua Anwa. Anam was called Anam or Annang County Council in the former Opobo Division.

In 1989, the Local Government Areas was created. It shares boundaries with Ikot-Abasi /Mkpat-Enin (Ibibio speakers) by the south/east and Ukanafun (Anaang speakers) by the west. Its population according to the 2006 census is 172,000. Their inhabitants are mostly farmers, craftsmen and civil servants. The area is a major gateway to Port Harcourt and Aba as such there is much commercial activity along the major road points like Ekparakwa . The area hosts some government interest like the general hospital located in Ikot Okoro, police stations and schools such as the Akwa Ibom State University (AKSU),in Obio Akpa (Obio Akpa Campus).

Population of the Study

The population of the study comprised all biology students of 2022/2023 academic session in the five secondary schools in Oruk Anam L.G.A. The total number of student was one Thousand Six Hundred and Fifty (1,650) biology students in Oruk Anam L.G.A

Sample and Sampling Technique

The study sample consisted of One Hundred (100) Biology students drawn from secondary schools Oruk Anam L.G.A using simple random sampling.

Instrument for Data Collection

Questionnaire was used for data collection. The instrument had fifteen items constructed from the concept of child Labour (agriculture, hawking and domestic) and student academic performance. Four Likert scales was used to elicit the respondents' opinions on their biology academic performance, that is; Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1

Validation

Face validation were assured with the help of two expert from the Department of Test and Measurement from university of Uyo, Uyo.

Data Analysis

Based on the hypotheses, the researcher analyzed the data using independent t-test at 0.05 alpha level of significance.

RESULT AND DISCUSSION

Result

Hypothesis 1: There is no significant influence of agricultural Child Labour and Students academic performance in biology in Oruk Anam L.G.A.

Independent t-test statistical tool was used in testing Hypothesis 1 and result presented in Table 1

Table 1: Independent t-test showing influence of agricultural Child Labour and Students academic performance in biology in Oruk Anam L.G.A.

Response (Variables)	N	$\sum d$	$\sum d^2$	t-cal	df	t-crit	Decision
Positive (X_1)	100	1167	315406	4.21	99	1.98	significant
Negative (X_2)							

In Table 1, the calculated t-test value of 4.21 is greater than the critical value of 1.98 at 0.05 level of significance. Therefore, the null hypothesis stating no significant influence of agricultural Child Labour and Students academic performance in biology in Oruk Anam L.G.A. is rejected. Hence, there is significant influence of agricultural Child Labour and Students academic performance in biology in Oruk Anam L.G.A.

Hypothesis 2. There is no significant influence of domestic Child Labour on Students academic performance in biology in Oruk Anam L.G.A.

Independent t-test statistical tool was used in testing Hypothesis 1 and result presented in Table 2.

Table 2: Independent t-test showing influence of domestic Child Labour on Students academic performance in biology in Oruk Anam L.G.A.

Response (Variables)	N	$\sum d$	$\sum d^2$	t-cal	df	t-crit	Decision
Positive (X_1)	100	1021	1042441	3.84	99	1.98	significant
Negative (X_2)							

In Table 2, the calculated t-test value of 3.84 is greater than the critical value of 1.98 at 0.05 level of significance. Therefore, the null hypothesis stating no significant influence of domestic Child Labour on Students academic performance in biology in Oruk Anam L.G.A. is rejected. Hence, there is significant influence of domestic Child Labour on Students academic performance in biology in Oruk Anam L.G.A.

Hypothesis 3. There is no significant influence of street hawking Child Labour on Students academic performance in biology in Oruk Anam L.G.A.

Independent t-test statistical tool was used in testing Hypothesis 1 and result presented in Table 3
 Table 3: Independent t-test showing influence of hawking Child Labour on Students academic performance in biology in Oruk Anam L.G.A.

Response (Variables)	N	$\sum d$	$\sum d^2$	t-cal	df	t-crit	Decision
Positive (X_1) Negative (X_2)	100	510	260100	3.45	98	1.98	significant

In Table 3, the calculated t-test value of 3.45 is greater than the critical value of 1.98 at 0.05 level of significance. Therefore, the null hypothesis stating no significant influence of hawking Child Labour on Students academic performance in biology in Oruk Anam L.G.A. is rejected. Hence, there is significant influence of hawking Child Labour on Students academic performance in biology in Oruk Anam L.G.A.

Findings

Findings of this study from Tables 1,2,3 are summarized as follows:

- (i) There is significant influence of agricultural Child Labour on Students academic performance in biology in Oruk Anam L.G.A.
- (ii) There is significant influence of domestic Child Labour on Students academic performance in biology in Oruk Anam L.G.A.
- (iii) There is significant influence of street hawking Child Labour on Students academic performance in biology in Oruk Anam L.G.A.

DISCUSSION

Influence of agricultural Child Labour and Students academic performance in biology in Oruk Anam L.G.A.

Results in Table 1 shows that there is a significant influence of agricultural child labour on students academic performance in Biology. The effect of agricultural child labour could affect a child's time of going to school or at times, the child becomes so weak and tired that he can stay away from school as such collectively affect their academic performance .

This result is in line with finding made by Ofuoku, Idoge and Ovwigho (2014) who conducted research to determine the level of child Labour involvement in arable crop farming and the performance of students in public secondary schools in Imo State.

Influence of domestic Child Labour on male Students academic performance in biology in Oruk Anam L.G.A.

Results in Table 2 shows that there is a significant influence of domestic child labour on student academic performance in Biology. When a child is exposed to so much domestic work ,

such engagement may cause the child not to be present in school and at times may retard the child's chance of going to school due to fatigue. This result is in line with finding made by Nwamaka (2014) who examined child domestic worker in rural and urban areas of Nigeria and its implications for national development.

Influence of street hawking Child Labour and Students academic performance in biology in Oruk Anam L.G.A.

Results in Table 3 shows that there is a significant influence of hawking & child labour on students academic performance in Biology. Street hawking by students play an impact on students motive to take studies serious. This means that a child after street hawking may not be able to do homework given by them teachers. This result is in line with finding made by Sambe (2021) who identified negative impacts of hawking child labour practices in urban and rural areas and students academic performances in Cross River state.

Summary

The study investigated child labour as determinant of students academic performance in Biology in Oruk Anam L.G.A, Akwa Ibom State. Three research hypotheses were formulated to guide the study. The concept of child labor: agricultural, Hawking and domestic forms of child labour were reviewed. Related empirical studies were also reviewed. A survey research design was adopted for the study. A sample of One Hundred (100) SSII Biology students were drawn from a population One Thousand Six Hundred and Fifty (1650) Biology in secondary schools in Oruk Anam L.G.A, Akwa Ibom State. Questionnaire was the main instrument for data collection. Independent t-test analytical tool was used to analyse research hypotheses at 0.05 level of significance. Finding revealed that agriculture, street hawking and domestic child labour play a negative role on students' academic performance in Biology.

Recommendations

Based on the findings, the researcher wishes to recommend that; Parents and other persons should prevent children from being labored as such do influence students academic performance in Biology.

Conclusion

Based on the findings, it was concluded that agricultural, hawking and domestic child Labour do influence biology students academic performance.

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