

**ASSESSMENT AND MANAGEMENT OF
PSYCHOSOCIAL AND ACADEMIC PROBLEMS
OF WORKING SECONDARY SCHOOL
STUDENTS IN LAGOS STATE, NIGERIA**

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APPROVAL

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CERTIFICATION

This is to certify that the Thesis:

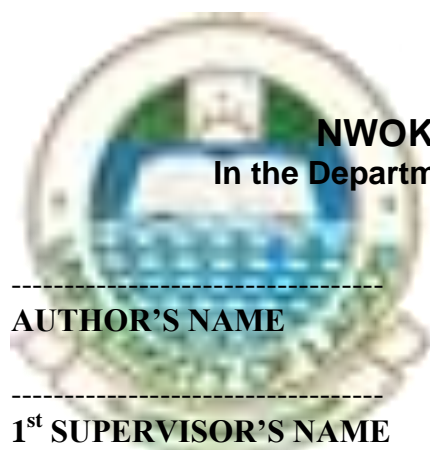
**“ASSESSMENT AND MANAGEMENT OF PSYCHOSOCIAL AND
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STUDENTS IN LAGOS STATE, NIGERIA.”**

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BY

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DEDICATION

This thesis is dedicated to the Almighty God in whom there is nothing impossible. He is my glory and the lifter of my head.

To my loving husband Kanayo Nwokedinobi who is always my pillar of support.

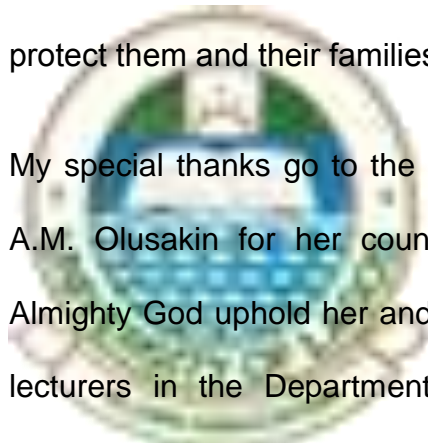


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ABSTRACT

This study was carried out to determine the effectiveness of two behaviour modification strategies namely: Rational Emotive Behaviour Therapy (REBT) and Life Skills Education on assessment and management of psychosocial and academic problems of working secondary school students in Lagos State, Nigeria.

A total of one hundred and eighty working secondary school students (84 males and 96 females) with mean age of 13.78 years were identified from the initial sample of six hundred students from three junior secondary schools in Education District VI of Lagos State. The research design used for this study is the quasi-experimental: pre-test post-test control group design. The instruments used for the study are (1) Personal Data and Work Related Questionnaire (PDWRQ) (2) Index of Self esteem (3) Index of Peer Relation (4) English Language Achievement Test (ELAT) (5) Study Habit Inventory (SHI) and Test Anxiety Scale. Seven hypotheses were formulated to guide the study. Data collected for the study were analysed using both descriptive and inferential statistics. The analysis of data was done, using a 2 X 3 Analysis of co-variance (ANCOVA) and multiple regression. Protected t-test analysis was done to determine which of the treatment method was more effective. Testing of the hypothesis was set at 0.05 levels of significance.

The result of the data analysis showed that out of the seven hypotheses, five were rejected while the fourth and the sixth hypotheses were retained

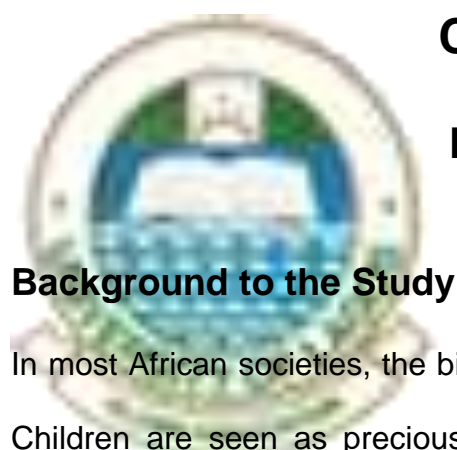
The findings revealed that:

1. The two counselling methods, Rational Emotive Behaviour Therapy (REBT) and Life Skill Education (LSE) proved to be effective in improving the self-esteem of the participants (working secondary school students).
2. The two counselling methods were effective in enhancing significantly the level of peer relationship of participants.
3. The counselling methods significantly improved the achievement of the participants in English Language test.
4. Hypothesis four was accepted showing that the treatments had no effect on the participants' study habits.
5. The two counselling methods proved effective in reducing the participants' level of test anxiety.
6. There was no gender difference in the post test scores of the participants in self esteem, peer relation, English Language achievement test, study habit and test anxiety.
7. There was a significant linear relationship between English Language achievement test and a set of independent variables (self esteem), peer relation, study habit and test anxiety.

In the light of the above findings, some recommendations were made with the hope that their implementation will minimize the manifestation of psychosocial and academic problems of students engaged in economic activities.

Among the recommendations is that emphasis should be on the use of Rational Emotive Behaviour Therapy and Life Skill Education in changing the previous irrational beliefs and behaviours of working secondary school

students. This will enable the students become well adjusted and self-actualized individuals. Suggestions for further research were also stated.



CHAPTER ONE

INTRODUCTION

Background to the Study

In most African societies, the birth of a child is marked with great celebration. Children are seen as precious gifts from the Almighty God. Paradoxically, these “precious gifts” are now commonly found in streets, motor parks, and markets providing a variety of goods and services all in a bid to ensure their families’ survival. This also has been observed in many developing countries such as India, China, Brazil, Colombia, Peru and Pakistan among others. In most of these countries, children make substantial contribution to household income through their participation in economic activities (Obayelu & Okoruwa, 2006; Anu, 2000). Family’s reliance on child labour for survival is becoming unabated and worrisome. However, a child is classified as a “labourer” if the child is “economically active” (Ashagrie, 1998). These children may even be

as young as 7 years old or below. It is disturbing to see such children who should still be in the nurturing environment, such as the home and school, move in and out of traffic to earn a living. Parents and other adults whose duties are to protect these youngsters are the ones exploiting and abusing them. According to Oloko (1997), the term child labour refers to any type of paid, unpaid or exploitative work which places the interest of the beneficiary well above those of the child and this is detrimental to the physical, mental, social, educational, emotional or moral development of the child.

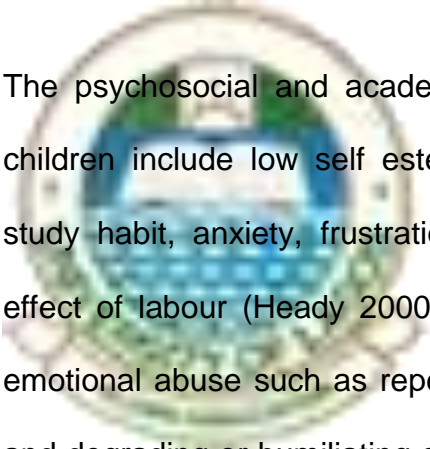
The issue of children engaging in legal and illegal labour is a global problem. International Labour Organization (2002) estimates that there are over 250 million child workers between the ages of 5-14 in the world in 1996. Fyfe (1993) asserts that child labour remains one of the most neglected human right issues of our time. He also reported that Africa has the highest proportion in the world of working children. It is assumed that in some regions of Africa, labour participation rate for children might be as high as 30 percent (UNICEF, 1997, 2001a). It can be postulated that as much as 30 percent of African future adult work force are at high risk of these detrimental effects of child labour which include premature death, severe morbidity and poor productivity. Child labour has far reaching effects on the individual, community, and the world at large. It can also be viewed as a long term global issue with inter-generational impact. Supporting this view, ILO (1996), opined that the employment of very young children is a serious problem because the younger the child, the more vulnerable he or she is to physical, chemical and other hazards at work place and to economic exploitation of his or her labour.

Child labourers are commonly found in the following situations:

- agriculture where they perform heavy work and are exposed to pesticides;
- in dangerous industries and occupations such as glass making, bangle making, carpet weaving and construction. For example, at construction sites they risk the danger of exposure to asbestos and other carcinogenic substances;
- in domestic services and tourism services, working excessive hours, exposed to physical and sexual exploitations;
- in the streets, markets and motor parks working as hawkers, bus conductors, rag pickers, drug peddlers, prostitutes, child beggars; head loaders
- in bonded labour and slavery;
- at home tending to younger siblings, helping in family farms and businesses, especially working long hours without time for leisure or to attend school;
- in deep sea fishing, mines, quarries, match and fire work factories (Black, 1995; Bequele and Myers, 1995; UNICEF, 2001a; ILO, 1996 and Oloko, 1992).

In most states of Nigeria, the engagement of children in economic activities became rampant as a result of the harsh economic and social conditions which were engendered by the introduction of an economic measure called Structural Adjustment Programme (SAP) in 1986 (UNICEF 2001;Ebigbo 2003a). As a result of the SAP many adult workers were retrenched, many more were unemployed and / or under-employed. During this period, many

families' income dwindled and family upkeep became an especially heavy burden. Out of this situation emerged the high rise in the number of child labourers. Supporting this assertion, Ebigbo (2003b) revealed that the Nigerian economic condition (consequence of poor leadership) led children to street trading, hawking and child domestic work, *almajari* system in the North (Almajari is an Hausa name for child beggars on the streets), "area boys and girls" (violent street young people in the south), child trafficking and child prostitution. Oloko further indicated that the consequences of this undesirable trend on young working students are exposure to sexual immorality, sexual assault, truancy and poor scholastic achievement.



The psychosocial and academic problems suffered by the working school children include low self esteem, poor peer relationship, aggression, poor study habit, anxiety, frustration, poor achievement due to the devastating effect of labour (Heady 2000; Oloko 2003). Most child workers suffer from emotional abuse such as repeated verbal abuse in form of shouting, threats and degrading or humiliating criticisms (Akanle 2007). Some of them who are denied schooling or who combine work with schooling may have low self-esteem. Their perception of themselves as less fortunate can stem from seeing their unemployed mates enjoying the luxury of schooling without the added burden of economic activities, which they themselves are made to bear. Due to the strain of participation in economic activities, child workers are often exhausted at the end of the day's toil (Togunde & Carter 2005). Without sufficient time to rest and sleep, they frequently fall asleep in class. They may lack concentration in class as they try to resolve the conflicts of work and school; personal leisure versus household commitment. Very often, work

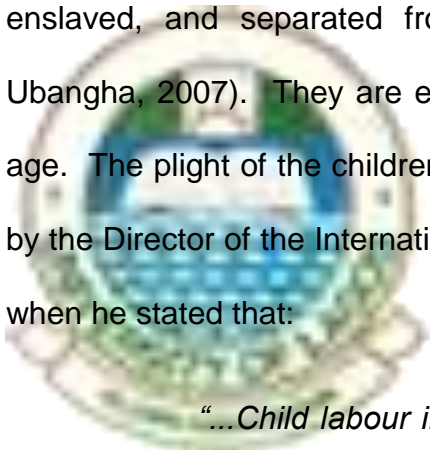
interferes with home work and impedes effective study. A combination of the above factors would result in poor academic achievement or failure. Disturbed by their performance in school, the children may develop some self-defeating behaviours (Denga & Denga 2007). The child labourers may also develop negative attitude to school by engaging in acts such as truancy, absenteeism, lateness, hostility, examination malpractices. Some of them may adopt some street life vices such as fighting, vandalism, bullying, drug abuse, stealing, sexual immorality, and lying.

On the highways and streets of big cities in Nigeria, it is a common spectacle to behold young school age children hawking articles ranging from chewing gums, sweets, handkerchiefs, trinkets, foods, sachet water ("pure water") to cell phone cards. Some of them provide services like shoe shining, feet washing at markets, car attendants, bus conductors, head loaders, windscreen cleaners and beggars' guide at the expense of effective schooling. They are constantly exposed to road accidents, sexual abuse, HIV/AIDS, Sexually Transmitted Diseases (STD), unwanted pregnancy, ritual murdering, kidnapping, battery and even death. These abused kids may suffer life-long psycho-social trauma and some secondary manifestations of a damaged personality (Oloko, 1999; UNICEF, 2001a).

An assessment carried out by Togunde and Carter (2008) on 1535 child workers in urban Nigeria indicated that child workers begin work as early as age 7, work for an average of four hours a day and mostly come from large household. A significant percentage of them are involved in motor accidents, attempted kidnapping, rape and sexual molestation. Many suffer from physical exertion and pains due to frequent long walks. Many of their parents have low

level of education, income and occupation. An assessment of working school children's levels of self-esteem, peer relationship, test anxiety, achievement and study habits will be done. Further assessment will be carried out on their biographical profile, socio-economic status, the nature of their work and that of their parents.

According to ILO and Inter-Parliamentary Union (2002), children's participation in economic activities deprives them of their childhood, potentials, dignity and is harmful to their physical and mental development. In the most extreme forms, child labour involves children being trafficked, enslaved, and separated from their families (Nwadinigwe, Osarenren & Ubangha, 2007). They are expected to fend for themselves from very early age. The plight of the children employed in the workforce is vividly presented by the Director of the International Labour Organization, Juan Somavia (2002) when he stated that:



“...Child labour in many ways is an abuse of power. It is the adult exploiting the young, weak, vulnerable and insecure for personal profits. Child labour is lack of opportunity for parents and it is the biggest failure of developmental efforts ... It is the dark side of global economy”

Children need the support of their significant others for a healthy growth and development. These significant others include parents, guardians, siblings, peers, and teachers. Studies have shown that one's self esteem affects several aspects of one's life. (Rosenberg, 1965; Osarenren, Ubangha & Oke

2008). Similarly how a person feels about himself is affected by how he thinks his significant others view him. The inhuman treatment meted out to some of the child labourers by their employers (parents, guardians or siblings) in the form of neglect, torture, corporal punishment, verbal attack, and food deprivation may make them feel inferior, worthless and withdrawn.

Peer relationship as well as self-esteem is vital in the development of the adolescent. Positive peer relationship provides the youngster with the support for dealing with some of the challenges of adolescence. They explore their identity, learn about social norms and practice their autonomy (Okafor 2008). Most child labourers are more likely to have problems in relationship with their peers. This is because some of them are denied friends especially the invisible ones like house helps. In addition, some of them are separated from their families and peers as a result of labour. Consequently they may feel isolated, lonely and/or aggressive. Having been exposed to street life, some of them will likely lack appropriate social skills for relating with their peers at school and home. Their inability to get approval, acceptance and sense of belonging can induce them to engage in risky behaviour. These delinquent behaviours will inadvertently hamper their education. It is worthy to note that there is a positive correlation between one's self esteem and his relationship with his peers. Equally one's self perception greatly affects his academic achievement.

Another worrisome impact of economic activity on the children may be the inability to develop effective study habit. Due to the demands of work, most child labourers can manifest ineffective study habit. Effective study habits

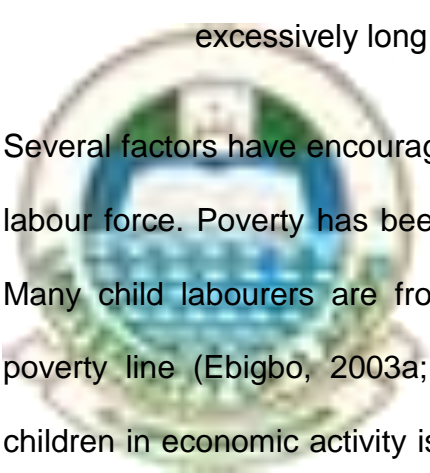
comprise the following: reading efficiency, planning and organizing time for study, note-taking, learning and remembering strategies, use of library, teacher consultation and so on (Kirkland & Hollandsworth, 1980; Kagu, 2000 ; Bamidele & Adams, 2009). Studies by the authors supported the fact that effective study habit encourages high performance and increases the person's prospects of success in other subsequent endeavours. When students are deficient in study skills, they are likely to experience test anxiety as well as general anxiety (Okoli 2002).

In traditional Nigerian society, children have always worked with their parents in farming, fishing, cattle herding, and weaving and other craft work. Here, work is regarded as responsibility training which is considered beneficial to the development of the child. The benign nature of child work, as reported by Oloko (2003), became exploitative when children worked more for the survival of the families than for their socialization and training. Many researchers attempted to distinguish "child work" from "child labour". The advocates of child work (Oloko, 2003; Anker, 2000; Bequele and Myers, 1995) define work as socialization and responsibility training. Anker (2000) maintained that there is a widespread agreement that non-hazardous forms of work can teach children self-reliance, responsibility, traditional values, skills and knowledge. Child work emphasizes learning, training and socialization. Work schedule is flexible and it is meant to be responsive to the developing capacity of the child. It encourages his or her participation in appropriate aspects of the decision-making process (UNICEF, 2001a; Boyden, Ling and Myers, 1998). Activities such as helping their parents care for the home, assisting in family business and farm, doing house chores or earning pocket money outside

school hours or during holidays are considered as positive child work (Ebigbo, 2003b; Oloko, 1999; ILO/IPEC, 2002).

On the other hand, child labour refers to work that:

- (a) is mentally, physically, socially, emotionally or morally dangerous and harmful to children and
- (b) interferes with their schooling.
 - (i) by depriving them of the opportunity to attend school;
 - (ii) by obliging them to leave school prematurely; or
 - (iii) by requiring them to attempt to combine school attendance with excessively long and heavy work” (ILO/IPEC, 2002).



Several factors have encouraged the continued employment of children in the labour force. Poverty has been identified as the major cause of child labour. Many child labourers are from households whose incomes are below the poverty line (Ebigbo, 2003a; Togunde & Newman, 2005). Participation of children in economic activity is also precipitated by the harsh socio-economic conditions of their family. Some cultural determinants like apprenticeship, encouraged child labour. Similarly, high cost of schooling has also influenced child labour.

The survey from many countries revealed that many children who attend school also work and many who work go to school (Anker, 2000; Ebigbo, 2003b; Edun, 1999). Oloko (1992) reported that 72 per cent of working children in five major Nigerian cities attend school. In Nigeria, out of the total number of working children 15,027,612; 59.4% (8,925,206) were found to be attending school (FOS/ILO/ SIMPOC, 2001). Boyden (1991) reported that 80

to 90% of working children in Lima Peru attend school even if intermittently. In 1998 World Bank's survey revealed that in rural Ghana and Cote d'Ivoire roughly 50% of school children aged 7-14 work and approximately 7% of working children attend school (Bhalotra & Heady, 1998; Grootaert, 1998). Ebigo (2003a) reported that in Enugu, more children hawk in the evening after school than in the morning. Combining school with work has serious implications on the development and education of the child.

The foregoing has therefore revealed that the employment of children in labour force is a multi-faceted problem. This evil trend thrives in the society. However, the ratification of the 1989 Convention on the Right of the Child (C.R.C) by many countries of the world has added momentum to the battle for the eradication of exploitative child work. Here in Nigeria, many states including Lagos State have enacted the Child Right Law, a legal tool for the protection of all children from harmful child labour, child abuse and exploitation. Many recommendations have been proposed for its eradication such as advocacy, trade sanctions on goods produced by children. For example Oloko (1990) recommended the education and enlightenment of the stakeholders; namely the parents of the child labourers, the employers, the policy makers and the children themselves. Some suggested the provision of poverty alleviation incentives to parents/adults so that they will no longer depend on their children's income as they are gainfully employed. Consequently, they will send their children to school (Anker, 2000; Oloko, 1999; UNICEF, 2001a). Others recommended thorough enforcement of child rights protection laws by enforcement agencies such as labour inspectors,

police, immigration officers, etc. Making school and school curriculum more attractive has also been advocated (Bequele & Myers, 1995; Anu, 2000).

Researches (Denga & Denga 2007, Okoli 2002, Kirkland & Hollandsworth 1980) have shown the efficacy of life skills education in boosting the self esteem, interpersonal relationship and social competence of the individual. Life skills are skills needed by an individual to operate effectively in the society in an active and constructive way. It equips the student with effective test taking skills, good study habit, ability to cope with stress and emotion. Denga & Denga (2007) also emphasized that children; have a right to be taught the life skills before they start exploring their identity and independence – skills in negotiation, conflict resolution, critical thinking, decision making, communication and earning a livelihood. Equally studies have shown that Rational Emotive Behaviour Therapy is effective in helping individuals overcome their psychosocial and academic challenges. REBT is believed to be highly didactic, very constructive, and concerned more with thinking and belief system as the root of people's problems (Adewuyi 2008). It emphasizes cognitive restructuring and helps the individual cultivate a rational philosophy of life by disputing his negative self verbalization.

Previous research works had highlighted the plight of child labourers and the negative effect of work on their psychological, social and moral development (Oloko, 1986; 1990; UNICEF, 2001a; Ebigbo, 2003a, Black, 1995). Oloko's (1986, 1990) studies showed that children who carry out domestic chores perform higher in academic achievement than those who perform economic activities. She also reported that occupational aspirations of working children

were lower than non-working children. Heady (2000) also investigated the effect of work on learning achievement in Ghana and reported that it has significant adverse effect on a child's learning achievement in reading and mathematics. Some other studies revealed positive correlation between family income and child labour demand and supply (Ray, 2000; Anu, 2000; Anker, 2000). However, many of these studies did not report the use of counseling interventions in helping the working secondary school students overcome their psychological, social and academic problems. Hence, there is need for more research on the effect of work on secondary school children's psychosocial adjustment and academic performance. This study will look at the use of two counseling intervention strategies (Rational Emotive Behaviour Therapy and Life Skills Education) to enhance the psychosocial well-being and academic performance of the student. Therefore this present study becomes pertinent.

Theoretical Framework of the Study

This study is based on the following theories:

Rational Emotive Behaviour Therapy

Theory of Motivation: Maslow's Hierarchy of Needs

Rational Emotive Behaviour Therapy (REBT)

Albert Ellis propounded the Rational Emotive Behaviour Therapy. As a cognitive, behavioural therapy, emphasis is laid on logical, rational and intellectual approaches to counseling. He postulated that people are emotionally disturbed as a result of their faulty labeling of situations and

wrong attributions. In other words, the ways people think about a situation, their knowledge, expectation and feelings influence how they behave.

According to Ellis (1962), many of the emotional behaviour disorders that we see clinically are mediated by the individual's attitude toward, and assumption about the world around them. Emotional disturbances are not the result of the external events but are caused by our irrational thinking, wrong labeling and accompanying internal defeating verbalization or "self talks" (Okoli, 2002; Olayinka & Omoegun, 2001; Nwadinigwe, & Makinde, 1997).

As long as one continues to think and verbalize illogically, one will continue to reinforce one's emotional disturbance or illogical behaviour. Ellis declared that by examination and rational thinking about maladaptive feelings and erroneous ideas, child labourers can change their behaviours.

Rational Emotive Behaviour Therapy views human beings as rational and irrational. Thoughts and emotions are inseparable. Man could free himself of the emotional disturbances by maximizing his intellectual powers. He must make conscious effort to change his internalized statement that creates negative emotions. This approach uses rational, logical reasoning and activity-oriented re-inforcers in helping the client achieve the desired goals. Ellis (1962), in his approach to counseling sought to eliminate clients' anxiety, depression, fear, inferiority complex and unhappiness and substitute them with happiness, effective living, rational thinking and responsibility.

Rational Emotive Behaviour Therapy is very useful in this study because the researcher will use it to help or reduce the emotional disturbances (aggression, low self-esteem, depression, test anxiety, etc) of working

students by forcefully disputing their irrational beliefs. These students may feel sad, inferior, anxious, rejected, unloved, and stressed due to the effect of labour on them. The therapist's duty is vital in order to change the students' cognition, emotions and behaviour. The success of this therapy lies in the fact that students who are economically active and have undergone treatment would develop positive attitude to work, school and life.

Theory of Motivation: Maslow's Hierarchy of Needs

There are many theories of motivation. This study will be concerned with hierarchy of needs by Abraham Maslow (1970). According to this theory, human beings have needs. Maslow believes that it is these needs that cause them to behave so as to achieve their set goals or fulfill some needs. In other words, the existence of the need motivates the individual to act. He arranged the needs in hierarchy from the most basic to the highest level of need.

Maslow's hierarchy (ranking) are

- 1) Physiological
- 2) Security
- 3) Love and feelings of belonging
- 4) Competence, prestige and esteem
- 5) Self-actualization

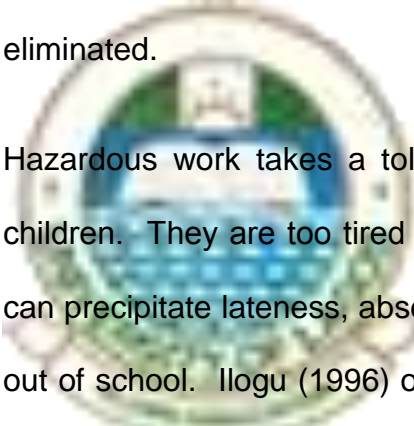
The lower order or deficiency needs are more potent than the higher order of needs. It is only when the lower order of needs are met that the higher order needs become potent or motivators

Relevant to this study is the basic physiological need. This is the most basic need on the hierarchy. Basic physiological needs include the need for food, sleep or rest, sex and relief from pain. Most working students are motivated to participate in economic activities in order to satisfy some of these needs such as hunger, shelter, schooling needs and household upkeep. Despite the hazard of work and challenges of school, intrinsically motivated students will persevere to succeed academically. These students will pursue education successfully because of the future and bright prospect that education brings such as higher wages, better living conditions and improved self-regard. Counseling intervention will be geared towards motivating students to work harder at school.

Statement of the Problem

Economically active children often experience a lot of difficulties while carrying out their duties. Many children combine schooling with work which further exacerbates their problems as they are caught in the web of performing their economic activity so as to contribute to the household income and the aspiration to achieve academic success. As a result of the above conflict, the child labourers may undergo a lot of stress. The stressful condition consequently leaves the children with feelings of low self-esteem, unloved, depression, aggression, frustration and withdrawal. Child labour is hard on the children especially the school going ones. Black (1995) revealed that child labourers are under considerable physical stress. She reported that the situation is worse for those still at school because the demands of their work affect their home study and class performance. Working children suffer significant growth deficit when compared with children in schools. They are

shorter, lighter and are smaller in body size even in adulthood (Canagarajah and Nielsen, 1999). Bequele and Myers (1995) presented a comprehensive picture of the harmful effect of labour on the child's physical development, cognitive development emotional development as well as social and moral development. They further warned that any threat to these domains of development must be taken seriously. Also Akinware and Omoegun (2001) stated that the several dimensions of the child's development are interrelated and must be considered together. They maintained that changes along one dimension both influence and are influenced by development along the others. Any activity that impinges on the child's development must be eliminated.



Hazardous work takes a toll on the academic achievement of the working children. They are too tired to learn after the day's toil. Pressure from work can precipitate lateness, absenteeism, truancy, high test anxiety and dropping out of school. Ilogu (1996) opined that the state of helplessness in which the child finds himself can propel him to leave school prematurely. Consequences of dropping out are educational wastage, mass unemployment, illiteracy, delinquency, social and emotional maladjustment. Interference of work on schooling may make the children develop poor study habit, high test anxiety level and reduced school performance. Supporting the above view, Berkowitz (2001) posits that extreme academic and social stress can trigger some behavioural changes namely, emotional distress, forgetfulness, panic attack, general irritability and decline in academic achievement and communication. Sometimes these child workers suffer social stigma, regressive behaviour, premature ageing and inferior sense of status (Black 1995). According to

Bandura (1986)'s self-efficacy theory of work performance, high self-esteem individuals have more favourable beliefs about their own efficacy than do the low self-esteem individuals.

Since school conduct and academic performance are enhanced by a healthy and positive self-worth, helping the working children through counselling interventions becomes pertinent. Their exposure to Rational Emotive Behaviour Therapy and Life Skills Education will enable them overcome academic and life challenges. Many research works have been carried out to determine the effect of labour on school children, school attendance and enrolment. However, not much work has been done to investigate the effectiveness of Rational Emotive Behaviour Therapy and Life Skills Education in solving the academic and psychosocial problems of working secondary school students. It is to fill this gap in knowledge that the study was carried out so as to assess and manage the psychosocial and academic problems of working students.

Purpose of the Study

The purpose of this study was to evaluate the relative effectiveness of the treatment methods (Rational Emotive Behaviour Therapy and Life Skill Education) on the assessment and management of psychosocial and academic problems (low self esteem, poor peer relationship, ineffective study habits, underachievement and test anxiety) of working secondary school students. It also aimed at achieving the following objectives:

1. Determine whether the treatment methods will indicate significant effect on the self esteem of working secondary school students.

2. Explore whether the treatment methods would indicate effect on peer relationship of working secondary school students.
3. Evaluate the relative effectiveness of the treatment methods on the study habits of working secondary school students.
4. Investigate if the treatment technique would have any significant impact on the academic achievement of working secondary school students.
5. Evaluate the relative effectiveness of the treatment packages in reducing the test anxiety of working secondary students
6. Determine whether gender would have any significant effect on the efficacy of the treatment methods.
7. To determine whether there would be a significant relationship between peer relations, self esteem, test anxiety, achievement, and study habits among participants in the three experimental study groups.

Research Questions

- (1) Will there be any significant difference in the pretest and post-test scores on self-esteem of participants in Rational Emotive Behaviour Therapy (REBT) group, Life Skill Education (LSE) group and the control group?
- (2) Will there be any significant difference in the pretest and post-test scores on peer relationship of participants in the three experimental groups?
- (3) Will there be any significant difference in pretest and post-test scores on achievement in English Language among participants in the three experimental groups?

- (4) Will there be any significant difference in pretest and post-test scores on study habit of participants in the three experimental groups?
- (5) Will there be any significant difference in pretest and post-test scores on test anxiety of participants in the three experimental groups?
- (6) Will there be any significant difference in pretest and post-test scores of the participants on the dependent measures (self-esteem, peer relationship, achievement in English Language, study habit and test anxiety) as a result of interaction effects of gender and experimental conditions?
- (7) Will there be any significant relationship between peer relationship, self-esteem, test anxiety and study habit among participants in the three experimental groups?

Research Hypotheses

- (1) There will be no significant difference in pretest and post-test scores on self-esteem of participants in the three experimental groups (Rational Emotive Behaviour Therapy (REBT) group, Life Skill Education (LSE) group and the control group).
- (2) There will be no significant difference in the pretest and post-test scores on peer relation of participants in the three experimental groups.
- (3) There will be no significant difference in the pretest and post-test scores on achievement in English Language among participants in the three experimental groups.
- (4) There will be no significant difference in the pretest and post-test scores on study habit of participants across the three experimental groups.

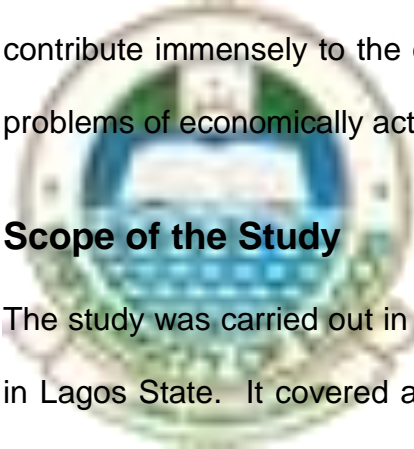
- (5) There will be no significant difference in the pretest and post-test scores on test anxiety of participants in the three experimental groups.
- (6) There will be no significant difference in the pretest and post-test scores of participants on the dependent measures (self-esteem, peer relation, achievement in English Language, study habit and test anxiety) as a result of interaction effects of gender and experimental conditions.
- (7) There will be no significant relationship between peer relation, self-esteem, test anxiety and study habit among the participants in the three experimental groups.

Significance of the Study

This study was significant in that it would generate empirical data on the profiles of working children in Lagos metropolis. This will also serve as baseline for counselors and psychologists in applying theories on how to handle abused children especially those involved in economic activities. Findings from this study will provide information to educationists, administrators, sociologists and government law enforcement officers on the strategies to eliminate the use of children in hazardous work which is detrimental to their mental, physical, emotional and social development. The study will also help secondary school working students learn effective coping skills that will enable them overcome their academic and psycho-social problems. They will develop positive self-esteem, competent social skills, obtain higher academic achievement, acquire occupational information and work related skills and become well adjusted citizen.

The study will provide information to government policy makers and non-governmental organizations on how to plan rehabilitation programmes for exploited child labourers especially the ones involved in the worst forms of child labour, e.g. trafficked children, child prostitutes, street children among others. It will sensitize the government at all levels and other stakeholders on the need to enforce the Child Right Act and ensure full implementation of the universal basic education.

The study will also enlighten the whole populace on the evil effect of child labour, thereby sensitize them to take action toward the protection of the children and the eradication of child labour. Finally, this research will contribute immensely to the existing literature on psychosocial and academic problems of economically active children.



Scope of the Study

The study was carried out in public secondary schools in Education District VI in Lagos State. It covered all the J.S II (Junior Secondary II) students. The study was limited to the assessment and management of psycho-social and academic problems of working secondary school students.

Operational Definition of terms

These terms and major concepts are defined operationally.

1. Assessment

Assessment is defined as a process in which one makes careful judgment about a person, thing or situation. Assessment may involve an individual's attempt to observe, interview, measure, test and evaluate (make decisions) certain characteristics of individual or group, individual's programmes and

systems. In this study, assessment is the careful identification and listing of the academic, psychological and social problems (low self-esteem, poor peer relation, under achievement, poor study habit and test anxiety), depression, etc) of working students measured by standardized instruments such as Index of Self-Esteem, Index of Peer Relation, English language Achievement Test, Study Habit Inventories and Test Anxiety Scale.

2. Management

Management is the act or skill of dealing with people or situation in a successful way (achieving specified objectives). Management in this study will be directed towards counselling and guiding students who combine school with economic activities on how to cope effectively with their scholastic, social and psychological challenges. These students must learn how to study effectively, assert themselves properly, develop positive self-esteem, relate with significant others in socially acceptable way, achieve success and avoid dropping out of school.

3. Academic Problems

This refers to all the challenges that hinder a student from achieving success in his achievement tests, examination and studies. Academic problems, in this study, will include poor study habit, poor concentration, under-achievement, avoidance of lessons, tests and assignment, absenteeism, truancy and failure.

4. Psycho-social Problems

Psycho-social problems refer to psychological and social problems that working students are experiencing within and outside the school environment

while combining schooling with work. Some of these problems can lead to disruptive behaviours, low self-esteem and maladjustment. In this study, psycho-social problems include poor peer relationship, test anxiety and low self-esteem.

5. A Child

A child is defined as an individual under the age of 18 years based on the 1989 United Nations Convention on the Rights of the Child (CRC) and the ILO convention on the Worst Forms of Child Labour, 1999 (No. 182). In this study, all J.SS II secondary school students below the age of 18 will be regarded as “children”.

6. Working Students

This covers all school going children who combine schooling with economic activities. In this study, working students refer to all JSS II students who participate in economic activities such as domestic help, shop keeping, hawking, scavenging, bus conducting, apprenticeship, labourers, head loading, etc.

7. Child Labour

Child labour refers to work that:

- i. is mentally, physically, socially, or morally dangerous and harmful to children and
- ii. interferes with their schooling by compelling them to combine school with work.

8. Exploitative Child Work

In this study, child work becomes exploitative when children work at very young age, work for long hours, work for too little pay, work in hazardous conditions, work under slave-like arrangement. “Exploitative child work” and “hazardous work” are used interchangeably in this study.

9. Test Anxiety

Test anxiety is a form of anxiety. It is primarily induced by examinations and evaluative cues. Test anxiety refers to the anxiety students experience while being examined or having their performance evaluated by teachers. In fact, it is a natural reaction that develops when students do not prepare adequately for a test or an examination or when they lack some test taking skills. In this study, the level of anxiety experienced by the students will be measured by the scores they obtain on Test Anxiety Scale. High scores on the instrument will indicate high test anxiety.

10. Life Skills Education (Training)

Life skills are the skills needed by an individual to operate effectively in the society in an active and constructive way. It comprises of the development of self-awareness which results in enhanced self-esteem and confidence; and an ability to cope with emotions and stress. It also includes the development of sound inter-personal relationships: formation of friends, control of emotions such as love, and sexual drive and ability to resist unhealthy pressures. Life skills training entail the development of functional skills and capacities for creative and critical thinking. Participants will also acquire skills on assertiveness, negotiations and conflict resolution.

11. **Study Habit**

Study habit can be viewed as the purposeful behaviour patterns geared towards learning, questioning, reading, reciting and reviewing in an attempt to master an assignment or a body of knowledge. In this study, study habit refers to a well-planned and deliberate effort toward understanding and acquiring knowledge. Study Habit Inventories developed by Bakare (1977) will be used to measure the study habits of the participants.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The systematic review of literature related to the assessment and management of psychosocial and academic problems of working children was done under the following headings and sub-headings:

- History of child labour
- Concept of child work
- Theoretical perspective of child labour
- Types of child labour
- Effect of Child Labour on the development of the child
- Sources and Causes of Child Labour
- Psychosocial and Academic problems of working children
- Education and child work
- Child Rights and Convention on the Right of the Child (CRC)
- Child Rights Law in Lagos State
- Rational Emotive Behaviour Therapy, psychosocial and academic problems
- Life Skills Education, psychosocial and academic problems
- Child's Welfare and Poverty Alleviation Programmes
- Ways of Eradicating child labour

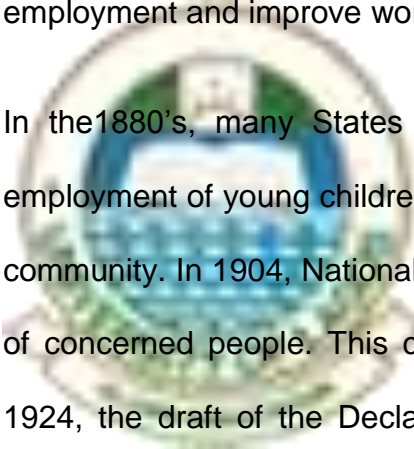
The engagement of children in labour force is an age long phenomenon. In industrialized world as well as developing countries, children are used as work force. Today, child labour remains a dominant issue of our time (ILO, 2002; ILO, 1996; Oloko, 1992, 1997, 1999, 2003; Anker, 2000). The abhorrent conditions in which they perform these economic tasks are very detrimental to their mental, physical, emotional, social and moral development and their health (Oloko, 1989, 1999; Izuora and Ebigbo, 1975; Ebigbo, 2003). Many of these children do not go to school while some combine schooling with work. Consequently this leads to under-achievement which in turn perpetuates poverty (Black, 1995; Anker, 2000, 2003; Anu, 2000; ILO, 1996; Oloko, 1991, 1992, 1997; UNICEF, 2001a; Ebigbo, 2003a).

History of Child Labour

In different parts of the world at different period of history, the use of child labour has been part of economic life. During the industrial revolution in Europe and the mid-nineteenth century in America, children have worked in large numbers in the factories. As a result of the industrial revolution, children's presence were prominent not only in factories but in mines and agriculture. In 1788, children constituted more than 60% of workforce of Britain and Scotland. These children toil under inhuman conditions for a peanut. The factory masters exploit them as much as possible; not caring about their welfare. They work for long hours. They perform jobs that have high stress levels. Sometimes, many jobs had children held up in small houses. They were prone to accidents, maltreatment and were out of the views of factory inspectors. In many mines, they were expected to crawl

unprotected through tiny pits to reach the coal face. Many of them fall victims of accidents.

The hazardous conditions under which they work attracted a lot of public outcry. The public condemned the employment of children in hazardous workplaces. Ajomo & Okagbue (1996) reported that concern for the protection of the dignity, equality and basic human rights of children came to forefront of public consciousness thanks to the various reform movements of the 19th century. Black (1993) in corroboration with the above statement reported that public outcry lead to the enactment of legislation to raise the minimum age of employment and improve working conditions.



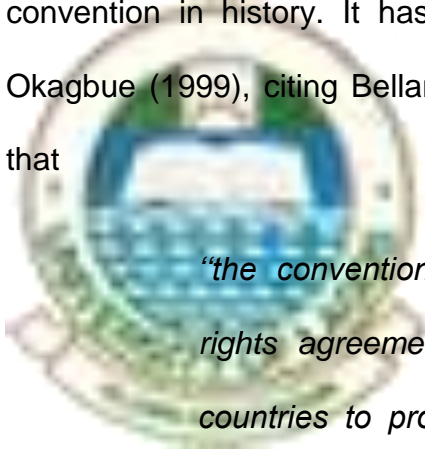
In the 1880's, many States of America passed some laws to restrict the employment of young children in industries but this had no impact on the rural community. In 1904, National Child Labour Committee was formed by a group of concerned people. This committee was chartered by congress in 1907. In 1924, the draft of the Declaration of Geneva on the right of the child was formally adopted by the League of Nations in 1924 (Ajomo & Okagbue 1996). After much lobbying the United Nations general assembly in 1956, adopted the UN Declaration on the rights of the child. The document states thus:

“Mankind owes to the child the best it has to give... The child shall enjoy special protection and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom

and dignity... The child shall be protected against all forms of neglect, cruelty and exploitation”

Despite the good intentions of these declarations to bring an end to the suffering of children they were not implemented. In 1979, 20 years after the UN Declaration, the General Assembly of the United Nations requested the UN Commission on Human Rights to establish a Working Group to draft a convention. Ten years later, the efforts of the Working Group gave rise to the adoption of the Convention on the Rights of the Child (CRC) on November 20, 1989. This convention has been described as the most widely ratified convention in history. It has enjoyed more than 90% ratification till date.

Okagbue (1999), citing Bellamy, the executive director of UNICEF, reported that



“the convention, now the most widely ratified human rights agreement in history, legally obligates ratifying countries to protect children’s right and to ensure that children’s best interest are taken into account when actions are undertaken for them”.

Article 32 of the convention, which is specifically devoted to child labour enjoins all “State parties to recognize the right of the children to be protected from economic exploitation and from performing any work that is likely to be hazardous or interfere with the child’s education, or to be harmful to child’s health or physical, mental, spiritual, moral or social development”.

Other initiatives were also taken to ensure the protection of the rights of the child. The World summit for children held on September 30, 1990 at the UN Headquarters in New York adopted a declaration on the survival, protection and development of children. Programmes were designed to combat malnutrition, preventable disease and illiteracy.

At regional level, efforts were also geared towards the protection of the rights of the child. At the 1990 summit of Heads of State of the OAU (now called AU), the charter on the Rights and Welfare of the African Child was adopted. Nigeria is signatory to the charter. To buttress their commitment to the protection of the child, the heads of state declared June 16th of every year as the Day of the African Child. All these international tools symbolically demonstrated the commitment of the international community towards the protection of the right of the child.

In Nigeria, concern for the welfare of the child has been recognized by the law since 1943 when the children and young people's ordinance was erected. The protection of children was specifically entrenched in the Nigeria Constitution in 1979 (revised in 1999). The constitution, section 17, stipulated that:

“Children, young persons should be protected against any exploitation whatsoever and against moral and material neglect”. In the same vein, section 18 of the 1979 Constitution enjoins the government to direct its policy towards ensuring equal and adequate educational opportunities at all level”.

Nigeria signed the Convention on the Rights of the Child on March 21, 1991. In sequence to this, the Nigerian government in 1991 set up the National Child Welfare Committee to formulate a national framework for implementing the goals of the world summit for children. A trust fund was established and various workshops and seminars were held to sensitize the media executives on the implementation of the UN convention and African charter. Various researches on child right were embarked upon by different individual groups such as the Situational Analysis of street working children in Kaduna and Calabar by Oloko 1990 sponsored by Ford foundation. Some researches on the rights of children and their protection in Nigeria were carried out by the Nigerian Institute of Advanced Legal Studies also sponsored by Ford Foundation. Equally national child labour survey was conducted by FOS/ILO/SIMPOC.

The labour law act of 1974, sections 58-60 and 65 contains provision which are designed for the protection of children under the age of 15 years from working in industrial undertaking in mines or in employment which is hazardous.

Section 58 (1) stipulates that no child shall:

- a. be employed or work in any capacity except where he is employed by a member of his family on light work of an agricultural, horticultural or domestic character approved by the commissioner, or
- b. be required in any case to lift, carry or move anything so heavy as to be likely to injure his physical development.

Section 59 (2) stipulates that “No young person under the age of fifteen years shall be employed or work in any industrial undertaking. Work in technical schools or similar situation are exempted. Section 59 (3) stipulates, inter-alia, a young person under the age of 14 years may be employed only:

- a. on a daily wage
- b. on a day to day basis and
- c. as long as he returns each night to his parents (or guardian) residents.

Section 59 (4) stipulates that no young person under the age of 16 years shall be employed in circumstances in which it is not reasonably possible for him to return each day to the place of residence of his parents.

Section 59 (6) establishes that no young person shall be employed in any employment which is injurious to his health, dangerous or immoral.

Section 59 (8) prohibits a young person under the age of 11 years from working for a long period of 4 consecutive hours and from working for more than 8 working hours in any one day.

Okagbue, (1999) and FOS/ILO/SIMPOC (2001) noted that there is no provision in the labor code for the protection of young domestic. It is worthy to note that in Nigeria child is statutorily defined as a person under 14 years of age, while a young person is between the age of 14 and 17 years. The United Nations Convention on the Right of the Child defines a child as a person below the age of 18 years. Ipaye (2006) reported that under the children and young persons law of Lagos State, a child is a person who has not attained the age of fourteen years while a young person is one who has attained the

age of fourteen year but has not attained the age of eighteen years (Section 2 Cap. 10, Law of Lagos State, 2003).

Many researchers have endorsed the importance of legislation as an effective tool for combating child labour (Bequele and Myers 1995, Oloko 2003, FOS/ILO/SIMPOC 2001). Corroborating this statement Haspels & Jankanish (2000) stated that a clear national policy against the exploitation of children is the fundamental basis and point of departure for action against child labour. According to them the special merit of national policy is based on the fact that it articulates societal objectives and commitments. It also provides a coherent framework for associated programme of action. In the same vein, it serves as a deterrent when the penalties for offender are severe and its enforcement is rigorous.

Oloko (2003) also reported that the Labour Act has been criticized for several lapses. Secondly, the implementation of the provision of the Act by inspectors was very weak. It omitted the young domestics from the category of child workers who where addressed. The labour inspectorate system monitors only apprentices in the formal sectors but ignores many apprentices that exist in informal sectors (Oloko 2003). Thirdly, the section of Labour Act which addresses child labour has been under criticism for being outdated. For instance the penalty for contravening any of the provision from section 49-62 of the Labour Act is N100. Owasanoye & Adekunle (1996) and Oloko (2003) described the penalty as ridiculous and ineffective to deter violators. Again the volume of children who hawk articles on the streets or work as bus conductors indicated the lapses of the enforcement of the Act. Supporting the above

observation, Ipaye (2006) stated that as “extensive and laudable as the provisions of the children and young persons laws are for the protection of young offenders, the reality is that safeguards of the system are regularly disregarded.

Many states have enacted legislation which prohibits street trading or hawking. For instance in 1984, the Lagos State Street Trading and Illegal Markets (Prohibition) Edict prohibits all persons from selling, hawking or exposing for sale any goods, articles or things whether or not from a stationary position in specified streets and places, or within the vicinity of public buildings in the state. This edict is not specifically addressed to the children. During the military regime many edicts were promulgated in many states against street trading of both children and adults. Oloko (2003) reported that the laws and edicts were not capable of achieving their goals of keeping street traders including children off the streets. There was a lot of opposition from both adults and children against the law enforcement officials. Children as well as adult street traders caught by the officials are kept in custody. The children did not only feel traumatized by the experience but also lose valuable school days until their parents or guardians pay the fine. During military regimes of 1980s and 1990s, many of those street traders were raided, their wares confiscated and those apprehended faced the special tribunal. These ugly experiences did not deter the children and adult traders from performing their economic activities. Oloko also noted that the reason for the raid was not for the protection of the children or adult but for sanitation purpose.

Section 31 of Cap 32 of the laws of the Federation of Nigeria and Lagos 1958 *“prohibits children under 14 years and girls under 16 years from trading in the streets. Under the broad rubric of trading in the streets are activities such as hawking of newspapers, matches, flowers foods and goods or articles of whatever description, playing, singing or performing for profit, shoe-making and other occupations carried on in the street or in any public place”*.

Other edicts promulgated in Lagos State during the military regime were the Environmental Sanitation Edict of 1985, and the Environmental Sanitation No. 3 of 1998. The Edicts stipulated penalties such as N200 or one month imprisonment for 1st offender, N500 or two months imprisonment with hard labour for 2nd offender and the 3rd offender one thousand naira or 3 months imprisonment with hard labour. Edun (1999) equally noted that instead of being frustrated chasing the traders off the street; the officials resorted to accepting bribe.

In contemporary times, the incidence of child labour is very high especially in the third world countries and has remained so for many decades (Ashagrie, 1993; Bequele and Myers, 1995; ILO, 2002). Today, about 250 million children worldwide are engaged in labour market. Over 132 million child labourers work in the agricultural sector (Oloko, 1999; UNICEF, 2001a, ILO/FOS/SIMPOC, 2001; Obikeze, 1986; Bequele & Myers, 1995; Mauras, Mendez & Himes, 1998). United Nation's agencies especially the ILO and UNICEF have long been leaders in the battle to end child labour and child trafficking. In 1973, the convention on the minimum age for the child to enter into labour force was

adopted and enforced. The stipulated age and the type of work were specified. In 1989, the Convention on the Rights of the Child (CRC) was adopted by many countries, Nigeria inclusive. Today there is an outright sanction on goods produced with child labour. In conjunction with the 2002.

African Cup of Nations soccer tournament, the ILO launched a “Red Card to Child Labour” campaign in order to educate fans on the harsh reality of child labour. The campaign was also to mobilize public opinion and action against it (U.S Department of State 2001). The ILO’s IPEC (International Programme on Elimination of Child Labour) has projects in more than 75 countries to protect children from exploitative work. Since 1995, United States (US) Department of Labour has contributed significantly to help support these efforts.

Concept of Child Work

Work can be defined as economic activities. Economic activity covers all market production (paid work) and certain types of non-market production (unpaid work), including production of goods for own use (ILO, 2002; Oloko, 2003). However, for many authors, there is no clear cut distinction between child work and child labour (Myers, 2001). Children between 7-14 years who are gainfully employed are child labourers. Oloko (1999) defined child labour as the involvement of children under 15 years in regular work and employment for the purpose of earning a livelihood for themselves or for their families. Labour Acts prohibits this type of child’s economic activities because it is abusive and detrimental to their overall development (ILO, 1996; Ebigbo, 2003a, 2003b; ILO/IPU, 2002; Bequele and Myers, 1995). Child work is a means of responsibility and socialization training of the child (Anker, 2000;

Black, 1993; Myers, 2001). However studies have also shown that children's participation in family farm has negative ramifications as it disrupts school attendance especially during the periods of planting and harvesting (Falayajo, Makoju, Okebukola, Onugha & Olubodun, 1997; Obikeze, 1986). Child labour therefore, is work that is exploitative and injurious to the total development of the child. Child labour interferes with schooling and is detrimental to the child (ILO, 2002; Ashagrie, 1993; Ebigbo, 2003a; Oloko, 1999).

According to ILO (2006), economic activity is a broad concept that encompasses most productive activities undertaken by children, whether for the market or not, paid or unpaid, for a few hours or full time, on a casual or regular basis, legal or illegal, it excludes chores undertaken in child's own household and schooling. For a child to be counted as economically active, he must have worked for at least one hour on any day during a seven day reference period.

There are wide differences of view and value judgments concerning "work" undertaken by children (Myers 2001; Black 1993). These differences are influenced by socio-economic circumstances, cultures and ideologies of childhood. For instance in certain African societies the distinction between helping parents, education and preparation for life and child labour is blurred. A look at this case will buttress the above assertion. A girl child helps her parents by doing house chores and looking after the baby. Here she is not only helping her parents but also gaining life experience. If this girl is denied schooling for two days because she has to take care of her sick sibling while her mother carries out her business, the work she is doing at home is child

labour. Here work is exploitative. As noted by Black (1993) traditional practices regarding child work which used to be conducive to a sound upbringing can evolve into a situation of exploitation. For instance the practice of Almajirai system which teaches children the Koran and how to live a morally and spiritually disciplined life is abused in today's materialistic world. Some mallams (priests) use them for organized begging and extortion and sometimes the children are victimized.

Child work involves children's participation in work in any sector that is not risky or dangerous, which does not affect their health and personal development or interfere with schooling (FOS/ILO/SIMPOC (2001). Activities such as helping parents care for the home and the family, assisting in family business or farm or earning pocket money outside school hours or during the holiday are considered as child work. These activities contribute to the children's development, self-esteem, welfare and ability to be integrated with their family and the society at large. However, child work becomes exploitative when children work too young.

- Work in hazardous condition and
- Work under slave-like arrangements

According to Oloko (2003) "child work" and child labour can best be conceptualized as forming a continuum. When young children work for long hours under harsh and dangerous environment which undermines their physical, mental, emotional or moral development, it is termed child labour. Equally, child labour is any work that interferes with a child's schooling by

- Depriving the child the opportunity to attend school

- Obliging him to leave school permanently or
- Compelling them to attempt to combine school attendance with excessive long and heavy work.

Usha (1995) cited by Opareke and Adeogun (2008) refers to child labour as the exploitation of children, premature assumption of adult roles on the part of the children, working long hours for low wages, damage to their physical and psychological health and denial of the opportunities for their education and recreation.

Theoretical Perspectives of Child Labour

The theories of economic participation of children will be reviewed under these perspectives (Myers, 2001; Cunningham, 1991 and 1999).

The Labour Market Perspective

Labour market perspective views children as innocent, defenseless and ignorant of the world and so must be protected and removed from workplace hazard. It is the adult's responsibility to take care of the children while the latter go to school.

This perspective is fundamentally driven by a mostly North cultural notions of childhood as purely a work-free period and by anxiety about the potential impact of child workers on adult labour markets. There are concerns about the work place hazards on children's health and development. This factor has been emphasized in political policies and programmes. Their policies and programmes are designed under this conceptual framework to separate child from work until at least mid adolescence. In the same vein, while a policy was designed to discourage economic participation of children, it also intended to

protect adult employment and wages against the labour competition for children. This view seemed to be corroborated by the public outcry against child labour in the late eighteenth and early nineteenth centuries. There were fears also by the public that children would supplant adult workers. If child labour was not banned, it would have generated a lot of consequences such as adult unemployment, child servitude, non-existence of labour and finally exacerbate the working class poverty. Cunningham 1991 and Cunningham (1999) reported that the above concerns not only precipitate trade union movement at that time but also sensitized the intellectuals who believed that workplace substitution of adults by children is unnatural and immoral (these intellectuals were influence by the Romantic Movement in literature). Many trade unions, industries and employers have thus viewed child labour as an economic activity performed by “underage”. Therefore, they maintained that it should be the responsibility of the state to keep children out of workplace. This was done through the combination of minimum age and compulsory education law (Okagbue 1999). One important purpose of schooling under the perspective is to warehouse children until they are of certain age (Myers 2001).

Myers (2001) noted that positive side of this perspective is that it created much awareness about the severe abuses of child labour and also sensitized the state into taking responsibility by harnessing national and international efforts to address workplace abuses. However, some researchers such as Boyden et al (1998), Woodhead (1999) and Mortimer & Johnson (1998), have contradicted the perspective that work is not good for the children. They believe that non-abusive work may stimulate the early acquisition of essential

life knowledge and skill and promote resilience. Non abusive work according to them, under favourable circumstance may enhance school persistence and performance. Some researchers argue further that child work does not threaten adult work in all the circumstance but rather it helps to forestall or alleviate family poverty (Anker 1999 and ILO 1996).

Opponents of labour market perspective view the elimination of child work as a means of marginalizing the children and removing children from work can seriously harmed them (Boyden & Myers 1995; Hobbs & Mckechnie 1997). From the above criticisms, it seems labour market perspective may be too narrowly conceived to offer perfect protection for the children in today's world

The Human Capital Perspective

This is the second child labour perspective developed by Myers (2001). This approach views the work of children through the lens of national economic development. Here, child labour is regarded as a product of economic underdevelopment and suggested the elimination of poverty.. It entails raising the Gross National Product and providing an enhanced income options for the poor both at macroeconomic and microeconomic levels respectively. Here child labour is conceived as work and working conditions that may jeopardize the children's eventual contribution to national economic development as an adult and their own economic progress.

This perspective makes no objectives on work *per se*. Most proponents of "human capital perspective, are concerned with any work that stands in the way of children receiving education. Their studies focused more on the relationship between children's work, education and life time earning.

According to Myers, “this perspective promotes policies and activities to develop in children the skills, attitudes and other capacities ... the “human capital”... they need to contribute to economic development and become prosperous adults. This perspective opposes work that is distractive but support apprenticeship.

Human Capital Perspective advocates recommend policies that increase viable opportunities for children and their families. The opportunities include creation of work-study arrangement, subsidization of school expenses for poor children, the improvement of school quality, extension of health and education services to the poor, provision of income generating tools such as micro-credit and establishment of more direct links between education and the skill needs of the family (Anker and Melkas, 1996, Grootaert & Karbun 1995).

This perspective conceives child labour as a symptom of underlying economic problems and the appropriate way to combat it is to reduce the problems that perpetuate it and create more ways of escaping from poverty. These points of view are associated with World bank, United Nations Development Programme, National ministries of planning and employers. Childhood is viewed as a preparation for adulthood and children should be viewed in terms of their potentials to become economically productive adults. They emphasized the importance of education (both formal and non formal).

The Social Responsibility Perspective

This perspective considers the work of children in the context of social rather than economic development. This perspective rises out of concern about social inequality, many types of discrimination, unjust concentration and use

of economic and political power, cultural alienation, dysfunctional family and community relationships, social irresponsibility and the deterioration of values and moral fibre (Myer 2001). The concern here is to propose remedy for the social inclusion of the disadvantage/ secluded group. In this context, child labour is defined as work that exploits, alienates or oppresses children by separating them from society's normal protections. The exclusion can be viewed as government's neglect of the poor, the selfishness of the elite class, lack of solidarity among the poor and working class. This marginalization of the poor can also be witnessed as the collapse of the family support structure and responsibilities. The social responsibility perspective views child labourers as vulnerable people who are exposed to greedy exploitations of those who are properly connected to the society.

Using India as an example, Myers (2001) and Weiner (1991) posit that child labour in India is as a result of an exploitative caste system which systematically oppresses the larger population, than as a result of national poverty. The caste system supported by religious conservation and the political elites discourage the education of the children from the lower caste.

It is the belief of the advocates that the best way to solve the problem of children in abusive work is by better connecting them to the protective and enabling elements of the society. The protection can be done through promoted families' reinforcement, targeted programmes for working children and improved basic services (e.g. health, non-formal education and micro-credit). Other protective measures include community monitoring of work place to discover and remedy abuses, organization of children to defend their own interests and political mobilization to make the government more

responsive to the needs of the poor people, especially working children and their families (Okeshola & Ukiri –Mudiare 1996)

In some parts of the world, this model of intervention has been successful. This is because the intervention model emphasizes “grass roots” initiatives and democratic procedures as well as the participation of children in their own protection and in the progress of their community (Swift 1997 and 1999). This approach lays emphasis on the essence of changing cultural values in order to promote greater social concern and solidarity for the excluded groups; the children in abusive work. The perspective has demonstrated the importance of mobilizing the whole society to fight workplace abuse of children. It has also focused attention on the critical role of social values as a determinant of children’s welfare.

The Child Centered Perspective

In this perspective, child-centered intervention has children as their primary concern. Action is based on a solid understanding of the child, including their development as well as particulars of their situations. Usually this involves careful field research as an initial step before interventions are administered (Boyden, Ling & Myers 1998). This perspective is mostly associated with organizations for the defence of children such as UNICEF, and Save the Children Alliance. At the national level exists many non-governmental organizations promoting children’s rights and welfare. The advocates of child centered perspective are concerned about the unfavourable conditions that impair children’s growth and violate their rights. Child labour is viewed as work that jeopardizes children’s well being and development. The appropriateness of

any work is judged according to its effect on the children. Therefore the purpose of this perspective's intervention in children work is to secure their rights, welfare and development.

In recent years this perspective is closely tied to the notions of children's rights especially the 1989 Convention on the Rights of The Child (CRC). CRC presents a compendium of the different rights of the child (almost forty articles). Article 32 of the convention deals with child work and stipulates the right of the children to be protected against exploitative work or any work that is detrimental to their social, physical and psychosocial development as well as their health. The aim of the convention is to promote a holistic view of children.

Article 3 which is one of the most fundamental provisions requires that "in all action concerning the children...the best interests of the child shall be a primary consideration". Myers (2001) noted that this principle is at the very heart of the Child-Centered perspective. Some of the rights of the children articulated in the CRC that are very relevant to child labour include the following

- a) The right not to be discriminated against (Article 2)
- b) The right of children to have their voice and opinion heard in all official actions concerning them (Article 12)
- c) The right of freedom of association (Article 15)
- d) The right to freedom from violence and abuse (Article 19)
- e) The right to an adequate standard of living (Article 27)
- f) The right to free and relevant schooling that effectively develop a child's potential (Articles 28 and 29)

- g) The right to rest and play (Article 31)

Similarly, the ILO Convention (NO.182) stipulates the rights for the children to be protected from the worst forms of child labour. In essence, the child-centered perspective's programmes and activities are influenced by at least three essential elements;

- The action is based on a solid understanding of children, their development and situations.
- Operational focus is on the children involved.
- Working children's participation in addressing the child labour problem.

Types of Child Labour

Oloko (1999) revealed that children are engaged in public sector as well as in semi-public settings. Street trading, head loading, shoe shining, hawking take place in public. Child labour occurs in cottage industries, construction, transport, hospitality and tourism sectors (Oloko, 1991; Black, 1995 and 1997). Agriculture is the major employment of rural child labourers (Obikeze, 1986; Oloko, 1991 and 1999). Other child works include street begging, bus conducting, and apprenticeship, scavenging, and working as domestic servants (ILO/FOS/SIMPOC, 2001; Oloko, 1990; Gunns & Ostos, 1992). UNICEF classified the street children into three: those living in the street, those working in the street and those who live in the streets with their families. Glass, carpet and bead-making factories engage a large number of kids. Some of the Worst Forms of Child Labour include child soldiers, child bondage, child trafficking, child prostitution, child pornography and use of children in illicit drug activities (ILO, 2002; UNICEF, 2001a;

ILO/FOS/SIMPOC, 2001; ILO/IPU, 2002). These forms of child labour deserve utmost attention of policy makers nationally and internationally for their urgent eradication. The child victims work in extreme difficult and life threatening circumstances. The Worst Forms of Child Labour Convention in 1999 (No. 182) stated that child labour should be eliminated urgently because it is a matter of human right. It further emphasized that all human beings, adult and children alike are entitled to certain rights by virtue of being human, and it must be recognized that children have rights of their own. Children involved in child bondage are treated like property and are at mercy of their cruel “masters”. It is worthy to mention that many of these child labourers that are at high risk are invisible. Child domestics and some children toiling away in the fields, sweat shops, mines, quarries, kitchen quarters, pastures and plantations are usually out of the view of the public, labour inspectors, media reporters and non-governmental organizations (NGOs) interested in child labour problem (Black, 1995; ILO, 1996; Oloko, 1997 and 1999). ILO (1996) advocated that any effective measure to protect children from work place hazard is to make the invisible visible. It is very difficult to estimate the number of children classified as “invisible workers” but the number is very high.

Apprenticeship

Oloko study (1992) identified seven types of apprenticeship which are;

- Mechanics and vulcanizer
- Bus conductors
- Iron & metal workers
- Carpentry

- Tailors & weavers
- Hairdressers and barbers
- Workers in catering industries

In cottage industries and workshop, many children worked under the traditional apprenticeship system. Cottage industries are located in towns like Benin, Ibadan, Awka, Kano and Owerri.

Young domestics

Oloko (1999) studies estimated the number of young domestic in Nigeria to be 40,000 boys and girls. Some of these children are as young as 9 yrs. They serve mostly educated and affluent people. The incidence of employment of young domestics is high in big cities such as Lagos, Enugu, Ibadan, Aba, Port Harcourt, Kano, Calabar to mention but a few. Some young domestics migrated into Nigeria from Togo, Niger and Benin. Many of these domestics come from Akwa Ibom, Cross River, Oyo, Ondo, Kwara, Anambra, Imo and Delta. Oloko 1997 revealed that some domestics work between 12 to 15 hours a day. The nature of their work is exploitative. Many of these children don't have access to school. They perform invaluable services to the households especially households with working women. They perform activities such as baby sitting, washing of plates, laundry, shopping, cooking, house cleaning and gardening. Some of these domestics work under slave like conditions and are abused sexually, emotionally and physically. Oloko 1997 study indicated that 37% of the young house helps reported that they almost never had work free day. The hidden nature of the job has worsened their plight.

Work in agriculture

Child labour in agriculture is predominant among the rural dwellers. It is estimated that 90% of economically active, children in rural areas, are employed in agriculture (Forastieri 1997). Large numbers of children are employed in hazardous activities in cocoa farming in Nigeria, Ghana, Cameroon and Cote d'Ivoire. They are involved in clearing of field, harvesting and spraying pesticides without appropriate tools and protective gadgets. Most of these activities expose them to injuries. Unfortunately many of them are out of the view of labour inspectors. Some of them were recruited through intermediaries or were trafficked. About 70% of the 775,681 children aged 5-14 who were identified as working were engaged in agriculture and related enterprises. Obikeze cited by FCS/ILC/SIMPOC (2001) observed that during 1977/1978, 23% of all the children aged 4-15 years in Anambra state were employed in farm work. Many of these children were so involved in the farm work to the detriment of their education. Fishing and cattle herding are other activities that keep children away from benefiting maximally from school. The 1993 UNDP Base line survey cited in Oloko (1999) indicated that about 53.7% of rural children in the nine states namely: Abia, Akwa-Ibom, Anambra, Kano, Katsina, Kebbi, Kogi, Osun, Yobe are found to be engaged in agriculture.

Child Begging

Child begging is classified as one of the newest trend in child labour. In big cities at major junctions, churches, mosques and streets, many children are engaged as beggars. Some of them work for their parents or guardians. Some of the children are employed as beggars' guide. These children are vulnerable to accidents and other forms of maltreatment. In the Northern part of Nigeria,

the act of child begging is prevalent. These child beggars known as “Almajiri” are coerced into this degrading act by their koranic tutor (mallams) under whose tutelage they are learning to recite the Koran. For their upkeep and that of the teachers, the children are sent to the streets to beg (Ebigbo 2003b, Oloko 1999, Okeshola & Ukiri- Mudiare 1996).

Bus Conductors

This is another child labour in which many children are employed. Mostly boys, these children call out to passengers. They shout destinations where they are heading to. Most of the time, some of these child conductors do not go to school. The hazards of this job include road traffic accident, exposure to deviant behaviours, alcoholism and drugs.

Hawking

Many child labourers are engaged into hawking. These children move from streets to streets, markets and on the road side performing their economic activities. Some of them sell on the highways during traffic jam. Majority of the children sell sachet water popularly called “pure water”, food, drinks, household items and phone recharge cards. Child hawkers are exposed to road accident, sexual abuse, kidnapping, unwanted pregnancy and ritual murdering (Togunde & Carter 2008, Omokhodion et al 2006). Hawking is said to be the largest single form of child labour existing in the urban area (UNICEF 2001a)

Child Prostitution

The engagement of children into prostitution is increasing at an alarming rate. Many children are trafficked for domestic services and sexual exploitation.

FOS/ILO/SIMPOC (2001) reports that the sexual exploitation of children constitutes a serious abuse of the children's right. Child prostitution is rampant in the following towns: Port Harcourt, Calabar, Owerri, Maiduguri and Lagos (UNICEF, 2001a). Some children due to economic hardship take to prostitution. Some parents equally encourage their children to engage in prostitution to support the family's income. Child prostitution is one of the worst forms of child labour.

Child Trafficking

This is another phenomenon of worst forms of child labour. Many children from developing countries are trafficked. The boys tend to be trafficked for forced labour in commercial farming, petty crimes and drug trade while girls are mainly trafficked for commercial sexual exploitation. There are about 20,000 Nigerian girls trafficked for prostitution in European countries especially Italy (UNICEF 2001a). The victims work under slave-like conditions and suffer untold hazards. According to ILO (2001), study shows that countries suffering wide spread poverty, low education levels and high fertility rate tend to be areas from where children are trafficked. Trafficking syndicates have employed indebtedness, threats of beatings and/ or rape, physical injury to the victim's family, voodoo, arrest and deportation to inhibit those forced into sex work from attempting to escape (Mbakogu 2004).

Child Soldiers

Many children are recruited in the army in many crisis ridden countries in the world. It is estimated that approximately 300,000 children are being used in

armed conflict around the world at any given time. African and Asian Pacific regions account for vast majority of child soldiers.

Other child labour in Nigeria includes:

Young Scavengers and “Any Work” children are two of the most valuable groups of working children who originate from the poorest of poor homes. Olakunbi (2000) reported that in some Nigerian universities some children roam the corridors of the halls of residence in search of menial jobs such as washing of plates, clothes, floor, fetching water and running other errand in which they are paid a token. These are called “Omo” or “Sesewa” (meaning “child” or “is there work to do”).

Child car washers are found in car parks and even in campuses rendering services to car owners for a little pay.

Child Consumer guides: this new trend of child workers are found in the markets. Their duty is to scout for potential customers for some traders who give them some commission if the customers actually buy from their shops. Many of these youngsters are found in large markets like Tejuoso Market, Computer Village Market, Mile 12, Alaba International Market to mention but a few. These youngsters are exposed to some deviant behaviour; cheating, stealing, lying and aggressive conduct.

Child Petrol Hawkers: these children operate more when there is fuel scarcity. They seem to be unperturbed about the hazardous nature of the work they engage in. These petty fuel hawkers may graduate to fuel smugglers. (Fajonyomi & Musa 2000).

Prevalence of Child Labour

It is alarming that an increasing number of children are forced into labour as a result of poverty, abuse, family breakdown, torture, rape, abandonment or being orphaned by AIDS (Ediomo-Abasi, 2009). There are great difficulties in obtaining statistics about working children. In informal sectors, the problem of obtaining data is more compounded. Most statistics on child labour are informed estimates, based on census data, household survey and indicators such as drop out rates.

The incidences of children's participation in economic activities are more pronounced in Africa than elsewhere in the developing world (Canagarajah et al, 1999; ILO, 2005). Over 50,000 Nigerians are trafficked annually to the western world and forced into slave labour, sexual exploitation and other dehumanizing treatments by the barons. An NGO, Women Trafficking and Child Labour Eradication Foundation (WOTCLEF) reported that between March 1999 and April 2001, about one thousand one hundred and twenty-six (1,126) trafficked girls were deported to Nigeria from different European countries especially Italy (WOTCLEF, 2001; Nwadinigwe, et al, 2007). A comparison of the finding of Oloko's studies in 1979, 1988, 1992 and 1997 indicated that the number of working children especially in public setting have increased (Oloko, 1999). According to the studies in the 1970s only 1 out of 4 school children worked in street vending in Lagos State after school hours but the number increased to 2 out of 4 in the late 1980s and 2 out of 3 in the late 1990s.

The conflict situations in many African countries have given rise to an increased number of child soldiers in the region. Countries like Sudan, Sierra Leone, Liberia, Congo Democratic, Angola and Rwanda account for a large number of child soldiers. It is estimated that approximately 300,000 children are being used in armed conflicts at any given time, vast majority of them are from Africa and Asian – Pacific regions. Children as young as nine years are forced into combat. It is pathetic seeing these young ones doing the hazardous jobs that are exclusively meant for adults. Ipaye (2006) presented a pathetic picture of child soldiers' predicament

“... African despots have found it convenient to abduct children from their families into their “training camps” where they are taught to handle or more appropriately mishandle AK-47 machine guns. Drugged on cannabis and other narcotics and turned into sex slave, these child soldiers are then unleashed on citizens to terrorize, maim and fight relentless battles that does no one any good.”

Their human rights and childhood are violated. The child soldiers imbibe violence culture from an early age. Their rehabilitation to normal life becomes a Herculean task, and sometimes impossible.

Most plantations in Cote d'Ivoire, Cameroon, Ghana, Gabon, Guinea and Equatorial Guinea are the largest employers of trafficked children. These kids are forced to work under the most deplorable condition. According to a 2000 survey 92% of children carried heavy load (often causing open wounds), among them some as young as 5 years of age (USDOL 2006). Mull, and Steven (2005) reported the health hazard the children are exposed to while working at cocoa plantation in Ghana. These include activities such as

strenuous labour, use of sharp knives and the application of pesticide. Due to lack of safety training the children suffer injuries, musculo-skeletal disorders, sprains, strains, lacerations, eye injuries, rashes and coughing. Many female traffic victims are forced into prostitution. Some lucky ones that are rescued and repatriated from Italy, Gabon, and other regions are rehabilitated at centers managed by Mrs. Eki Igbiniedion, wife of former Edo State Governor and Chief (Mrs.) Titi Abubakar, wife of former Vice-President of Nigeria and founder of WOTCLEF (Women Trafficking and Child Labour Eradication Foundation) and other government centers.

ILO (2001) and U.S Department of State (2006) reported that countries such as Albania, Hungary, Nigeria and Thailand can act as points of origin, destination and transit of child trafficking at the same time. Children from Benin and other West African countries are also trafficked to Nigeria for forced labour. Within the country boys have been trafficked primarily to work as bonded labourers, street labourers and beggars. The girls are trafficked for domestic service, street peddling, and commercial sexual exploitation. Unfortunately the menace of trafficking for forced or compulsory labour is increasing rapidly and the cartels are enjoying the huge profit. The traffickers' tools for operation are coercion and deception. Some poor parents give away their children to the traffickers who promise them that the children would go to school or get better paid jobs in the cities or foreign countries (Oloko, 1992).

It is estimated that 10,000 to 15,000 foreign children work on plantations in Cote d'Ivoire and Cameroon; many of them victims of trafficking (Odigwe, 1998). In 1996, it was reported that 4,000 children were trafficked from Cross River State to various parts within and outside the country. Benin registered

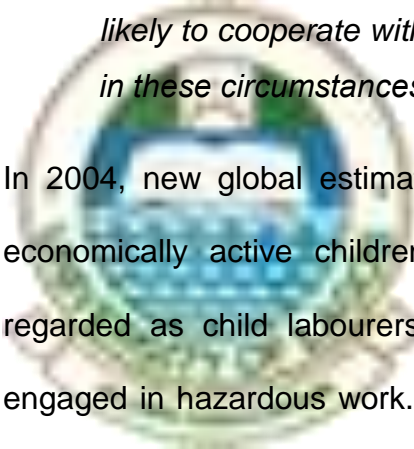
over 3,000 trafficked children between 1995 and 1999. Kidnapped children in Sokoto were sold from ₦50, 000 to ₦100, 000 or US \$500 to \$1,000 to be used as labourers or ritual sex object (UNICEF, 2001a; ILO, 2001). Nigerian states like Akwa-Ibom, Imo and Ondo recorded a large number of trafficking in children. It has been reported that trafficking thrives between West African coast, on one hand and on the other; in Italy, France, Scandinavian countries, and virtually all over European continent. To check this menace the National Agency for Prohibition of Trafficking in Persons and other related matters (NAPTIP) has been empowered by the Federal Government through an amendment act of the child traffic law, to completely outlaw the running of house help institutions. In Nigeria the operation of domestic slavery has been banned. A bilateral collaboration in the repatriation of victims and extradition of traffickers has been approved. There is an agreement between countries like Cote d'Ivoire, Nigeria, Gabon, Ghana, Mali, Cameroon and Burkina Faso. The above mentioned countries have ratified the Abolition of forced Labour Convention of 1957 (No. 105) (ILO, 2001). Similarly, it is estimated that there were about 8.4 million children engaged in other worst forms of child labour as defined in ILO Convention No. 182 Article 3. This comprises of trafficking (1.2 million); forced and bonded labour (5.7 million) armed conflict (0.3 million); prostitution and pornography (1.8 million), and illicit activities (0.6 million) (ILO, 2002; ILO/IPEC, 2002). Traumatized by the abominable working conditions, ill-treatment and disease, children lose their dignity and develop a feeling of inferiority. This can lead them to drug consumption and in long term mental disorder (ILO, 2001).

It is worthy to note that this heinous crime of the employment of children does not only exist in underdeveloped or developing countries but also in developed countries. In United States of America, it is estimated that 148,000 children and youths are employed illegally at any given time and they work long hours in hazardous activities (Kruse and Mahony, 2002; Fukushima, 1991 and Ireland, 1993). Demographically, both white and disadvantaged ethnic youths (15 -17 yrs) are engaged in illegal occupation. According to the ILO (2001) report, "The United States is thought to be the destination for 50,000 trafficked women and children each year; with the sex sector as well as domestic and cleaning work (in offices, hotels, etc) stimulating much of the demand". Supporting this report Black (1995) revealed that some tourism establishments deliberately recruit their young female employees from out of town or even from other countries so as to increase their vulnerability and powerlessness in succumbing into commercial sexual activities. Consequently, these youngsters are enticed or coerced into engaging in sex as means of livelihood (Oloko, 1991, Fukushima, 1991, Ireland, 1993).

Regrettably, there are no research studies that can provide reliable information and data on the numbers, age, and gender breakdown, and demand and supply dynamics governing the sexual exploitation of children either globally or within specific countries (Ireland, 1993; Black, 1995). Study by FOS/ILO/SIMPOC (2001) indicated that child prostitution is now common in towns such as Port Harcourt, Calabar, Owerri (south east) and south west geographical zones, Ilorin in the north central zone; Maiduguri in the north east and Lagos in the south west. Corroboration for these studies is found in the report of *2006 findings on the worst forms of child labour in Nigeria*

(USDOL 2007). The Federal Office of statistics reported that 15 million Nigerian children are labourers. However, ILO (2006) reported some improvements in child labour reduction through awareness campaigns and enforcement of child's rights law. However, Black (1993) has raised up challenges that must be overcome before child labour can be totally eradicated by stating

“Where adult wages are low, where social security systems are not in place and where a preteen or teenaged child can adequately perform agricultural, traditional or manufacturing tasks, it is difficult to picture an early end to damaging forms of child work. Neither parents, nor children, nor employers are likely to cooperate with attempts to stop, children from earning in these circumstances. “



In 2004, new global estimates reported that there were about 317 million economically active children aged 5-17, of whom 218 million could be regarded as child labourers. About 126 million out of 218 million were engaged in hazardous work. The report also has it that the number of child labourers in both ages of 5-14 and 5-17 fell by 11% over the four years 2000-2004. At regional level, for ages 5-14, the new estimates showed that Latin American and the Caribbean showed rapid decline (estimate fell from 16.1% in 2000 to 5.1% in 2004). Asia and the Pacific also showed slight decline (from 19.4% in 2000 to 18.8% in 2004). Sub-Saharan Africa estimate did not show significant change (from 28.6% in 2000 to 26.4% in 2004). Estimate for other regions is 6.8% (2000) to 5.2% (2004) (ILO, 2006).

According to the statistical Information and Monitoring Programme on Child Labour Survey (SIMPOC) conducted in 2000/2001, there are 15 million

working children in Nigeria. This is made up of 7,812,756 males and 7,214,856 females (FOS/ILO/SIMPOC, 2001). Out of this total number, over 6 million (6,102,406) children made up of 3,110,033 (51%) girls and 2,992,373 (49%) boys were not attending school. Regrettably of this number 987,155 had dropped out of school. It was also reported that over 2 million children (2,366,449) were exposed to very long hours of work (15 hours or more), thus constituting child labour. With the recent global economic recession, it is not likely that the number of child labourers will be reduced because sub-Saharan region did not record any significant reduction in the number of working children unlike the other regions (ILO, 2006). The eradication of child labour is slower in sub-Saharan.

Effects of Child Labour on the Development of the Child

Researchers reported that some important dimensions of child development can be damaged by child labour abuses (Oloko, 1986, 1997, 1992 and 2003; ILO 1996; Anker 2000; Ebigbo & 2003a; Bequele & Myer 1995; Black 1995; UNICEF 2001a; Gunns & Ostos 1992; Kempe & Helfer, 1980).

Ikeh & Twumasi-Ankrah (1999) reported

“The psychological impact of child labour can never be overestimated. Childhood is a period of personality formation. The physical and emotional stress of work combined with the denial of opportunities to play or interact fully socially with peers and to explore the world, could doom a child to a personality and behavioural maladjustment”.

Juan Somavia, the Director of International Labour Organization, also stated that: “Today, tens of millions of children work in the most abhorrent conditions which rob them of their childhood, their health, and sometimes even their

lives. None of these children have ever had the slightest chance to realize their potential”.

Childhood is a very important period in a child's growth and development. It is a formative period during which physical development is strengthened. Therefore, it is imperative that any activity that will impinge on the child's growth and development should be eliminated. Child labour interferes with normal growth and development of the child in so many ways. Child labour is child abuse.

Physical Development

Studies revealed that some work the children do under hazardous conditions can damage or impair their physical development. (ILO,1996; Mbakogu,2004; Togunde and Carter, 2008) . Some workplaces expose children to accidents, injuries and infections. Some children squat for long hours in carpet industries. This can cause permanent disabilities and irreversible damage to their physical and physiological development. Some child labourers exposed to pesticides, chemicals and toxins in mining, construction, agriculture and leather industries can suffer neurotoxicity, cancer, anaemia, leukemia, bronchitis, asthma or death. Adeyemi (2007) narrated the plights of 19 beninose kids rescued from some quarries in Ogun State where they were being used for exploitative labour. The children break stones for upwards of 12 hours every day, under terrible conditions. They are usually camped deep in the forest, cut off from other human beings for long period and given very little food. These victims work in very inhuman and degrading conditions and they have no access to medical care.

The ILO (2006) also reported that many children work in the mines. They are far away from public view and their workplace made them invisible. Most child labourers are found in small scale mines in Asia, Africa, Latin America and even in parts of Europe. These children face a lot of difficulties. Mining areas are notorious for violence, prostitution, drug use and crime. Mining is a hazardous occupation and children who work in mines and quarries are exposed to injury, illness and sometimes disabilities will only manifest some years later. Most of the disabilities are as a result of the activities the children performed in the mines such as lugging heavy carts up from tunnels deep underground to the surface. It is estimated that there are roughly 1 million child labourers in the mines. Researchers had reported that child labour has negative impact on the physical development of the children (Bequele & Myers 1995). Most working children are stunted when compared with their mates who are non-working. Omokhodion & Omokhodion (2004) investigated the health status of working and non-working children in Ibadan, Nigeria. Their study revealed that malnutrition was more prevalent among working children as 74 (33%) were underweight ($P = 0.001$) and 76 (34%) were stunted. Malnutrition is detrimental to children's growth and development. Oloko (1999) equally reported that stunting is one of the physical and health consequences of the hazards of child labour.

It is important to mention that work hazard that affect adults often affect children even more. This revelation has been corroborated by many researchers (Bequele & Myers 1995; Yadav & Gowri (2009); Mathews, Reis & Iacopino 2003). Bequele and Myers (1995) reported that children carrying heavy loads or being forced to adopt unnatural position at work can

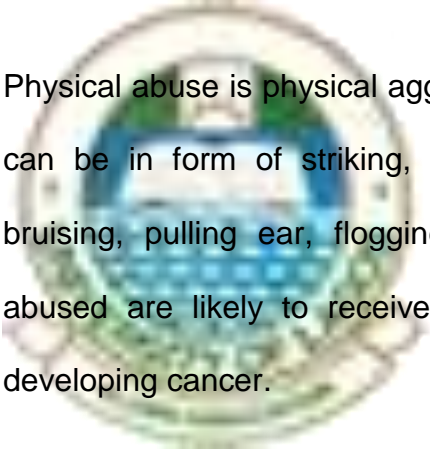
permanently disfigure or disable the children's fragile growing body. This is likely to be the lot of many children who work as porters or load carriers in the markets. Omokhodion et al (2006) and Denga et al (2007) revealed that these children carry heavy loads. At the construction sites and plantation the children lift up loads that are not commensurate with their body size and age. Unfortunately, most of the physical risks of the work of children tend to be far less obvious. They may manifest later during their adult years and the public may not recognize it as having been caused by childhood work.

Due to inappropriate posture at work, combined with excessive weight they carry, the children are prone to musculoskeletal disorder and joint diseases (Togunde & Carter 2008). Most children who work in sweatshops and quarries suffer muscle and joint pains. The environment in which the children work may also be a source of physical hazard. Some workplace can be excessively hot. Working condition that can lead to physical hazards are characterized by lack of ventilation or poor sanitation, long hours and/or monotonous work which lead to fatigue, exposure to loud noise, excessive heat and operating dangerous machines without safety gadgets. (Bequele & Myers 1995; ILO (2006); Mull & Steven 2005).

Some researchers opined that children who work are more likely to suffer occupational injuries than adult workers. The reasons for this are because of inattention, poor judgment, insufficient knowledge of work, fatigue, and operation or use of machinery and tools designed for adult.

Most children also suffer violence at work place which amounts to physical abuse. They are caned, slapped and subjected to different physical torture

while performing their work. The physical torture can lead to their death or deformity. For instance, child domestic or bonded child labourers face a lot of cruelty from their masters. Akanle (2007) reveals that domestic workers are subjected to about 12-18 hours of cleaning, baby care, cooking and other forms of house work and hard work. Such children are the first to get up in the morning and last to go to bed. Similarly, in a study carried out by Mathews, Reis & Iacopino on working children in hybrid cottonseed production in rural Andhra Pradesh, India revealed that children worked for 12 hours a day which can lead to physical exhaustion. Majority of the children also reported physical and / or verbal abuse by their employers.



Physical abuse is physical aggression that is directed at a child by an adult. It can be in form of striking, battering, kicking, shoving, slapping, burning, bruising, pulling ear, flogging, or punching. Children who are physically abused are likely to receive bone fracture and may have higher risk of developing cancer.

Mbakogu (2004) in her investigation of forms of child abuses in Nigeria revealed the harrowing experiences or inhuman treatment that are meted out to some children by their “madams” and “ogas” (their present guardians/employers). These acts of inhumanity include chopping of hands, starvation, bathing with hot water or hot oil. The mass media is replete with gory stories of child abuse meted to house helps, apprentices and child hawkers by their employers. Some of these atrocities include marking their bodies with hot iron, putting pepper in their genitals, chaining their hands and

ankles, dousing some parts of their bodies with kerosene and setting them on fire.

Researchers have revealed that many children who participated in economic activities are exposed to accident (Oloko 2003, Ebigbo 2000, Denga and Denga, 2007). Oloko (2003) reported four different studies she carried out on children who work in the street. According to the studies four categories of children were found to be particularly accident prone.

- i. Children who worked regularly and worked throughout the day.
- ii. Children who combine several work activities e.g. scavenging and head loading.
- iii. Children who worked in multiple settings including bus stops and highways
- iv. Children who work at dusk or dawn when visibility is low.

Motorcycle and car accident are highly reported among street children and hawkers. Sometimes this may result to fractures or death (Omokhodion et al 2006; Togunde & Carter 2008; Denga et al 2007). Most of the time, street traders, hawkers and scavengers are exposed to sharp objects which result in cuts and sores. Oloko (2003) reported that during raids by law enforcement agencies street vendors run the risk of falling into open and dirty gutters. In her previous studies Oloko revealed that 45% of street workers were exposed to sharp objects while about 35% of them were exposed to high tension wires.

It is disheartening that child workers are exposed to ritual murderers who used their body parts for money making. "Otokoto" scandal was a clear

demonstration of ritual murdering of a child hawker in Owerri, capital of Imo State (Mbakogu 2004, Oloko 2003).

Cognitive Development

Some work that children perform stunt their intellectual development and thereby fritters away their chances to develop essential life skills needed to improve their life prospects as productive adults and citizen. Trauma from workplace can affect the child's concentration and lead to poor learning achievement or dropping out of school (Bequele & Myers, 1995). For instance most child domestic work is very hazardous as these children are denied schooling. The invisible nature of their workplace exposes them to all forms of cruelty from their employers and other household members. Starvation, beating and sexual abuse are some of the violent acts they face. According to the 1999 State of the World's Children by United Nations Children's Fund (UNICEF), over 130 million children of school age are growing up without access to basic education, while millions languish in substandard learning situations where learning takes place. Education is widely accepted as an empowerment tool. Okoh (1996) succinctly stated that "Education broadens the horizon of the beneficiary and creates the enabling circumstance under which such beneficiaries could take advantage of the numerous opportunities life offers." Lack of schooling impedes intellectual growth. Heady (2000) opined that reduced learning achievement is well recognized as one of the harmful effects of child labour. Similarly, studies indicated that work (economic activities) interferes with schooling in the following ways:

- work sometimes leaves the children so exhausted that they may not attend or study effectively in class (Togunde & Carter, 2005);
- in some occupations that are seasonal children miss school; when work place becomes threatening, the maltreated child is so traumatized psychologically that he lacks concentration on school work (Osarenren, 1996; Bequele & Myers, 1995; Turbay & Acuna, 1998; Anker, 2000; Denga et al., 2007); and
- sometimes, working hours are so long that there is no time for the child to play or socialize.

This consequently disturbs the psychological development of the children (Oloko, 1997; Canagarajah & Nielsen, 1999). Too many hours of work for adolescents increase fatigue and may cause lower academic performance. Carskadon (1999) found that students who work long hours (20 hours) reported later bedtimes, shorter sleep times, more frequent episode of falling asleep in school and more late arrival in school. It is clear that a child who fits into the above description will likely produce poor academic performance. He may also manifest some other acts of indiscipline in school.

Despite the so called positive effect of labour on the cognitive development of the child workers, its harmful impact is overwhelming. This assertion is stressed by the study of Emerson & Souza (2003) which revealed that child labour has lasting and harmful effects on the individual's learning ability as an adult. They further affirm that the negative effect of the loss of educational attainment is greater than the positive effect of gaining experience as a child labourer.

Bequele & Myers (1995) posit that early engagement of children in economic activities separates them from educational opportunities and consequently impedes their chances to develop the essential skills they required to improve their prospects as adults. In the same vein, Takanishi (1978) advised that children should not be “wasted”. This suggestion is pertinent considering the fact that the future of every nation depends on the children. Indeed, the nation’s manpower need for development lies on the education of her youth (Akanle 2007; Mohammed & Akanle 2008). Children are as important as the trained adult for the progress of the society. Children’s participation in economic activities is a form of child abuse. One, therefore, wonders what kind of modern nations Africa can have if her future leaders are abused.

A study by Oloko (2003), revealed that children who perform domestic chores have greater academic achievement than those who perform economic activities. This is in line with Ray (2000)’s view when he asserts that working prevent children from fully benefiting from school and may, consequently, condemn them to perpetual poverty and low-wage employment. Similarly, FOS/ILO/SIMPOC (2001) report listed the educational consequences of child labor as follows: restricted opportunities for enrolment in school, dropping out of school, absenteeism, lack of punctuality, cumulative achievement deficit associated with the introduction of continuous assessment.

However, another school of thought believes that work is beneficial to the cognitive development of the child. Boyden, Ling and Myers (1998) posit that valuable skills and knowledge can be learned through work. Equally, Anker (2000) maintained that learning and skills are acquired both through the

formal schooling (e.g. reading, writing and mathematics) and also through experience of work and life (e.g. self-reliance, responsibility and traditional skills and knowledge).

Emotional Development

The inhuman conditions of some of the work places these youngsters are subjected affect their emotions negatively. Child labour impedes proper emotional development of youngsters. Child domestic workers and street vendors subjected to violence and sexual abuses are damaged emotionally and psychologically. Victims lose their human dignity and develop a feeling of being outcasts. This can lead to delinquent behaviours or mental disorder. Black (1997) reported that the isolation and discrimination child domestics frequently experienced may negatively affect their self-esteem, sense of identity, ability to socialize and make friends. Black (1995) also reported that girls suffer more psychological damage than boys from sexual abuse and from early separation from their mothers. The emotional trauma some of these working children undergo in the course of performing their duties are unquantifiable. Most emotional disturbances result from physical abuse and neglect. Some of these workers suffer from withdrawal, regressive behaviour, premature ageing, depression and inferior sense of status (Black, 1995; Oloko, 1997; ILO, 1996; Ebigbo, 2003; Bequele and Myers, 1995). The emotional problems become more pronounced in children who combine work with schooling (Silverman, 1988). Similarly, Osarenren (1996) asserted that the neglect of the emotion of children impacts on their intellectual achievement as emotions are critical to the learning process and to the full development of the individual. It is believed that a positive self-image or an

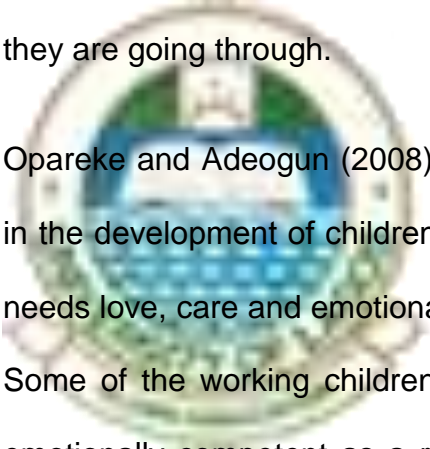
adequate self-esteem is central to the adaptive functioning and overall mental health of the individual (Chan and Bettylee, 1993).

One of the aspects of work, the children complained about was being called awful names. Sometimes, customers named them according to what they sold e.g. “omo l’epa” (groundnut-selling child), “omo l’osan” (orange-selling child), “Nwa ncha” (soap-selling child). At Tejuosho market, for example, head loaders are called “basket” because they use baskets to carry loads. Emotionally, these children are hurt. Interviews conducted on head loaders indicated that they felt humiliated by the name and wished they were called differently. Most child workers such as domestics, bonded labourers, street children suffer from emotional abuse. Emotional abuse may include degradation, destruction of personal belonging, excessive criticism, inappropriate or excessive demands. It also includes withholding of information, routine labeling or humiliation.

Studies have shown that work sometimes has negative impact on the child workers’ self-esteem. The self esteem of young workers was assessed by an item which requested them to state how they perceive themselves in comparison with their non-working peers.

Omokhodion, Omokhodion & Odusote (2006) reported that a total of 106 (47%) children in Bodija market in Ibadan, perceived themselves as less fortunate than their peers while 43 (19%) rated themselves as more fortunate than their peers. They also reported that disruption of educational progress of working children can lead to low aspiration of educational attainment. Sixty-six (29%) children thought they were just as fortunate as their peers. In the same

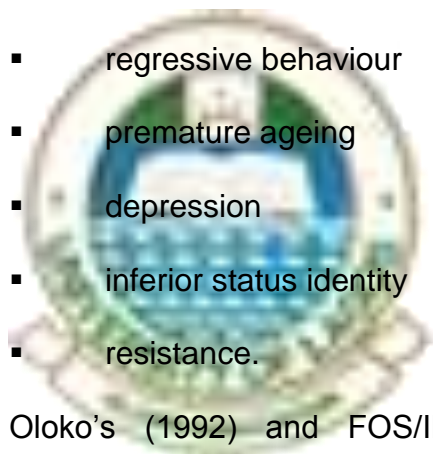
vein, Oloko (2003) study revealed that 33% of young street vendors perceived themselves as being less fortunate than other children. Akanle (2007) supported this view by affirming that emotional abuse destroys a child's self esteem. Such abuses include repeated verbal abuse of the child in form of shouting, threats and degrading or humiliating criticism. Osarenren (1986) warned against the use of derogatory names and making of unsavory remarks about children. According to her, the period of adolescence is a period of identify confusion and search for self. Children are affected psychologically when significant persons such as teachers resort to calling them names. They are not sure who they are and they have not fully adjusted to the change that they are going through.



Opareke and Adeogun (2008) reiterated the importance of emotional support in the development of children when they assert that "every child desperately needs love, care and emotional support in order to grow in a healthy manner". Some of the working children tend to lack these necessary elements to be emotionally competent as a result of abuses. According to Akinboye (2002) emotional competencies include good character, integrity, empathy, maturity, impulse control, emotional self awareness, human dignity, flexibility, reality testing, trust and others. Ugochukwu & Anakwe (2004) cited in Edem & Afang (2008) studied the behaviour problems of street hawking children in Ijebu-Ode and Warri respectively. They discovered that prevalent among the children studied were: problems associated with emotional reaction, insecurity, social maladjustment, untidiness, laziness and school related problems. They also reported that these abused children have a sense of worthlessness and hopelessness and thus, lack concentration. Consequently,

this affects the effective performance of developmental tasks such as learning and achievement in school. Findings from a study comparing the self-concept of young vendors, domestics and non-working children show that domestic employment is associated with greater erosion of self-esteem than street vending and probably other kinds of child labour Oloko (2003). Bequele & Myers (1995) cited a WHO-sponsored review of studies done in 1987 on the social and psychosocial problems of children at work as baby-minders and household helps in other people's homes in Kenya. The research indicated the following reactions or problems of the child workers:

- withdrawal
- regressive behaviour
- premature ageing
- depression
- inferior status identity
- resistance.



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Oloko's (1992) and FOS/ILO/SIMPOC (2001) studies highlighted the emotional deprivation most child domestics suffer. The new method through which they were recruited is different from the traditional way that encourages fostering the children. They are procured through middle-men who are commercially motivated. It is reported that the new method places the child in extremely precarious situations.

The child domestics move frequently from one employer to another. About 45% of them hardly stay in households for up to seven months. Citing Oloko, UNICEF (2001A) states that *"Such rapid turnover means that the child is not*

integrated in any meaningful sense into the household and suffers considerable emotional deprivation”

Regrettably, victims of emotional abuse may react by distancing themselves from the abuser, internalizing the abusive words or fighting back by insulting the abuser. Emotional abuse can sometimes lead to abnormal or disruptive attachment disorder, a tendency for victims to blame themselves (self blame) for the abuse, learned helplessness and overly passive behaviour (Wiehe, 1990; National Centre for Victims of Crime, 1997).

Social and Moral Development

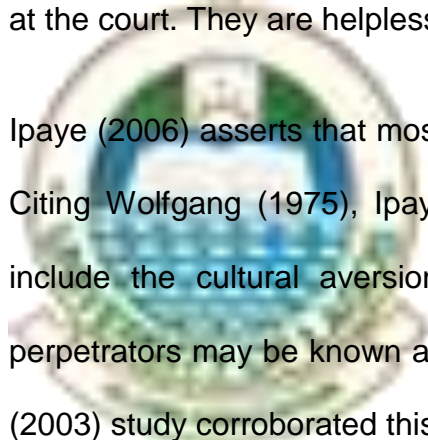
The horrendous working environments under which these kids work also negatively affect their social and moral development. Some of these youngsters are coerced into commercial sex and forced labour (Black 1995; Oloko 1996). They can be isolated and confined in a thick forest or house where they will not willingly interact with other members of the society. Child domestics, bonded children and trafficked children are mostly affected. Domestics are oftentimes victims of sexual abuse and harassment. This is mainly as a result of the invisible nature of their workplace (Oloko 1997). Denga & Denga (2007) noted that children who are abused through hawking are likely to develop negative tendencies such as cheating, lying, drug abuse, prostitution, aggression/foul language. They are also exposed to emotionally imbalanced characters. They may become hardened. If unguided, they may transfer the acquired environmental unfriendliness on the society, school inclusive. Furthermore, studies have shown that children's exposure to economic activities contribute to their maladaptive behaviours such as truancy, absenteeism, cheating, fighting, smoking, drinking and sexual promiscuity (Denga & Denga, 2007, Osarenren, 1996; Greenberger and

Steinberg, 1986; Fajonyomi and Musa, 2000). The menace of turning kids into bread winners in Lagos State should be condemned. If appropriate measure is not taken to remedy the situation, today's kid mini-bus conductors may become tomorrow's area boys, armed robbers and other social miscreants. On the contrary, Edun (1999) and Togunde & Newman (2005) view child work as a means of socialization for the child.

Report has it that due to the socio-economic crises, many young school children are engaged into prostitution, sometimes they are supported by their parents and sometimes it can be by their own decision to make both ends meet (Ebigbo 2003b). According to US Department of Labour (2007), 2006 Findings on the Worst Forms of Child Labour – Nigeria, girls are trafficked for domestic services and sexual exploitation. Some of these children are procured for pornography. In Nigeria, commercial sexual exploitation of children is common in many cities including Niger Delta regions of Port Harcourt, Bonny, Akwa Ibom and cities like Lagos. Most victims of sexual exploitation are damaged morally. Some of them become social miscreants doing all sorts of odd job for survival. It has been reported that due to exposure to vices the child beggars (Almajiris) are always ready made tools for religious riots in the north and thugs for the politician. In war torn countries of African many young children are forcefully recruited and taught how to terrorize and destroy lives and property without moral conscience. They lack the capacity to distinguish right from wrong. Highlighting the gravity of their activities, Ipaye (2006) revealed that these child soldiers with numerous scars

on their mind, soul and body end up dysfunctional, ravaged with diseases and abandoned when they become too sick to fight.

Many child hawkers are victims of rape. Studies by Ebigbo (2003), Togunde and Carter (2008) and Mbakogu (2004), revealed that work make children vulnerable to sexual abuse. Psychological trauma and social stigmatization they suffer have a long lasting negative impact in their interaction with others and their development. If no psychological intervention is given to the rape victims, they many develop a damage personality. To worsen their predicament the victims do not report these cases to police nor seek redness at the court. They are helpless and the perpetrators go unpunished.



Ipaye (2006) asserts that most crimes against children do not get prosecuted. Citing Wolfgang (1975), Ipaye (2006) stated that the reasons for this may include the cultural aversion to the court system and the fact that the perpetrators may be known and close or in loco parent to the victims. Ebigbo (2003) study corroborated this point of view.

Hawking is the major factor that exposes children to the danger of sexual abuses. In a systematic survey by Nzewi (1988) in three major towns in Nigeria revealed that sixty percent of the girls below the age of 12 years were sexually abused. Ebigbo and Abaga (1990) listed the methods through which girls are lured in sex by men: buying up all their wares and giving them money in addition, sending them on errands, showing them phonographic pictures in magazine or phonographic video films or the sexual organs of their would be abuser. Similarly, Nzewi reported that sexual abuses occurred on three levels: exposure to genital, stimulation and witnessing adults in the act of sex. Ebigbo

& Abaga (1990)'s intensive study of 100 female hawkers and 100 female non hawkers (age 8-15) is in corroboration with Nzewi (1988) finding. These researchers' finding indicated that 50% of the hawkers had had sexual intercourse during hawking while 9% non hawkers were forced into sexual intercourse.

Sometimes work deprives the children of rest and play. The opportunity to socialized and interact with peers are denied. This is contrary to the 1989 convention on the Rights of the Child. Article (31) stipulates that a child has a right to rest and play. Essential life skills such as self esteem, self confidence, social competence and cooperation can be learned when children play and socialize with other people. Depriving children from relating with their peers and others contravenes the article 15 of CRC which gives the child the right of freedom of association.

According to a recent report some child labourers in Nigeria are engaged in drug peddling (Government of Nigeria 2010). The involvement of children in drug trade has moral, social and national implications. The children may graduate from drug peddlers to traffickers or/and users. The adverse consequences of drug abuse to the individual, the society and the entire nation is unquantifiable and a colossal waste of national manpower. Early exposure of children to hard drugs may lead them to engage in different crimes such as armed robbery, assassins, political thugs, motor park touts, kidnappers or international drug merchants and traffickers.

Although some authors claim that child work teaches the children values like resilience, responsibility, and dignity of labour, its negative consequences on

the social and moral development of the child is enormous. There is an urgent need to eliminate child labour. The above suggestion is in line with Omokhodion et al (2006) assertion that apart from hazards to their health many job-related factors may mould the child workers' psychosocial development:

“Many of these children are at a stage in their psychosocial development in which crucial aspects of their identity such as self esteem, self-confidence and future aspirations are being formed and negative or positive influences help to mould their development at this critical period”.

Effect of Labour on Children's Health

Child labour is a health hazard. Many children work in horrible conditions that endanger their health (ILO 1996; Togunde & Carter 2008; Aliyu, 2006). There is epidemiological evidence that working children's health is more affected by occupational exposures when compared to adults' health (Yadav, & Gowri, 2009). According to Akanle (2007), every child needs a healthy dose of love, care, discipline, nurturing and support so that he will develop into a confident well-adjusted adult. Unfortunately the above recommendation will elude many economically active children. Studies have shown that child labour threatens the health, welfare and development of the children (WHO, 1987; Oloko, 1991 and 1997; Satamarayan, Prasanna & Narasinga, 1986).

The unhealthy circumstances in which the children perform their economic activities have attracted general and global concern. In Nigeria, child labour is a significant health and human rights problem for the children. Some of them

perform their duties in deplorable conditions which endanger their health. Omokhodion et al (2006) study on working children in Bodija Market, Ibadan reported that the children were exposed to environmental hazard which affect their health and safety. Some children work in unsanitary environment such as abattoirs. The children in abattoirs in Lagos (Oko Oba and Ojo) were observed by the researcher not using self protective equipment such as gloves and aprons; they were seen cleaning the intestines of slaughtered animals with their bare hands. They were also observed walking without protective footwear in the filthy and muddy area, strewn with animal wastes. There is a strong likelihood that the children can contact helminthiasis (worms) and tetanus from cuts. In India, Physicans for Human Rights reveal that children were exposed to pesticides and hazardous activities including the use of sharp knives and strenuous labour. These childrens frequently suffered illnesses such as sprains, strains, lacerations, eye injuries, skin irritations and cough (Mathew, Reis, & Iacopino, (2003). Safety training and protective gear were not made available to these young ones. It is pertinent to mention the hazardous nature of the work child scavengers in Lagos State face. Aged between 9 to16 (both boys and girls) scavenge garbage heaps for recyclable materials that can be sold to traders (UNICEF 2001a). They perform their duty in extremely sordid environment without protective clothes and shoes. They are exposed to all kinds of diseases as well as cuts. These cuts may become infected if not treated.

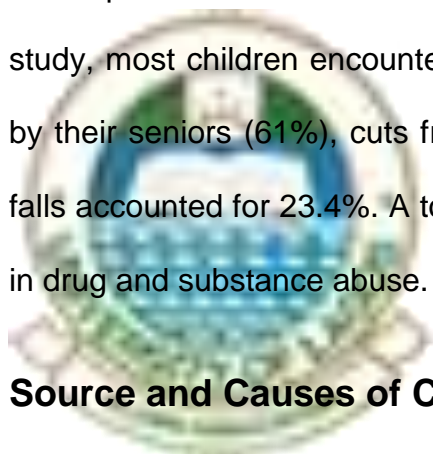
Gunn & Osto (1992) identified exposure to tetanus, smoke inhalation, burns, explosions, radiation and radioactive substances as health hazards to child scavengers in the infamous “Smokey Mountain” (a garbage dump) in

Metropolitan Manilla in Philippines. They also reported that these children were often in contact with hospital waste, chemical and pharmaceutical rejects.

Child labour continues to threaten the health of the children. Omokhodion & Omokhodion (2004) investigated the health status of working children and non-working children and reported that fifty nine (13%) complained of fever, thirty six (8%) visual problems, 28 (6%) skin lesions, 17 (4%) muscular and joint pain and 5 (1%) complained of diarrhoea. Evidence from a cross country study carried out by Roggero, Manglaterra, Bustreo & Rosati (2007) revealed child labour accounts for approximately 77% of the mortality rates for children age 10 to 14. The researchers analyzed the effect of child labour on children by correlating existing health indicators and the prevalence of child labour in a large group of twenty developing countries: Nigeria, Angola, Bangladesh, Bolivia, Algeria, Zimbabwe and others. Supporting the findings, they concluded by stating that *“child labour was significantly and positively related to adolescent mortality, to a population nutritional level, and to the presence of infectious diseases”*. These findings have buttressed the assertion that child labour is a significant health and human rights problem for children in developing countries.

Yadav & Gowri(2009) investigated the environmental and occupational health problems of child labour. According to them, adverse environmental health conditions negatively affect the children's health and development more than those of adults. This is because children are more prone or at risk than the adults (Bequele & Myers 1995; Mull & Steven 2005 and Yadav & Gowri

2009). Naturally children are still in the process of growing up which is characterized by rapid skeletal growth, organ and tissue development, greater risk of hearing loss, greater need for food and rest and high chemical absorption rate (Bequele & Myers 1995; Yadav & Gowri 2009). A lot of researches have indicated that child workers are considerably more vulnerable to occupational hazards than adults because of anatomical differences. For instance, children are more susceptible to thermal stress, radiation and carcinogenic substances. Similarly, Aliyu (2006) conducted a research on 200 child workers in Zaira. He reported among others, the health consequences of child labour on the young workers in Zaira. According to the study, most children encountered some health risks such as physical assault by their seniors (61%), cuts from sharp unsterilized instruments (52.3%) and falls accounted for 23.4%. A total of 10.6% of the child workers were engaged in drug and substance abuse.



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Source and Causes of Child Labour

Causes of child labour can be attributed to the following factors:

- Poverty is regarded as the major cause of child labour. Poverty begets child labour, child labour begets poverty: a vicious circle (ILO, 1996; Ebigbo, 2003b; Oloko, 1989, 1992 and 1997; Bequele & Myer, 1995; Anu, 2000; Ray, 2000).
- The lower cost and “irreplaceable skill” afforded by the children.
- Harsh socio-economic policies of the country.
- The weakness of educational system.
- HIV/AIDS pandemic (ILO/IPU, 2002; UNICEF, 2001a).

- Armed conflicts in many countries encourage the recruitment of child soldiers. The use of child soldiers is one of the Worst Forms of Child Labour according to the United Nations (U.N.). (UNAIDS, 2004; ILO, 2002; Nwadinigwe, et al, 2007)

Several factors have influenced the continued trend of the participation of school age children in economic activities. Some researchers asserted that poverty is a strong factor that hinders the elimination of child labour (Oloko, 2003; Ebigbo, 2003b; ILO, 1996). Over 70% of the Nigerian population lives below one US dollar per day or absolute poverty level (Ebigbo, 2003b). The Gross Domestic product in 1986 was US \$54,449 billion, it decreased by about 45% to 29.38 billion in 1991. Further more per capital income decreased sharply from US \$1000 in 1980 to US \$332 in 1991 (FCN/UNICEF, 1993). Many households lack the power to provide the basic things of life. This situation is worsened by the global economic melt down. The children's income becomes very crucial to the survival of these families. Some child labourers reported that they work so as to augment the family's income, and to pay school fees (Ebigbo, 2003a; Togunde & Newman, 2005). This is what a female street kid, Wura had to say:

“I am on the street hawking to assist my mother who does not have a place to sell her fruits anymore, due to the new development in Lagos. Whatever little I am able to sell is added to what she herself gets to sell too, so that we can eat.”
(Ediomo-Abasi, 2009).

Many authors reported that majority of child labourers come from the poorer section of the society (Ike & Twumasi-Ankrah 1999; Edun 1999; Denga et al 2007; Oloko 2003). Aliyu (2006) asserts that the Nigerian child is the victim of the low purchasing power of his or her parents. The above author also stated that most of the children who participate in economic activities were of poor parental background; their parents had no formal education and were unemployed. Supporting this statement, Edun (1999) and Oloko (1999) claim that working children originate from lower socio-economic status families and their parents are largely illiterates and semi-illiterates. Equally Turbay & Acuna (1988) maintained that working children come from socially and economically disadvantaged segments of the society and they reproduce the poverty of their families by performing poorly paid, low-skilled jobs.

According to Salazar & Glasinovich (1988), there is a negative correlation between family income and child work; that is the lower the per capital family income, the larger the proportion of children who claim to contribute to family income. Psacharopoulos (1997) study supports this view when he reported that in Venezuela and Bolivia, children contributed substantially to household incomes. The study relied on data from household survey. Families that depend on the child's income for survival may undermine the future earning of their children. This strategy is not efficient. Some parents would rather put their children to work instead of investing in human capital formation that will make the children more productive in future. It is worthy to note that premature engagement of children in the labour Market has a strong negative impact on the future generation. Poverty is perpetuated by child labour. In this scenario, "poverty begets child labour, child labour begets poverty". Salazar et

al (1988) stated that the continued reliance of poor families on the paid work of their children as opposed to investing in their education becomes one of the most vicious and powerful channels for the intergenerational transfer of poverty. Similarly, Anker (2000) posits that national economies which rely on working children who do not go to school place them in a vicious cycle, whereby poverty is perpetuated from one generation to the next”

In Nigeria, most researchers have established that the higher incidence of children’s participation in economic activities is precipitated by a number of related factors such as rural-urban migration, sudden down turn in Nigeria economy, high fertility rate, illiteracy among the parents of child labourers and adult unemployment (Obayelu et al, 2006; Edun 1999; Oloko 1999; Ebigbo 2003; Togunde & Newman 2005)

There is a subtle opposition to the claim that poverty is the cause of child labour. Studies have equally shown that families with large farms or enterprises are more likely to demand higher level of child labour from their children. Beegle, Dehejia & Gatti (2006) cited by Watson (2008) found that there is a positive and significant relationship between the level of house hold assets and the use of child labour. Edmonds & Turk (2003) study corroborated the above report. According to them, in Vietnam evidence suggests that the ownership of household enterprises is associated with increases in child labour. Some authors, who claimed that poverty is the major cause of use of children in the labour force, suggest that any struggle against child labour should be combined with the struggle against poverty, social injustice and the effectiveness of the educational system.

Poverty as abstract household characteristic is said to be the main driving force of child labour (Jensen & Nielsen, 1997). Therefore, income as approximate inverse of poverty is expected to impact negatively on the household supply of their children's labour. This implies that decision on labour force participation of children is determined by parents' labour force participation and fertility. Also the decision whether a child should be sent to school or work lies with the parents. Consequently, if the household can afford both direct and indirect costs of schooling, the child will attend school, accumulate human capital and earn higher income in future (Ganglmair, 2004; Psacharopoulos, 1997). On the other hand, if the household's income derived from the children's contributions is below a certain subsistence level, the children will be sent into labour force (both formal and informal), in order to augment the entire household's consumption possibility in a given period. In this approach, as far as schooling can be considered as investment in the future, child labour is considered as direct contribution to current consumption. The above simple relationship is what Basu & Van (1998) labeled their "Luxury Axiom". This indicates that a child's attendance will only be "consumed" if the household is able to afford it. In summary the "Luxury Axiom" supports the "poverty explanation of child labour."

Harsh socio-economic conditions of many families in rural and urban setting in developing countries have been attributed as a vital factor that encourages the entry of a large number of youngsters into the labour force prematurely (UNICEF, 2001a; Oloko, 1999). UNICEF (2001a) report revealed that lack of basic health programmes, housing shortages, high rate of illiteracy, parental unemployment or underemployment create risky situations inimical to normal

child's growth and development. Today, Nigerian economic condition has forced many more children into street vending, hawking, child domestic work, child begging (the Almajaris in the North), fuel hawking and child prostitution (UNICEF, 2001a, Fajonyomi and Musa, 2000; Denga, et al, 2007).

Equally Ike & Twumasi-Ankrah (1999) asserts that socio economic structure which creates poverty, coupled with ignorance and lack of education on the part of the parents, appears to be the factor that encourages child labour and child abuse. Ebigbo (2003a) in a study reported that many more children entered the labour market as a result of harsh socio- economic condition In Nigeria. In the same vein Oloko (1990) reported that the introduction of an economic policy known as Structural Adjustment programme (SAP) contributed immensely to the increased number of child labourers. SAP precipitated a lot of hardship to families as many adult workers were retrenched, some were unemployed and some were underemployed. During SAP the cost of inflation was very high and many families could not afford the basic necessities of life. Oloko (2003) reported that per capital income decreased sharply from \$1000 in 1980 to \$322 in 1991. In order to augment family income, many children were engaged in economic activities. Ohuabunwa (2010) posits that today things have got worse economically, socially and politically in Nigeria. He asserts "poverty has worsened from 45% in 1970 to nearly 70% in 2009. Life expectancy has reduced from 54years in 1980 to 47years in 2008. Unemployment has reached 40% amongst the youth and crime has become one of the fastest growing industries in our country."

High rate of rural-urban migration and high rate of population are other factors that encourage the participation of children in economic activities. The standard of living in the urban areas is costly and most of these migrants are low wage earners. They therefore rely very often on the income of their children to make both ends meet.

Some traditional and cultural determinants have also influenced the engagement of children into labour market. At this juncture, work is considered as an important vehicle for conveying knowledge, traditions, cultures, skills, norms and values about the society and to ensure child's development. Here, it is believed that work protects the child against delinquent behaviours. Parents' fear that the school will teach their children to rebel against the family traditions and norms is another reason for sending children to work (Mauras et al, 1978).

The practice of polygamy which leads to high number of children encourages child labour. There is a positive correlation between fertility and child labour in poor households. An increase in child wage rate leads to higher fertility levels as families engage more kids in child labour (Anu, 2000, Togunde & Newman 2005). Opareke & Adeogun (2008) also reported that family size positively increases child labour. Aliyu (2006) study revealed that 70% of children in child labour were from polygamous and extended family background. This is in line with Oloko (1992) findings which indicated that 43.3% of the fathers of the children in Especially Difficult Circumstances (CEDC) had more than two wives. Similarly Aliyu (2006) citing Naidu (1986) affirms that child labour value is an important correlate of high fertility in India.

Infact the practice of polygamy and marital instability have led to the increase in the number of child labourers. FOS/ILO/SIMPOC (2001) found that most child labourers are victims of broken homes.

Many poor families in the rural area often rely on children's labour to survive. In West Africa, some poor parents give out their children to rich relatives or people who have connections in the village but are living in towns. They preferred their children to get education, better jobs and better standard of living. Surprisingly, these children are procured for other motives. Some of them are trafficked and the promises of a new life beyond the village are dashed. Even in the houses of the "rich" relative, they are turned into servants and are deprived of schooling. The host families abuse them. *"Separated from their families and forced to spend their days serving others, many are emotionally deprived and fail to develop a healthy self-image"* (US Dept of State 2001, UNICEF 2001a). This African tradition of "confiding" or placing children in another household encourages child labour. Parental illiteracy or low level of education influences the use of children in labour market (Edun 1999, Denga et al 2007, Aliyu 2006). Aliyu (2006) findings revealed that most of the child labourers were from parents who had no formal education and were unemployed. This assertion is corroborated by the report findings of Opareke & Adeogun (2008). Using a descriptive study, the researchers examined illiterate and non-illiterate parents in Ijebu-ode to determine the Socio-economic factors responsible for child labour in Ijebu-Ode, Nigeria. The literate parents were made up of government workers while the illiterate parents were artisans and traders. Findings indicated that parents' educational background is perceived to be a significant factor affecting child

labour in Ijebu-Ode. Their finding is in agreement with the view of Ennew (2003) which attributed parental ignorance due to low level of education or outright illiteracy to much of the abuses committed by parents.

To buttress this point, Brown, Deardoff & Stern (2001) posit that parental education plays *“a persistent, powerful and negative role in the family’s decision”* to engage their children in labour. They affirm that the more the years of education both parents have, the more likely they are to devote their children’s time exclusively to school even controlling for household income. Citing Canagarajah & Coulombe (1998), Brown et al (2001) reported that years of parental education coupled with presence of older siblings also *“lower the probability of work and raise the probability of schooling”* for the child.. Equally parental level of education can determine if a child will be sent to school full time, combine work with school or be put to work only. A stunning revelation was made in Grootaert study (1999) which reported that *“each year of a father’s education lowers the probability of dropping out by seven percent point while each year of the mother’s decreases the probability of dropping out by three percentage point.”* While supporting the findings that parental education plays a key role in lowering incidence in child labour, Obayelu & Okoruwa (2006) observed that whenever most families have shocks, female children are used to replace their mothers’ work in home production instead of attending school.

Some traditional or religious practices are contributory to the participation of children in labour. Schildkrout (1981) reported that hausa tradition encourages young girls to hawk so as to save more money for her dowry. Girls also

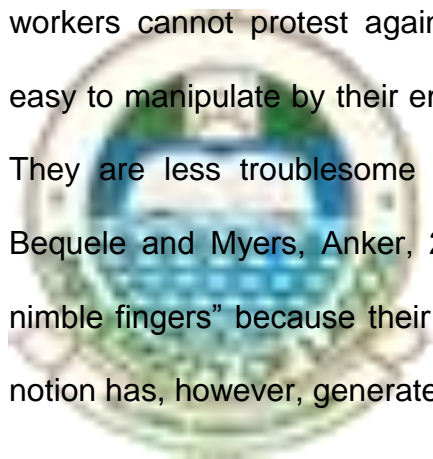
engage in hawking because it may be an opportunity to get husbands. The author also reported that many of the women in purdah or seclusion rely on children to carry out their work. The religious practice of some moslems of sending their children to itinerant mallams (religious teachers) to learn the Koran, unfortunately, has caused the engagement of the children as beggars. (Black 1995, Ebigbo 2003). These child beggars known as “Almajirai” are sent out by the mallam to beg for alms.

Armed conflicts as well as natural disasters are contributory factors to the cause of child labour. During conflict situations such as in Angola, Liberia, Rwanda and Sierra Leone, many children were recruited as soldiers. Natural disasters such as Tsunami, flood render many families incapable of meeting the necessities of life. In order to ensure family's survival, the children work (ILO 2006; Nwadinigwe et al 2007; Ipaye 2006; UNAIDS (2004). HIV/AIDS pandemic is another factor that encourages the entry of children in labour. In sub-Saharan Africa, a large proportion of children are orphaned by AIDS. They do all kinds of menial job just to make a living. ILO-IPEC (2002) reported that sub-Saharan Africa is home to 90% of the AIDS orphans in the world and they are likely to be 40million African children orphaned by AIDS over the next decade. Some of these children are homeless and they often work in worse conditions than other child labourers.

High costs of schooling and inappropriate curriculum have also been attributed to the cause of child engagement in labour (Anker, 2000; Boyden, Ling and Myers, 1998). Parents who can not afford the school cost withdraw their children from school and send them to work. According to Cartwright &

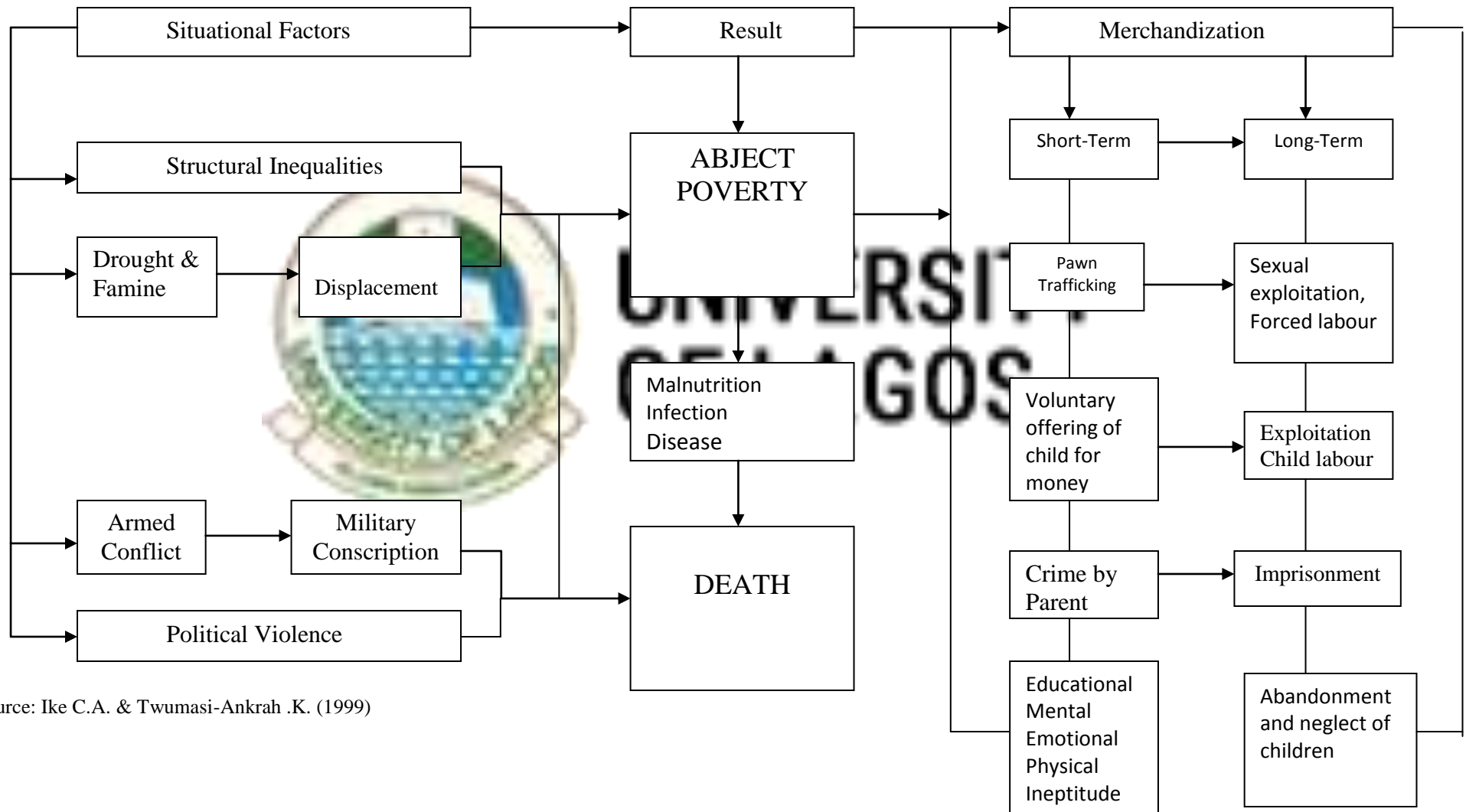
Patrinós (1999) the more expensive the school, the more likely the children are expected to work. Most of the child labourers studied, reported that they are working so as to pay school fees and other indirect cost of school such as books, uniforms, sandals, transport fare and others. (Togunde & Carter 2008; Ebigbo 2003b; Aliyu 2006).

Another reason for the continued employment of child labourers is because most child employers believe that child labour is cheap compared with adult labour. Most child employers not only benefit from cheap labour but also exploit the fragile, docile and innocent nature of the child workers. The child workers cannot protest against unfavorable working conditions. They are easy to manipulate by their employers because they do not know their rights. They are less troublesome and more willing to obey orders (ILO, 1996, Bequele and Myers, Anker, 2000). These children are referred to as “the nimble fingers” because their skills are irreplaceable. The irreplaceable skill notion has, however, generated a lot of controversy.



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The Course of Child labour and Child Abuse



Source: Ike C.A. & Twumasi-Ankrah .K. (1999)

The above diagram summarises the sources, causes and the effects of labour on the child. The short term effects as well as the long effects are diagrammatically presented. Indeed tackling child labour problem requires a broad based knowledge.

Psychosocial and Academic Problem of Working Children

Many child labourers do not have access to education (Salazar 1998; Ray 2000; ILO 2002; UNICEF 2001a; Canagarajah 2000; Oloko 1997 & 1999; Ebigbo 2003a). Many children who go to school work and some who work attend school (Oloko 1996; Grootaert and Patrinos 1998; Ebigbo 2003b). Education is a vital tool for the elimination of child labour (Anker 2000; UNICEF 2001a). Obe (1998) asserted that “education is crucial to the growth and development of a nation and no nation can rise beyond its educational level.” Employing children in labour market leads to underdevelopment (Myers 2001; UNICEF 2001a; Akinware & Omoegun 2001; Ebigbo 2003a; Ali, M., Shahab, S., Ushijima & Muynok, A. 2004)

The need for the psychological wellbeing of any individual cannot be quantified. According to Owuamanam & Olofintoye (2007), the concept of psycho-social adjustment refers to the totality of the psychological process by which an individual adapts to himself, his associates, and his environment particularly in the face of notable challenges. The concerns here are of challenges of combining schooling with work. To Polat (2003) and Olofintoye 2005 cited in Owuamanam et al (2006), psychosocial adjustment means the quantity of harmony an individual experiences in his intra-personal behaviours as he handles his responsibilities and others, as he experiences in his interpersonal behaviours as he relates with other people. The youngsters striving to organize their personalities and attain an

acceptable balance for themselves and in relation to their environment may encounter some challenges. His ability to surmount and overcome these challenges successfully increases his self esteem and makes him happy. If these challenges are unmet, he might manifest traits such as annoyance, anger, boredom, inferiority complex, social withdrawal and frustration (Makinde 1983). Owuamanam & Olofintoye (2007) conducted a research to determine the levels of psycho-social adjustments of Nigerian in-school adolescents. Sample was made up of 782 (425 male and 357 females) students randomly selected from seven of 36 states in Nigeria. Result showed that majority of the sample were in moderate and high levels of social, psychological and psycho-social adjustment. However boys were significantly better than girls in social adjustments. This is partially in agreement with Black (1995) who reported that young female workers suffer more psychosocial damage than boys.

Cooper (1996) cited in Owuamanam et al (2007) classified psychosocial problems of students into two namely externalized and internalized difficulties. Externalized psychosocial behaviour problems include patterns of behaviour and manners of self presentation that are experienced by others as being disruptive, anti-social and/or confrontational. These behaviours are disaffection in the form of negativistic, hostile and defiant behaviours. Internalized psychosocial behaviour problems are of emotional nature. Although they are not much disruptive to others, they can lead to serious impairment in social relationships. Behaviours in this category are truancy and school refusal, separation anxiety, withdrawal behaviours and elective or selective mutism. Stress and trauma from work and work place can have negative impact on the school going children that they manifest frustrations, low self-esteem, poor interpersonal relationship, aggression,

anxiety, poor study habit, under-achievement, conflict, depression, withdrawal . They can also adopt ineffective study habit which will reduce their academic achievement. One's self-esteem affects several aspects of one's life (Osarenren, Ubangha & Oke, 2008). Furthermore, pressure from work can also precipitate negative attitude to school such as absenteeism, truancy, lateness, sleeping during lessons and high test anxiety. When the child lacks the motivation to strive for success, he may drop out of school. Some of the children perform menial jobs that are dehumanizing, thus affecting their self perception and self presentation.

Finding revealed that REBT as a counseling techniques can be used to foster emotional adjustment among Nigerian adolescents (Adomeh 2006). Using a sample of 50 senior secondary school students that were randomly selected and assignment equally into experimental and control group, Adomeh (2006) examine the efficacy of REBT in improving the emotional adjustment of adolescents. The participants were exposed to treatment with REBT twice a week for six weeks. Results indicated that REBT significantly reduced the levels of anxiety and stress of the adolescents.

Of all the identified psychosocial and academic challenges experienced by working school children, this study will review the following variables: self-esteem, peer relationship, achievement (academic performance), study habit and test anxiety.

Self Esteem

Several authors had given different definitions of the construct: self-esteem. Shavelson, Hubner & Stanton (1976) define self esteem as a person's perception of himself or herself that is formed through experiences with the environment and

influenced especially by environmental reinforcements and significant others. Self esteem is the evaluative component of the self and is a reflexive attitude that is the product of viewing the self as an object of evaluation (Campbell & Lavelle 1993, Anwuri, 2007). According to Rosenberg (1965) cited by Osarenren, Ubangha & Oke 2008, a person with high self-esteem simply feels that he is a person of worth and he respects himself and what he is. He does not consider himself superior to others. A person with low self-esteem is defined as someone who lacks respect for the self he observes. Self esteem is very crucial to the well being of an individual.

According to self consistency theory, people preserve their self views by thinking and behaving in ways that perpetuate their conception of self (Swann 1990). Low self-esteem (LSE) individuals have negative feedback because it is self descriptive and enables them to maintain consistent attitude toward themselves. On the contrary, high self esteem (HSE) individuals have positive self concept and therefore prefer positive feedback. Unlike the low self esteem individuals, HSE individuals are more motivated and better able to enhance their self-worth. This is because they counteract negative feedback by actively recruiting positive conception of the self. Sharma & Mavi (2001) investigated the word-task performance of 192 post graduate Indian women (grouped according to low or high self esteem). The participants improved after training. When the low self esteem participants were compelled to attribute their previous failure to external causes, the external attributes diminished their natural tendency toward self blame. It also broke their self-defeating cycle and enabled them to improve their subsequent performance. It is suggested that one's self-esteem is influenced by the person's interaction with the significant others. Individuals' self concept is the

most important determinant of behaviours. School conduct and academic performance are better improved by a healthy and positive self concept (Ilogu 1996, Purbey 1978, Carifield & Welch 1976). According to Ilogu (2005) students with low self esteem perform poorly in tasks than students with high self-esteem. In the same vein, McInerney, Dowson, Young and Nelson (2005) believe that teachers are probably the most influential agent in promoting self esteem, interest and academic performance in the school context. Similarly, Omoegun (2007), stated that according to the State of World children report in 2001, “what happens during the very earliest years of a child’s life influences how the rest of the childhood and adolescence unfold”. Supporting this view, children’s feelings about themselves depend on their self perception of how their parents view them. Osarenren et al and Nims (1998) agree with this assertion when they stated that “children’s perception of their place in the family constellation influences how they feel about themselves and how they interact with others”. Loner (1999) cited in Anwuri (2007) gave symptoms of low self esteem as

- inability to accept compliment,
- verbalization of self disparaging remarks,
- avoiding contact with adults and peer,
- excessively seeking to please or receive attention and praise from adults and/or peers,
- inability to identify or accept his or her positive traits or talents,
- fear of rejection by others (especially in peer group)
- acting out in negative ways that are quite obviously attention seeking and
- Difficulty in saying no to others.

Reinforcing the above observation, Akinade (2010) reported that it has been found that it was partly because some children cannot relate to some significant adults (e.g parents and teachers) in their lives that they fall into or depend on wrong support group. Consequently this tends to lead to a poor academic performance. It is worthy to note that an individual's thought and actions are immensely influenced by his self-esteem.

In addition, a person's ability to accept himself is positively and significantly correlated with the acceptance of others. This idea is buttressed by some studies. Wylie (1961) cited in Osarenren et al (2008) belief that there is some relation under certain conditions between self regard and socio-metric status. High self regard will lead to improved ability to get along with others and acceptance by others will maintain or enhance self regard.

Peer Relationship

According to Adewuyi (2008), peer means young people who are equal to another in rank, status and ability or persons of the same age group. Makinde (2001) cited in Aneke (2008) described the peer group to include age mates who know each other quite well; members who are almost of the same background and maturity, savour being together for common interest. During adolescence, peer acceptance is very crucial in helping the youngsters appraise himself, his immediate interpersonal world and his view of the world at large (Osarenren 1996). Akinade (2005) defines peer group as a "collection of like minded individuals who share several things in common such as similar age, class, school, association and even live in the same neighborhood. Members give their peers moral, social and emotional support". From a developmental perspective, Marsh & Yeung (1997)

affirm that early adolescent's relation with peers provide them with experiences unique in shaping their personalities and beliefs. Previous studies have shown that adolescents spent more time with their peers than they do with parents. As children grow older, the time they spend with their peers increases (Hartup & Sancilio 1986, McInerney, Dowson, Yeung & Nelson 2005).

It is worthy to mention that a study conducted by Bolger, Patterson, Thompson & Kupersmidt (1995) indicated that both black and white children who experience family economic hardship demonstrated problems in peer relation, showed conduct problems at school and reported low self-esteem. Positive peer relationship is associated with adolescents increased cognitive skill development. Dodge's (1993) research cited in Okafor (2008) indicated that poor peer relationships were closely associated with social and cognition skill deficits. The study also found that adolescents who have positive peer relationships "generated more alternative solutions and were less aggressive than youth who developed negative peer relationship". It was reported that poor peer relationship can lead to low academic achievement and high unemployment later in life. The need for acceptance, approval and belonging is essential during adolescence. Rejection of an adolescent by his peers may lead to depression, aggression, withdrawal, alcohol abuse, drug abuse and other risky behaviours. Supporting this view, Omoegun (1995) observed that a child's isolation from his peers can lead to his having significant problems in social relationship. In the same vein, Juvonen (2006) reported that experimental studies have shown that threats to belonging impede cognitive performances. Therefore, it is rational to expect that those students who experience positive peer relationship would achieve more in school than those who are socially disconnected or alienated. In contrast, rejection by

peers is associated with lower levels of academic engagement, increased absenteeism, grade retention, dropping out of school, greater frequency of behavioural problems and increased risk of depression (Juvonen 1996; Marks 2000; Kupersmidt & Coie; Feldman, Rubenstein & Rubin 1998).

Sometimes peer group influence can be negative. Danesty & Okediran reported that street hawking among young school students have psychosocially imposed other problems such as sex networking behaviour and juvenile delinquent behaviour. The above listed acts take much of their time and precipitate poor academic performance and drop out syndrome which is noticed among young school students. There is a strong need to provide the adolescents with pro-social and other developmental skills. According to Obidoa (2006), positive youth development is achieved through strength based conception of adolescent. According to her, youth development specialists recommend that youths do not only need academic competence but also they need opportunities to grow toward physical, emotional, civic and social competence. The following are among the recommended skills that are vital to the social, emotional and academic development of the youngsters:

- Time and financial management
- Listening, communication and public speaking
- Cooperation and group work
- Appropriate goal setting and decision making
- Intellectual flexibility
- Leadership training
- Emotional control

- Initiative taking
- Building of trust, locus of control
- Etiquette and dress sense
- Self-concept
- Development of hobbies
- Entrepreneurial education
- Skills Acquisition
- Talent development (Obidoo, 2006).

Academic Achievement

Academic achievement is very essential to the student, the school, parents and the society. El-Anzi (2003) reported that academic achievement is enhanced by factors such as self-esteem and optimism. Factors such as anxiety and pessimism tend to reduce student's academic achievement. Students' academic achievement can also be influenced by many factors such as the child's self-esteem, study habit, socio-economic background, school environment, teachers and government policies. Many students' performance can also be affected by their level of test anxiety and the interaction with their peers and significant others within and outside the school.

Socio-economic background is a strong determinant of the child's attendance and completion of his education. Johnson (1996) cited by Muhammed & Akanle (2008) asserts that poverty of the parents has elastic effects on the children's academic work as the parents lack enough resources and funds to sponsor their children's education. They stated that many of the parents cannot afford good schools, good housing facilities, medical care and social welfare services that will

contribute to the child's academic and psychosocial well-being. Supporting this opinion, Ipaye (2006) opined that the poverty syndrome which is reinforced by economic crunch, maladministration, corruption and emergency closure of companies has brought untold hardship on the parents/workers. As a result of the above situation, the same author maintained that the parents have not been able to provide adequately for the basic, functional, social and academic needs of the children. In order to make ends meet, the students also combine schooling with work which undermines good academic performance. Combining school with work can be sources of distraction and inhibition to enhance academic performance. Muhammed & Akanle (2008) highlighted the effect of work on academic success by stating that by engaging in commercial prostitution or child labour, the students waste a lot of their precious time. Consequently their performance in school work and in public examination will be terribly affected. In line with this view, Bequele & Myers (995) surmised that probably "the most widespread single risk children face when they work a substantial amount of time is the loss or undermining of a basic education necessary to equip them with fundamental skills necessary for success in life". Omokhodion et al (2006) buttressed this assertion when they reported that findings have shown that disruption of educational progress of children may lead to low aspirations for educational attainment. Previous research works have shown that there is a strong relationship between a child's self-concept and his academic achievement. Fairhurts & Pumfrey's (1992) study has shown that pupils with reading difficulties exhibit lower self concept as learners than able readers.

Child labour adversely affects academic achievement. Study conducted in Ghana by Heady (2000) on child labourers indicated that child labour had a significant

adverse effect on a child's learning achievement especially in the key areas of reading and mathematics. According to the report, girls performed worse than boys in the entire tests even allowing for lower raven scores. The age range for the sample was between 9 and 18 years.

Oloko (2003) reported than in one of her previous studies, finding indicated that one out of three working children admitted that they had repeated a class. Four more studies (1979, 1986 1990 & 1992) carried out by the same author revealed that labour done by children lead to poor scholastic achievement. It was observed that non-working children consistently and significantly performed better than their counterpart in results of centralized and teacher made examinations in English, Arithmetic and General Knowledge. The finding also revealed that older children and girls' performance was worse than that of the younger children and boys in all the three subjects (Oloko, 2003).

Similarly, Post & Pong (2000) observed a negative association between work and test scores in the samples of 8th grades in many of the 23 countries they studied.

Stinebrickner & Stinebrickner (2003) cited by Gunnarsson, Orazem & Sanchez (2006) reported that combining school with work led to much larger implied declines in high school mathematics scores as well as in college GPAs that had been found previously. This finding is equally observed in the study conducted by Rosati & Ross (2001). They reported that in Pakistan and Nicaragua, increasing hour of child labour is associated with poorest test scores.

However, Danesty & Okediran (2004) have proposed solution to the maladies (poor academic achievement). According to them, complimentary environment and socio-economic factors to produce high academic achievement and

performance include good teaching, counseling, good administration, good seating arrangement and good building. Equally important is the provision of decent work for the parents and guardians of the child workers as well as serious government intervention.

Saidu & Omoegun (2008) assert that a child's academic excellence and career development can be directly or indirectly affected by the size of his/her family. This statement is supported by Olayinka's (1980) assertion (cited in Saidu & Omoegun (2008)) that "the economic pressures on students whose parents possess large families could be so biting that the students have to engage in one trade or the other to get enough to spend. Time meant for studying was spent on hawking. Such students instead of becoming medical doctors or engineers end up becoming petty traders or 'Area Boys'".

Study Habits

Effective study habits are essential and they are contributory factors to children's enhanced academic achievement. When a student's academic performance is high his self-esteem is boosted and this will also affect other areas of his development. What then are study habits? According to Dawa, Adamu & Olayomi (2005), Fajonyomi, 1977; Carew, 1994, study habits are the attitudes, behaviour and styles the learners adopt in the process of learning. They listed bad study habits portrayed by student as:

- Avoidance and delay
- Noise making during study period
- Discussion of irrelevant topics during study time
- Ineffective time management

- Inappropriate techniques for review of learners' material
- Use of unfamiliar styles of studying
- Drug use and abuse

On the other hand, good study habits that the learners must imbibe include:

Regular class attendance

Good note taking

Good study place

Concentration

Developing good memory

Studies have indicated the effectiveness of good study habit in reducing or mediating examination anxiety. For instance, Jindal (2003) & Siraj (2003) cited in Dawa et al (2005), observed that the examination panics in their sample (college students) were alleviated through effective tutorial coaching. Students were coached to prepare for and take an examination. In the same vein, Fajonyomi (1997) in a study on anxiety and academic performance found that study skills were effective in enhancing the academic achievement in anxiety-ridden students. Furthermore, it has also been found that combining study habit counseling with anxiety reduction technique; based on Rational Emotive Therapy was successful (Dawa, 2005, Fajonyomi, 1997 & Carew, 1999). The above findings have reiterated the need for study skill counseling to all students (working and non-working).

Supporting this suggestion Onyiliofor (2009) stated that guidance counselors have strategic roles to play in promoting good study habits among secondary school

students. Similarly, Njoku (2007) stated that without the intervention of the school counsellors, the good work of teachers may be compromised.

Onyiliofor (2009) observes that there are some factors that can affect students' study habits. These were students' state of health, state of mind, feeding pattern, alcohol consumption and drug abuse. Working can equally be detrimental to the students' ability of developing good study habits. Parental economic status equally hinders the students' study skill.

Test Anxiety

Sarason (1988) defined anxiety as a basic human emotion which consist of fear and uncertainty that appears when an individual perceives an event as being a threat to his ego or self-esteem. Many researches confirmed that low level of anxiety can motivate an individual to achieve high success. Supporting this statement, El-Anzi (2005) reported that researchers generally agree that a specific level of anxiety may motivate the student, thus making him/her inclined to an improved academic achievement.

On the other hand, when anxiety is taken to the extremes it can produce negative outcomes (Okoli, 2002, Harris & Coy, 2003). Testing is one of the most threatening events that can cause anxiety in students. Supporting this assertion, Hembree (1988) stated that test anxiety is a major contributing factor to a variety of negative outcomes such as psychological distress, academic under achievement, academic failure, and insecurity. Sometimes a very intelligent student can perform poorly in an examination due to anxiety.

Text anxiety can be classified into cognitive, affective and behavioural components. Students who manifest test anxiety cognitively are worriers. These

worriers lack self-confidence. They may be preoccupied with negative thoughts, doubting their academic ability and competence, or over-emphasize the potential negative outcome. They may become helpless when in an examination situation (Sarason & Sarason, 1990; Zeidner, 1998). From the affective perspective, test anxiety students may experience physiological reactions such increased heart rate, feeling nauseated, frequent urination, dry mouth, increased perspiration, cold hands and muscle spasm (Zeidner, 1988). These symptoms may occur before, during or after the test. In addition to the above, emotion such as worry, fear of failure and panic may manifest. Behaviourally, test anxious students may experience some difficulty in interpreting information and organizing them in larger patterns of meaning. Harris & Coy (2003) suggested the following tips for the counselor to assist students overcome test anxiety:

- Collaborate with school officials to identify students having test anxiety.
- Conduct classroom guidance topics on test anxiety, test taking strategies, and effective study skills, and consult with teachers.
- Practice different forms of relaxation techniques with students and provide them with cognitive tools to defeat the negative, self-verbalization they are likely to experience before, during and after the test/evaluations
- Offer workshops to parents focusing on ways they may help their children reduce test anxiety.
- Meet with test-anxious students individually or in a small group
- Invite students who have successfully overcome test-anxiety to share their experience with the students.
- Recognize when test anxiety is out of control because more serious anxiety-related problems could be present.

In a survey conducted by Modebelu & Ezeahurukwe (2008), it was found that students in senior secondary school do have test anxiety but girls are more prone to test anxiety than boys. In the same vein Salomone (1998) cited in Modebelu & et al (2008) conducted a survey to determine the anxiety level of students before, during and after examination. His finding indicated that majority of students feel more examination anxiety before examination. El-Anzi (2003) also conducted a research to examine the relationship between academic achievement with anxiety, self-esteem, optimism and pessimism in Kuwaiti students. The sample consisted of 400 male and female students in the Basic Education College in Kuwaiti. The finding revealed that the correlation between academic achievement and anxiety and pessimism was negative. Also the finding revealed that there was a significant positive correlation between academic achievement and both optimism and self-esteem.

Sarason (1957) cited in (2003) compared the general anxiety and academic achievement in a sample of first, second and fourth year students. He found that significant correlation existed between anxiety and academic achievement (.19) for first year and second year student (.14) and for fourth year students. El-Anzi (2005) concluded by asserting that there is a positive relationship between high degree of academic achievement and low anxiety. Certain degree of anxiety is positive as it increases academic achievement but the opposite result will happen if it exceeds the normal level.

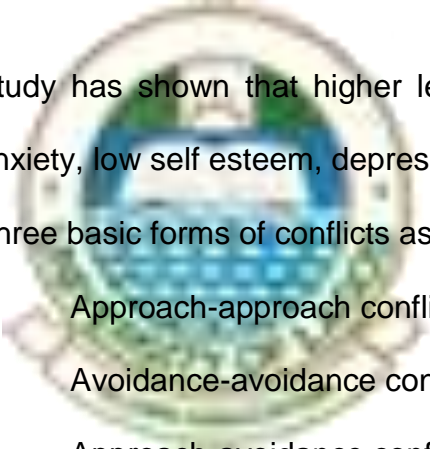
Conflict

Sometimes working school children are faced with a lot of conflicts which induce their stress. Their inability to resolve these conflicts affects their psychological, social and academic adjustment. Conflict occurs when the students have to

choose between two or more alternative courses of action that may or may not be compatible (Doyle, 1992 cited in Olusakin, 1996). The students are confronted to choose between working and schooling, helping their family economically now and earning better wages in future after completing their education. Working students may experience identity crisis because of the way people address them. Some are not happy to be addressed as “omo l’osan (orange child/seller), “omo l’epa (groundnut child/seller) or “omo odo”(houseboy/girl) instead of being identified as a student and a respectable individual. Conflicts may arise between self-values and the values of others which may affect self-esteem (Osarenren et al 2008)

Study has shown that higher levels of conflict leads to higher manifestation of anxiety, low self esteem, depression and other physical symptoms.

Three basic forms of conflicts as identified by Olusakin (1996) are:

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- i. Approach-approach conflict
 - ii Avoidance-avoidance conflict
 - iii Approach-avoidance conflict

Approach-Approach Conflict: arises when an individual must choose between two desirable, positive or attractive options or decisions. In this situation the individual is faced with the challenge of choosing one of the desirable alternatives. For example some children indicated they like to make money for their family by engaging in economic activities. Equally they like to study hard to obtain good education which will grant them good job and better standard of living. However, this kind of conflict tends to be less stressful since both goals are positive and are desirable.

Avoidance-Avoidance Conflict: this type of conflict arises when an individual is forced to choose between two undesirable or negative alternatives. For example asking some children to choose between working and school is like asking them to choose between “the devil and the deep sea”. They abhor these two alternatives e.g schooling and working with work hazards (severe weather conditions and abuses). These children would rather prefer to stay out of school and not participate in economic activities. In order to avoid these conflicts, they experience a lot of distress and they become truants both at school and home. They may indulge in severe delinquent acts.

Approach-Avoidance Conflict: in an approach-avoidance conflict, the individual is forced to choose a single goal that has both desirable and undesirable aspects. While he is being attracted to that goal or activity, he is equally repelled by the goal or activity. For instance, a child may decide to pursue his educational aspirations but the thought of failure causes him distress. An example of approach-avoidance conflict arises when a child is caught between pursuing his economic activity and the fear of being labeled a “school drop-out”. “Should I risk my education and become a trader?” “Should I pursue my educational aspirations despite the risk of failure?” “Should I abandon my lessons and help my parents to make money some days?”

When the individual takes these risks in order to pursue his desirable outcomes, he is confronted by a lot of stress emotionally and physically.

Forastieri (1997) confirmed that working students experience role conflict in the family, in the workplace and in the community. In the family the child is expected to earn income and behave obediently like a child. He is expected in the workplace to perform tough duties like adults but he should accept social

treatment like children. In the community, the child is expected to make economic contribution like adults but to receive education like children. In short, children are faced with a myriad of problems as they face their daily duties. All these culminate into conflict situations

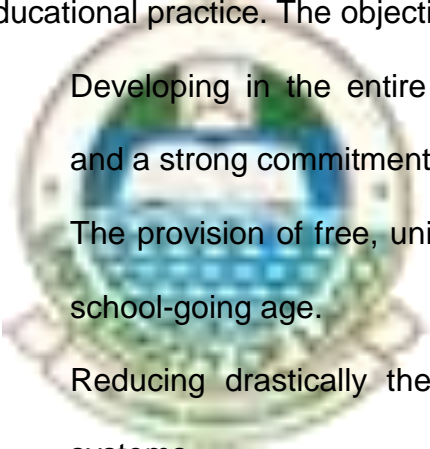
Education and Child Work

There is a common saying that education is the best legacy that a parent can give to a child. Muhammed & Akanle (2008) asserts that education is the best legacy a nation can give to her citizen especially the youth. The explanation for such assertion is because the development of any nation or community depends largely on the quality of education of such a nation. Shipman (1978) cited in Oni (2007) defined education as the organized process through which each successive generation learns the accumulated knowledge of the society. Supporting this statement Olakunbi (2000) asserts that education is a key to literacy and the basis for all progress for an individual, communities and the country. Akinware & Omoegun(2001) citing Abdukareem (1992); Bulus & Mai (1996) defined education as the process of acquiring knowledge, skills and attitudes, abilities, competences and the culture of a people by an individual so that the person can live successfully in the society and at the same time contribute significantly to the development of the society. According to Oni (2007), the objective of education is to produce a disciplined and well informed adult. Education therefore contributes in a way to the development of desirable habits, skills and attitudes that makes an individual a good citizen. Buttressing this view, Chauhan (1985) stated that in the process of education, attempts are made to shape the behaviours of young children according to the aims and goals of national life.

Basic education according to Omoegun (2007) was defined by the conference of Ministers of Education of African member of states in 1976 “as a type of education (ranging from formal to informal) which is linked to the development... the minimum provision of knowledge, attitudes, values and experiences which should be made available for every individual and should be common to all.” The introduction and implementation of Universal Basic Education (UBE) is a right step in the right direction towards combating children’s participation in economic activities (Ubah 2000; Baland & Robinson 2000). Universally, the roles of education include those of equalizer and balance of the social machinery between and amongst all categories of children (Abe, 1996). UBE was launched in Nigeria on the 30th of September, 1999 by the civilian administrator General Olusegun Obasanjo (rtd). This was a response to the Universal Declaration of Human Right (1948) which stipulated the right of every citizen to basic education. As a follow-up to this declaration, section 19 of the Nigerian 1999 constitution stipulated that government shall direct its policy towards ensuring equal educational opportunities at all levels (National Policy on Education 2004). Adeniji (2003) and Adeyemi (2007) stated that the eradication of illiteracy and provision of free education at all levels were among the goals of the government. Also Aghenta (2001) reported that the policy was made in view of the high rate of withdrawal of pupils from schools to learn trades which led to a considerable drop out of pupil. Ogbuka (2000) cited in Adeyemi (2007) revealed that out of 21 million children of primary school age in 1996 only 14.1 million were enrolled in school. The completion rate was 64.1% while the rate for transition to junior secondary school was 39.8%. In junior secondary school only 2.7 million out of 7.2 million children of 12-14 yrs old were enrolled. However some problems have hindered the success

of the UBE programme such as lack of infrastructural facilities, inadequate teaching and learning materials, lack of qualified teachers and corrupt UBE officials among others.

Article 28 of the convention on the rights of the child 1989 (CRC), stipulates that *“the child has a right to education”* and the states duty is to ensure that primary Education is free and compulsory. Under UBE the first year of schooling up to end of junior secondary school now constitutes the basic education. According to Ubah (2000), the universal basic education is designed to provide strong educational background to both young and old with formal and non-formal educational practice. The objectives of UBE in Nigeria are as follows:

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- UNIVERSITY OF LAGOS
- Developing in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion.
 - The provision of free, universal basic education for every Nigerian child of school-going age.
 - Reducing drastically the incidence of drop-out from the formal school systems.
 - Catering for young persons who had to interrupt their schooling as well as other out of school children and adolescents through appropriate forms of complementary approaches to the provision and promotion of basic education.
 - Ensuring the acquisition levels of literacy, numeracy, manipulative, communicative and life skills as well as ethical, moral and civic values needed for laying a solid foundation for life long learning.

Action was geared towards increased enrollment of pupils, construction of additional classrooms, provision of instructional materials and training of teachers and employment of more teachers.

In England the initial strategies for eradicating child labour in industries included limits on hazardous work, hours of work, minimum educational attainment for working children and strategies to promote general economic growth (Engerman cited in Brown et al 2001). According to convention 138, children were prohibited from entering into labour until they have completed compulsory education or reached the age of 15. Compulsory education and minimum age of work were significantly effective in removing children from industries. Compliance to the legislations for minimum age and compulsory education was efficient. Legislation played a vital role in the decline in child labour in Europe. Unlike in the developed countries compliance to education laws were not adhered to fully in developing countries. Adeyemi (2007) confirmed this view when he reported that there is an absence of enabling law for the implementation of the UBE programme since its inception in 1999.

Adeyemi (2007) conducted a survey to determine the level of teachers' preparation for the UBE in Ondo State. Findings indicated that the proportion of teachers in both primary and secondary school was low. Also there were inadequate teachers for the pupils in primary school. Introductory Technology was worst understaffed followed by Integrated Science and Mathematics.

According to the Federal Ministry of Education Blueprint (2000) on UBE cited in Bamanjah (2000), the programme is designed to ensure acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and Life Skills as well

as ethical, moral or civics values needed for laying solid foundation for life-long living. The programme is also aimed at reaching the unreached i.e the Nigerian children, adolescents as well as illiterate adults in all conditions and geographical locations. These are people who are in and out of formal school system

Despite the availability of UBE programme and the vital role that education plays, it is very disheartening to know that many children in Africa do not go to school. Some of them who attended initially dropped out of school due to poverty. Many parents from poor socio-economic backgrounds rely on their children for survival. Depriving a child of education is an abuse of the child's fundamental human rights. Such infringement has many consequences. Education is very vital especially during the early stages of the child's development. Therefore parents, counselors, teachers and government should work as a team to ensure that the child benefits from the Universal Basic Education. Studies have shown that in Nigeria the strongest determinant of school attendance for children are household wealth and mothers' education (Obayelu & Okoruwa 2006, UNICEF 2005). According to Obayelu et al(2006) study, some of the endogenous factors of parents that influenced the development of the child include education of mother and father, health status of father and mother, child growing up in single parent home, size of household, family's age structure and others. Some illiterate parents may not understand the implications of denying their children education. In addition, Brown, Deardoff and Stern (2001) posit that the availability of schools in terms of quality, proximity and cost will affect child labour and school choices.

Poverty, socio-economic issues, cultural and religious biases, government policies are some of the factors that have affected children's education in Nigeria (Obayelu & Okoruwa 2006). An estimate of 10 million Nigerian children is out of school. It is

reported that the ratio of school enrollment (primary & secondary) and school attendance of male children are more than those of the girls. The reason for this is not far fetched because female children are used in replacement of their mothers' work whenever the families have challenges.

Every child should be encouraged to enjoy his/her right to survival, development, protection and participation. They should be removed from exploitative labour and be nurtured in conducive environment. Engaging children in economic activities to the detriment of their schooling has many consequences. This is confirmed by Ikeh et al (1999) who stated that child labour has many deleterious consequences for most of the children. Absence of educational opportunities can be detrimental to the childrens' mental development (Aliyu, 2006). Obayelu & Okoruwa presented a picture of the spiral effect of child labour when they stated that "the future implication of the exploitation of child labour will not only damage the children concerned but also inhibits the emergence of a skilled workforce and will force Nigeria into a cycle of impoverishment". It will lead to high child mortality rate as a result of working too young for too many hours and in hazardous conditions. The authors further stated that by the time the children reach adulthood, they are often damaged physically, emotionally and intellectually. They may lose opportunities for better future which education can bring.

Supporting these views, Bequele & Myers (1995) affirm that the most wide spread single risk children face when they work for a substantial amount of time is the loss or undermining of a basic education necessary to equip them with fundamental skills needed for success in life. The amount of child schooling will determine the level of his human capital. Consequently, the quality of a nation's

human capital will determine her scientific and technological growth and advancement. Egenti (2008) citing Hewlett (1991) reiterates this view by stating that investment in the future of children is an essential investment in the future of the society at whatever stage of development. Supporting the above assertion, Young (1995) cited in Egenti (2008) reported that early investment in the development of the child not only bring improvement to the life of the child but also provide benefit to the entire society.

It therefore becomes imperative that all children should receive a basic education. According to Haspels & Jankanish (2000), “children with basic education and skills have better chances in labour market; they are aware of their rights and are less likely to accept hazardous work and exploitative conditions. Furthermore, they believe that educational opportunities could wean working children away from work that is hazardous and exploitative and help them to search for better alternatives. Regrettably, some parents, Nigerian leaders and adults have made the future of Nigerian children bleak and so uncertain (Olakunbi 2000). However, the author believes that effective counselling is needed for parents as well as leaders in the society in order to enlighten them to manage well the early stages of the child’s development. This they can do by caring for them properly through the provisions of basic necessities of life and by educating them. In the same vein, Turbay & Acuna (1998) suggest that the entire population particularly of the parents of working children must become aware of the consequences of premature work for children and adolescents and its effects on future generation, specifically in terms of perpetuating poverty. The children need holistic education that will lead to higher self esteem, greater decision making power, increases his self confidence to participate fully in the affairs of his community. The urgency for

educating the Nigerian child is summarized by the poet Gabriella Mistral cited in Olakunbi (2000):

Many things we need can wait, the child cannot.

Now is the time his bones are being formed,

His blood is being made,

His mind is being developed.

To him we cannot say tomorrow.

His name is today (UNICEF 1998)

Child Rights and Convention on the Right of the Child (CRC)

In Nigeria, engagement of minors into the labour force amounts to human right violation. Convention on the Rights of the Child (CRC) stipulated laws which protect children from abuses and exploitative work. The 1999 convention on the Worst Forms of Child Labour stipulated urgent protection and rescue of children in hazardous work such as child pornography, child bondage, child domestics, forced labour and prostitution. Enforcement of these laws is slow and weak and bedeviled with many problems (ILO 1996; UNICEF 2001a; ILO/IPU 2000). Many strategies including national policies and enlightenment campaigns are used in eradicating child labour. Main objective is to rescue, rehabilitate and re-integrate the child labourer into the society. Government's lack of commitment to comply with all the signed conventions and charter as at when due is one of the challenges impeding the enforcement of the Right's of the child.

The convention on the Rights of the Child CRC (1989) which is the most widely ratified convention in history is considered as a palliative measures in eradicating

all child abuse practices. The convention contains 54 articles which are classified into four categories

1. Survival rights
2. Development Rights
3. Protection Rights
4. Participation Rights

Specifically the children are entitled to the following rights as stated in the CRC:

- 1) Every child has the right to life and be allowed to survive and develop.
- 2) Every child is entitled to a name, family and nationality.
- 3) Every child is free to belong to any association or assembly according to the law.
- 4) Every child has the right to express opinions and freely communicate them on any issues subject to restriction under the law.
- 5) Every child is entitled to protection from any act that interferes with his or her privacy, honour and reputation.
- 6) Every child is entitled to adequate rest and recreation (leisure and play) according to his or her age and culture.
- 7) Every child (male or female) is entitled to receive compulsory basic education and equal opportunity for higher education depending on individual ability.
- 8) Every child is entitled to good health, protection from illness and proper medical attention for survival, personal growth and development.
- 9) Every child must be protected from indecent and inhuman treatment through sexual exploitation, drug abuse, child labour, torture, maltreatment and neglect.

- 10) No child should suffer any discrimination irrespective of ethnic, origin, birth, colour, sex, language, religion, political and social beliefs, status and disability.

Olakunbi (2000) decried the continuous abuse of the Nigerian children's right despite the fact that Nigeria is a signatory to the convention. Practices like child prostitution, child begging, child hawking, child domestic, child neglect and battery still exist in the society. The authors concern is heightened by the fact that these "children whose basic needs and fundamental rights are denied cannot be expected to mature into caring and productive adults who will respect the rights of others". This view is reinforced by Hemming (1968) cited in Oyebanre (2000) who stated that if the child's personal and social potentials are nourished by the right experiences, he will generally acquire the personal capabilities of the matured adult to be aware of how to cooperate with others, to accept responsibility for himself and his actions, to live through reality rather than fantasy. In other words, abusing the rights of the child has grave consequences. In order to survive, the abused children may take to many vices which are inimical to the welfare, growth and development of the society. The emergence of "Area boys and girls" in Lagos state, the motor-park touts (Agberos), the "Yandagba" in Kano state(at risks adolescents who kidnap children and sell them of for rituals), commercial sex workers are likely to be the product of child right abuses and neglect (Joel & Mamman 2000). For instance if unchecked, today's child begger may turn out to become an armed robber, drug trafficker, political thug in future. The plight of the Nigerian child workers calls for urgent attention. The children should not be "wasted". Laws against the engagement of children should be enforced and

offenders should be punished. By so doing, employers of child labourers will be deterred.

ILO and UNICEF are the major leaders in the battle to eradicate child labour. The fight for the protection of children from exploitative work is also being carried out by many non-governmental organizations such as African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Child Life Line (CLL), Child Welfare League of Nigeria (CWLN), Child Right Declaration and Enforcement Agency (CREDA), Women Consortium of Nigeria (WOCON). Another strong body to reckon with in the fight for the elimination of child labour and child trafficking is the National Agency for the Prohibition of Trafficking in Persons (NAPTIP). This body was able to rescue hundreds of children working in the worst forms of child labour. For instance, in September 2003 many children from Republic of Benin, working in quarries in south western states of Nigeria were rescued and handed over to the Beninese authority. The agency also reported that many of the traffickers had been prosecuted and punished (though the process is slow). In August 2000, Nigeria signed a Memorandum of Understanding (MOU) with ILO and the International programme on the Elimination of Child Labour (IPEC) which gave birth to Nigeria's National programme on the Elimination of Child Labour. Oloko (2003) reported that the signing of the MoU constitutes the peak of government commitment to address the issue of child labour. These endeavours (effort) led to the existence of a monitoring framework on child labour known as Statistical Information and Monitoring Programme on Child Labour (SIMPOC) managed by IPEC worldwide. IPEC is an organ of the international Labour Organization which has been assisting countries in elaborating and implementing comprehensive policies on

targeted programmes and projects on the elimination of child labour. Started in 1992, its programmes are sponsored by donor countries such as Germany, Canada, France, Luxembourg, Spain, United States, Australia and Norway. Each participating country is required to sign a Memorandum of Understanding (MoU) with ILO. Some of the countries that signed MoU include Bangladesh, Bolivia, Brazil, Chile, Indonesia, Kenya, Egypt, Tanzania, Costa Rica and Nigeria (in 2002). Within its strategy to eliminate child labour, IPEC places emphasis on children at greatest risk.

Child Rights Law in Lagos State

The enactment of the Child Rights Law in Lagos State on the 28th of May, 2007 is a major step taken by the State Government through the State House of Assembly to protect and guarantee the future of the children. This is a right step in the right direction and it is highly commendable. It is expected that the law will liberate the children in Lagos state from all forms of exploitation such as child labour, child abuse, child trafficking among others. To ensure easier reading, by children and others, the Child's Rights Law was simplified through the initiative of the Ministry of Women Affairs and Poverty Alleviation, under the leadership of the Honourable Commissioner, Mrs. Joke Orelope Adefulire. The Child's Right law of Lagos State has added momentum to the fight for the eradication of child labour in the State.

The Lagos state child's Right Law (2007) sections 14, 25 and 27 are concerned with the child's' right to education, protection from exploitative labour and abuses. Section 14 stipulates that

- 1) Every child has the right to free, compulsory and universal basic education and it shall be the duty of Lagos State Government to provide such comprehensive education.
- 2) Every parent or guardian shall ensure that his child or ward attends and completes his basic school education.
- 3) Every parent or guardian shall encourage his child or ward to attend and complete his secondary school education.

Section 25(1) stated that “subject to this law, no child shall be-

- a) Subjected to any forced or exploitative labour; or
- b) Employed to work in any capacity except where he is employed by a member of his family on light work of an agricultural, horticultural or domestic character approved by the commissioner; or
- c) Employed as a domestic help outside his own home or family environment.

Section 26 stipulates that “No person shall buy, sell, hire, dispose of, obtain possession of or deal in a child-

- a) With intent that the child shall be employed or used for the purpose of hawking, begging for alms, or prostitution or for any unlawful or immoral purpose; or
- b) Knowing that the child, will likely be employed or used for any purpose specified in subsection (1) of this section

To ensure qualitative education for all the children in Lagos State, the Lagos State Government, in partnership with World Bank under the EKO project have committed a lot of money for improving the performance of secondary school students in three subjects namely English, Mathematics and Biology (for senior

secondary school) or integrated science (for junior secondary school). Both the students and the teachers' performances are assessed by Quality assurance officers. Another measure to retain the students in school is by the introduction of "Reading Time" in all secondary schools in Lagos state. Now it is mandatory that students will be meaningfully engaged in their schooling from 7.45am to 3.30pm. The Ministry of Women Affairs and Poverty Alleviation and the Ministry of Youths and Sports, are in the vanguard for the rescue, rehabilitation and protection of the abused children. Progress is made toward the curbing of child labour but the impact is not yet significant. Child labourers have adopted clandestine method or mannerism in evading the enforcement agents. Edun (1999) described the activities of the law enforcement agents and the street hawkers as "hide and seek game". The traders are recalcitrant while the officials seem to be ready to compromise.

The above legislative tool makes the use of children in economic activities a punishable offence. Recently the State Ministry of Women Affairs and Poverty Alleviation kicked off her campaign against child abuse tagged "Yellow Card". The Yellow Card serves as warning to parents, or guardians and the public to stop the engagement of children in economic activities or any activity that will jeopardize their schooling. No child should hawk in the state between 8.00 a.m. to 2.00 p.m. The Lagos State agency for checking street trading is called KAI (Kick Against Indiscipline). Street trading and hawking are considered as acts of indiscipline. The officials arrest children as well as adult who are selling their wares in the streets.

Rational Emotive Behaviour Therapy, Psychosocial and Academic Problems

Rational Emotive Behaviour Therapy (REBT) was propounded by Albert Ellis in the 1950s. REBT belongs to a family of therapies subsumed under the Cognitive Behaviour Therapy (CBT) umbrella. These therapies are made up of a variety of techniques in which children and adolescents are taught to use cognitive mediational strategies as means of guiding their behaviour. The aim of the therapies is to ensure positive behaviour and mental adjustment of client. The basic assumption underlying REBT is that people's emotional disturbances emerge from their faulty thinking about the events rather than the events themselves. In other words, Ellis postulates that causes and feelings and actions do not lie in actual life experience but in the manner in which the individual perceives such experiences (Brill, 1990). According to REBT, at the core of the faulty thinking exist rigid and absolute belief ("must" and "ought") and their derivatives e.g. "awfulizing" (Gonzalez, Nelson, Gutkin, Saunders, Galloway & Shwery 2004). According to Neenan and Dryden (1999), the faulty thinking is thought to be irrational because it is anti-empirical, illogical, self-defeating and surely promotes emotional disturbances.

Basing on the ABC assumption, Ellis postulated that goal-defeating behaviours and emotional consequences (C) result from and are mediated by an individual's faulty beliefs (B) about an activating event (A). Although it appears that A causes C, REBT maintains that it is B (which is cognitive appraisal of what happened at A) that mainly "causes or creates C. when an individual's belief is absolute, rigid and demanding, the individual tends to adopt irrational conclusion that can lead to highly stressful and goal-defeating consequences. REBT maintains that to a large

extent, people consciously or unconsciously construct some emotional difficulties such as self-blame, self pity, clinical anger, hurt, guilt, shame, depression and other behaviour problems. Behaviour tendencies such as procrastination, over-compulsiveness, avoidance, addiction and withdrawal are created by the means of people's irrational and self defeating thinking, emoting and behaving (Ellis 2001).

REBT's framework assumes that human beings, naturally, have both rational (meaning self and social-helping and constructive) and irrational (that is self- and social-defeating and un-helpful) tendencies and yearnings. Supporting this view, Corsini & Wedding (2000) cited in Nwadinigwe & Longe (2007) posit that many of the emotional reactions and behaviours observed in the youths are mediated by their illogical thinking, beliefs, attitudes and assumptions about the world around them. Furthermore, they stated that unhealthy thinking produces negative emotions such as frustration, anger, anxiety or guilt and could be detrimental to their well-being. REBT is highly didactic, actively directed and it is concerned with thinking and belief system as the root of people's problem. It emphasizes cognitive restructuring which is done with a variety of other emotive and behavioural methods (Adewuyi 2008). It is worthy to note that in the theory and practice of REBT, the ABC model has advanced to include the following; disputation of disturbances generating ideas D and a new and effective outlook E. B which is the "Belief System" can be analyzed based on four irrational belief system themes namely:

- 1) Demandingness
- 2) Awfulizing
- 3) Discomfort intolerance and
- 4) People rating.

Demandingness- that is when the individual perceives the event with certain condition as with the use of the terms “should” and/or “must”. This leads to a belief in looking at the events as either “should/must” or “should not/ must not” happen or as expected. For instance a working student may make these statements

“I should be treated like my uncle’s children”

“I ought to read my books instead of hawking”

Awfulizing- Here, there is a tendency for an individual to exaggerate the effects and consequences from a certain event whether after, during or in the future. Past phenomena, present and future will always be looked at and evaluated as an awful, terrible, frightening and catastrophic event.

Discomfort intolerance- This is the inability of a person to accept or tolerate an event that had occurred to him/her. This unacceptance is followed by awfulizing.

People rating- That is an individual will go through a process of self-assessment or self rating or assessing others. Froggatt, 1997 and Bistamar et al (2009) belief that people rating will cause inferiority feeling, depression, defensiveness, arrogance, hostility and overly worried about something.

Using the ABCDE framework, treatment typically begins with relationship building followed by problem-solving. REBT therapist establishes rapport with the young person by using some relationship building skills such as attending, empathy and respect.

Secondly, the therapist addresses the problems identification and problem analysis by listening for inferences (that is automatic thoughts) and evaluative error (that is irrational beliefs) that are considered to mediate emotional disturbances.

Thirdly, the therapist is concerned with the treatment goals developed for the purpose of reducing the intensity, duration and frequency of disturbed emotions that often lead to problematic outcomes.

At the fourth stage, cognitive change is brought about through disputation, which is the “D” in ABCD. Disputation involves the process of systematically examining one’s thoughts and beliefs, to assess the degree to which they are true, sensible and helpful (goal directed).

Finally, the ABCD approach leads to amelioration of disturbances, thereby producing a rational and effective (E) outlook.

REBT is considered to be the first modern day cognitively based therapies used for the treatment of school age childhood and adolescence maladjustment. As a result of the highly directive, educative, and preventive nature of REBT, it could be used with children and adolescents. It is reported that REBT has been applied to children and adolescents exhibiting conduct disorders, aggression, test anxiety, disruptive class room behaviours, attention-deficit/hyper active low self concept, irrationality, general anxiety and low academic achievement. Several researches have been carried out to investigate the effectiveness of REBT with adults. Hajzler & Bernard (1991) cited in Gonzalez et al (2004) reported that REBT led to decreases in irrationality, anxiety and disruptive behaviours among students. Bistaman & Nasir (2009) have shown that group counselling using REBT is effective in helping the adjustment of students who had shown maladaptive behavioural symptoms after the divorce of their parents. In the same vein, Adewuyi (2008) study found that REBT was effect in boosting youths peer relationship. Similarly, Kerr, Ekoja & Ekoja (2006) reported that in their study on

the effect of REBT on voters' attitude in Benue State , Nigeria, found that REBT was an effective counselling technique in helping people to reverse their earlier negative attitude and belief system. Daoudu, Komolafe, Ogabi & Adedotun (2010) reported that REBT was effective in enhancing the psychosocial adjustment of teenage mothers in Badagry, Lagos State. Ellis (2004) cited in Ker et al (2006) explains that REBT is an action and results oriented psychotherapy, which teaches individuals how to identify their own self-defeating thought, beliefs and actions and replace them with more effective, life enhancing ones.

Life Skills Education, Psychosocial and Academic Problems

Today, many of the youngsters in the world are faced with significant challenges such as serious emotional disturbances, increased sexual activity in schools, greater use of alcohol and hard drugs, rise in AIDS cases, and increases in drop out (UNICEF 2001b, WHO 2001). The above scenario is an evidence of the struggles that our adolescents and youth go through. There is a need therefore to provide them with experiences that would strengthen their coping abilities to counter these environmental stress and other challenges. It is believed that one of the best models for contributing to the healthy development of children and adolescents is life skills approach.

Life skills can be explained as the skills needed by an individual to function effectively in the society in an active and constructive way. (UNICEF 2001a, UNICEF 2001b; WHO 2001). Life skills which are considered as key aspect of human development are essential for survival. These include livelihood or vocational skills, physical skills or skills related to behaviour and social interaction. Life Skill Education is an educational innovation that has spread in several countries since its introduction in the Mid.1990 (Yadav, Iqbal & Islamia 2009). Life

Skill Education is the acquisition of socio-cognitive and emotional coping skills. According to UNICEF (2001a), Life Skills development can be divided into three major groups.

First group is concerned with the development of self awareness which will lead to enhanced self-esteem and self-confidence. It also includes the ability to cope with emotion and stress.

Second group entails the development of interpersonal relationships which include friendship formation, adjustment to society and mature handling of emotions such as empathy, love and sexual drive and the ability to resist unhealthy pressures.

Third group deals with the development of functional skills and capabilities for creative and critical thinking. This will enable the individual make appropriate decisions, solve problems and carry out practical tasks. Researches on interventions based on specific skill areas, have indicated their effectiveness in promoting desirable behaviours such as sociability, improved communication, effective decision making and conflict resolution. The study also revealed the effectiveness of life skills in preventing negative or high risk behaviours such as the use of tobacco, alcohol and other drugs, unsafe sex and violence (Botvin 2000, Yadav et al 2009). Life skills are essentially those abilities that help promote mental well-being and competence in young people. Life skills education can be applied in different context such as health and social events: human relationship, learning about social influences on behaviour, and learning of rights and responsibilities as well as being taught of health problems.

Students will be taught cognitive behaviour skills in building self esteem, resisting advertising pressure, managing anxiety, communicating effectively, developing

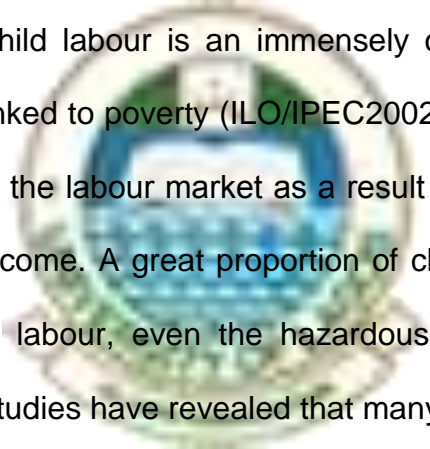
personal relationship and asserting one's right. It can be presented as subject topic as prevention of drug abuse, sexual violence, teenage pregnancy, HIV/AIDS prevention and suicide prevention. Furthermore, UNICEF (2001b) extends its use into consumer education, environmental education, peace education or education for development, livelihood and income generation. These skills can be taught using a combination of teaching techniques including demonstration, behavioural homework and assignments. The goal of life skills education/training is to empower young people to take positive actions to protect themselves and to promote health and positive social relationship.

Study conducted by Yadav et al (2009) indicates that life skill training was effective in enhancing the adolescents' self-esteem. The sample was made up of 60 students (30 males and 30 females). The mean score obtained by participants before training was 53.93 and 69.06 after training. This showed that participants scored higher on self esteem dimension. The ratio was 9.97 which is significant at 0.01 level of significance. The result was supported by Morgan et al (1996 cited in Yadav et al 2009) who found that Life Skills training had significant and positive effect on adolescents' attitudes and beliefs regarding drug use. It was found that the assertiveness skill played important role in enhancing the self esteem. Winkleby, Mize & Ladd (2004) obtained similar result in their study. Mize & Ladd (1990) found in their study that Life skill training prevents peer rejection. In the same vein, result also indicates that Life skill education is effective in educational adjustment of adolescents. This is supported by the study carried out by Hawkins, Catalano & Miller (1992) which revealed that Life Skill Education is effective in increasing academic test scores. Similarly Okoli (2002) reported that when students acquire effective test taking skills, it will improve their academic

performance. Olusakin & Aremu (2010) also reported that Life Skills counselling coupled with transactional analysis therapy were effective in enhancing the adolescents' social competence.

Child's Welfare and Poverty Alleviation Programmes

A child is the integral part of the family and by extension the society. Children are the leaders of tomorrow. It is imperative that every nation creates and implements policies that will cater for the welfare of the children. How effective are government agencies for poverty alleviation? (UNICEF 2001a; Baland & Robinson 2000; Anker & Melkas 1996).



Child labour is an immensely complex issue. This is because it is inextricably linked to poverty (ILO/IPEC2002). Many school age children are actively engaged in the labour market as a result of poverty which has greatly reduced the family's income. A great proportion of child workers in developing countries are engaged in labour, even the hazardous labour so as to augment the family's income. Studies have revealed that many households sometimes rely solely on the income of the children for survival. Therefore in order to combat or curb child labour, the issue of poverty must be addressed critically. Haspels and Jankanish (2000) suggested that any national policy or programme of action on child labour should be placed in the context of national, social and economic development policies that will address the larger issues of poverty, education and development. It is widely recognized that the problem of child labour requires a multi-disciplinary approach and the active participation of key players. Ike & Twumasi-Ankrah (1999) suggest that any policy decision of child labour in Africa should include as a priority the establishment of an interdisciplinary collaborative research

programme involving psychologist, social worker, pediatrics, psychiatrists, nurses, and sociologist etc who should cooperate in the investigation of the impact of child labour on the child's physical and mental health.

Globally, there has been a special interest on poverty alleviation programmes or policies for the poor countries especially countries in South Asia and in Africa. Internationally, there has been an on-going concern among organizations such as G-8 and U.N on interventions to eradicate poverty in the developing countries. Equally policy makers, economist and the academia are designing programmes and strategies that will create a new lease of life and the empowerment the poorest of the poor, the urban poor, the rural poor and the marginalized women and children. The problem of child labour is heightened by the persistent challenges of wide spread poverty, high population growth, the AIDS pandemic, recurrent food crisis, political unrest and conflict and natural disasters (FOS/ILO/SIMPOC 2001). Nigeria is said to be the "giant of Africa" but that cannot be said of her economy. The downturn of Nigeria's economy coupled with the global economic meltdown, closure of companies, unemployment, greedy, selfish and corrupt leadership have unleashed untold hardship on the people. Today, Nigeria as well as other countries in Sub-Saharan Africa and south Asia have been identified as the poorest of the poor in the world. Despite the fact that Nigeria is one of the highest oil producing countries, a great number of her citizens remain in abject poverty. Infact, in Africa, Nigeria is said to account for 20% of the "Absolute poor".

Definition and concept of poverty:

Poverty has been defined in many ways by different authors. Poverty is a multi-dimensional as well as a relative term. It is not only a state of economic insufficiency but also a social and political problem (Ige 2007). Poverty can be defined as a person's inability to gain access to the basic necessities of life such as food, clothing and shelter. Some people define poverty as inability to fulfill basic economic and social obligations. It also means having inadequate income for meeting basic needs, lack of skill or opportunity for gainful employment (Okuneye, Fabusoro, Adebayo & Ayinde 2006). The United Nations Development Programme (1994) cited in Adebule (2006) classified poverty into three:

- A. **Absolute poverty:** which is the inability to provide for physical subsistence to the extent of being incapable of protecting human dignity; there are meager incomes; propensity to save is zero and the people are vulnerable to all sorts of hardships.
- B. **Relative poverty;** this is the inability of the poor sections of the society to satisfy their basic needs as well as others.
- C. **Material poverty;** This is the lack of ownership control of physical assets such as land, animal husbandry, as well as capital and other inputs for productive endeavours.

The Human Development Report (1998) indicated that Nigeria ranked 154th on the scale of Human Poverty Index (HPI). According to a recent survey by the British Department for International Development, Nigerian's GDP per capital in 1998 was estimated at US \$310 compared with US \$950 in 1980-85, and US \$200 in 2004. The above findings indicate that poverty has been rapidly increasing than decreasing. The report also revealed that life expectancy of 50 years is less than

the rest of Sub-Saharan Africa. A total of 70% Nigerian rural household have no access to sanitation, and adult literacy average is about 56%. One third of all the school age children did not enroll in primary school in 1996. Poor countries are plagued with high infant mortality rate, high fertility rate, malnutrition, high maternal death, diseases and infections, unemployment, increased crime rate and high rate of illiteracy among the women and children.

Unfortunately, children are the worst hit by the ravaging poverty. They are exposed and subjected to malnutrition, neglect, abuse, infection and diseases, lack of education and starvation. Studies have shown that when parents purchasing power is low, they are unable to provide the necessities of life and subsequently rely on the children's income as a source of survival. Some parents are compelled to withdraw their children from schools and send them into the labour market. This scenario is corroborated by Denga & Denga (2007) who reported that parents' poverty makes them subject their children to indecent behaviours such as petty trading, malnutrition, hard labour, health risks, poor or no education and so on. They further, reported that some parents condone or encourage prostitution among their female children as a source of generating revenue for the survival of the family. Similarly, Ige (2007) reported that poor children do not attend school but rather spend their time working and/or learning traditional skills to survive and/or secure a basic livelihood during adulthood.

The impoverished status of parents makes it difficult for them to fund their children's education adequately. This is also supported by Brown et al (2001) who stated that without access to capital market some families may not be able to invest in their children even when it is optimizing for the family to do so.

Poverty Alleviation: The Story So Far

Past government regimes in Nigeria have adopted many strategies and policies for poverty reduction but no positive effect has been felt by the masses. According to Adebule (2006) and Onwuka (2004), various government policies and programmes like Operation Feed the Nation, Back to Land, Green Revolution, Poverty Alleviation, Poverty Reduction, Directorate of Food, Rural and Infrastructural Development, Better Life for Rural Women, National Poverty Eradication Programme and others have failed to put smiles on the faces of Nigerians. It is worthy to note that Nigerian government expends much effort on policies and programmes designed for poverty alleviation in the country but little or virtually no improvement on the welfare of the poor has been achieved. Probably, the bane of the success of these social and economic programmes is corruption. Some government officials are so irrational that they see the programmes as an avenue of self enrichment. Money allocated may sometimes not reach the actual targeted group.

Lack of monitoring and sustained political will on the part of the government renders the programmes inefficient. Agencies for anti-corruption are not all that effective in ensuring officials' honesty and accountability in executing government policies. There exist a wide gap between the few rich and the masses. This portends a lot of danger for the country.

Ways of Eradicating Child Labour

Many ways have been adopted by the State governments and the International bodies like UNICEF, ILO, UNESCO and Non Governmental Organizations in combating child labour. Some were effective while some are still on going. Some


of the activities are already mentioned in the previous papers. This paper will review briefly some of the efforts made.

- 1) The introduction of Universal Basic Education is one of the very important strategies to eliminate the engagement of children into the labour market. Many countries including Nigeria have adopted the policy of EDUCATION FOR ALL (EFA) as was stipulated by the 1990 Jomtien Declaration and the 2000 Dakar World Education Forum of African countries. Most African countries endorsed the policy of Education For All by the year 2015. Though UBE programme has some short comings, the programme is a sure way of curbing child labour.

- 2) Another way of eradicating child labour is through poverty alleviation programmes. Poverty plays a central role in sustaining child labour. Many state governments created poverty alleviation programmes that will empower the poor adults so that they will withdraw their children from work. Some of these programmes come in form of incentives, micro-credit, stipends, school meals, grants and subsidies.

According to Brown et al (2001) report, Peru offers classes in three shifts through out the day. This scheme allows each student to combine work and school in a manner consistent with the requirements of the employers. Brazil and Mexico provided school made meals to school children. This attracted a lot of attendance and enrollment of children. Equally the programme Food-For-Education (2000) was adopted in Bangladesh (Ravallion & Woodon 2008). In Mexico and Brazil, households were offered subsidies to send their children to school and to compensate them for the children hour. The above was the reason for the Back-To-School

programme in Indonesia. In Indonesia Block grants were offered to poor schools and scholarships were offered to poor children. Gunnarsson (2004) discloses that several countries especially in Latin America have special programmes that offer household an income transfer in exchange for the children were initiated. Supporting the use of Food-For-Education (FFE) programme, Ravallion & Woodon (2000) found that stipend has a strong and statistical impact on both the probability of work and of schooling. According to their finding, a FFE stipend of 100 kilos of rice increases the probability that a boy will be in school by 17 percent and that a girl will be in school by 16 percent.

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- 3) Trade sanction was another way of combating the use of children in labour market. Consumers in Europe and America will not patronize any good or services produced by children's labour. The trade sanction was effective in some factories like carpet, football and chocolate. Trade sanctions would be effective if the targeted country lacks the resource to respond to the threat. Some authors warned that the use of sanction may worsen the condition of the children because if they are removed from work, they may suffer malnutrition and starvation. The child may even engage in more hazardous work so as to make both ends meet. Caution should be exercised on the use of sanction.
- 4) Legislation is a very vital tool for the eradication of child labour. Jankanish (1991) believes that the fight against child labour will not be won through legislation, but it cannot certainly be won without it. The role of legislation is to place the authority of the state behind the protection of children and

ensure the observance of the universal standards established in International instruments to protect the child. Also through legislations, legal redress for victims and sanctions for violators can be provided.

5) Awareness arising and mobilization of the people to understand the bad effect of child labour is necessary for eradicating child labour. Through mass media and other channels the public are enlightened on the need to protect the children from hazardous work. Non-governmental organizations should mount up advocacy for the protection of children.

6) Another effective way of combating child labour is through rehabilitation. ILO (1996) reported that through intensive counselling, training, health services and nutrition, a safe environment and often legal aids, children can be protected from exploitative work. In Nigeria, NAPTIP is effective in rehabilitating rescued children or persons from trafficking. Child Life Line and some other NGO's are helping in rehabilitating the victimized children. Child labour problem is multifaceted and no one strategy is enough to eradicate child labour. A combination of different interventions can be effective. There is still need to fight the use of children in labour market because it damages human capital development.

Summary

This study reviewed literature on the history of child labour, concept of child work, and theoretical perspective of child labour. Types of economic activities children perform, and the effect of work on their total development was reviewed. Many factors contributed to the engagement of children into the labour force. The economic activities participation of working school children has negative impact on

their psycho-social adjustment and academic performance. From the studies reviewed, Rational Emotive Behaviour Therapy and Life Skill Education are effective in enhancing the working students' self-esteem, peer relationship and achievement. The two counselling methods were also effective in reducing students test anxiety and helping them cope with stress and conflict from work and from school. The need for poverty alleviation and the enforcement on the Child Right Law proves effective in combating child labour. It is believed that an improvement in the family income has a great impact on the child's level of education. So with counseling intervention, working secondary school students will be able to cope effectively with their academic and life challenges.



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CHAPTER THREE

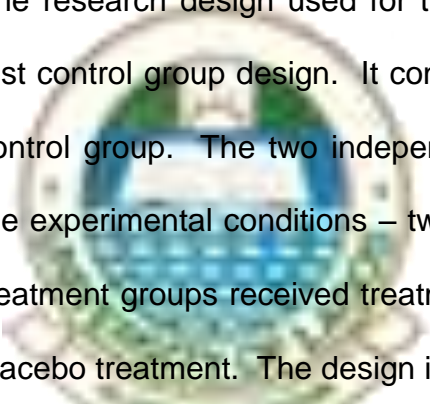
RESEARCH METHODOLOGY

Introduction

This chapter focuses on the research design, the study area, population, sample and sampling technique, instrumentation, pilot study, validation of instruments, method of data collection, treatment procedure and data analysis.

Research Design

The research design used for this study was quasi experimental: pretest – post test control group design. It consisted of three groups: 2 treatment groups and 1 control group. The two independent variables were sex (male and female) and the experimental conditions – two treatment and one control conditions. The two treatment groups received treatment (X_1 and X_2) while the control group received placebo treatment. The design is diagrammatically represented below:



O_1	X_1	O_2
O_3	X_2	O_4
O_5	C	O_6

Where;

X_1	represents treatment I – Rational Emotive Behaviour Therapy
X_2	represents treatment II – Life Skill Education
C	represents control group – Placebo treatment on drug abuse and drug trafficking
O_1, O_3, O_5	represent pre-treatment assessment (PDWRQ, IPR, ISE, ELAT, SHI and TAS)

O₂, O₄, O₆ represent post treatment assessment (IPR, ISE, ELAT SHI and TAS)

The dependent variables are self-esteem, peer relation, achievement, study habits and test anxiety.

Study Variables

In this study, two independent variables were manipulated. These are the experimental conditions (Rational Emotive Behaviour Therapy and Life Skill Education) and gender (male and female). The dependent variables are self esteem, peer relation, study habit, achievement, and test anxiety.

Area of Study

The area of this study was Lagos Metropolis. Lagos State is located in the South-West sub-region of Nigeria, West Africa. Lagos is an Island, bounded in the East and the North by Ogun State. The southern part of Lagos State is adjoining the Atlantic Ocean. Lagos was formerly the capital of Nigeria. It is the smallest (in land mass) of the 36 States of Nigeria but the most densely populated. The 2006 Census reported that Lagos State has a population of 9,013,534 million people. Lagos State is regarded as the commercial nerve centre of Nigeria. Due to the presence of sea ports, airports and industries, a lot of commercial activities go on in the State. There is a high influx of people of many ethnic groups, and foreign nationalities into the State. Cost of living is very expensive and this has adversely affected many households. To augment the household income, many people force their children into the labour market.

Study Population

The target population included all the students in Public Junior Secondary School II (J.S II) in Education District VI of Lagos State. Education District VI is one of the six education districts in Lagos State, created after the defunct Lagos State Post Primary Teaching Service Commission in 2005. J.S.S. II students were chosen because J.S.S. I students were still new to the secondary school environment and were not likely to have settled down. J.S.S. III was not chosen because it was a terminal class and the students would be busy with mock examination and Junior Secondary School Certificate Examinations. J.S.S. II students would be more familiar with school system and were supposed to have adjusted to the school environment. Junior Secondary School students were chosen instead of senior students because they would readily obey their parents more to carry out economic activities than the senior ones. Any J.S.S. II working student who manifested psychosocial and academic problems would receive counselling based on Rational Emotive Behaviour Therapy and Life Skill Education to cope with social, emotional and academic challenges.

Education District VI comprises three Local Government Areas (LGAs)/Zones, namely Ikeja, Mushin, Oshodi/Isolo Local Government Areas. Its' office is located along Apapa-Oshodi Express Road, Oshodi, Lagos State. It has a total of one hundred and fifteen (115) schools with 56 Senior Secondary schools, 58 Junior Secondary Schools and one Technical College. It has the following areas under its jurisdiction: Ejigbo, Ikeja, Isolo, Mushin, Ajino, Odiolowo/Ojuwoye, Ojodu, Onigbongbo and Oshodi.

Three co-educational public junior secondary schools were randomly selected from the stratum of public schools in Education District VI. Public schools were used in this study because most of the public school students participate in economic activities as compared to private school students. These schools were selected because of their proximity to major economic centres, garages and motor parks. The choice of these schools enabled the researcher to determine the effect of the environment on students' participation in economic activities.

Sample and Sampling Technique

The sample consisted of six hundred (600) students who were randomly selected from three co-educational public schools in Education District VI. Two hundred students were randomly selected from three arms of J.S.S. II in each of the schools. The three arms were selected by "hat and draw method". After the baseline assessment with the initial 600 participants, 180 satisfied the criteria for inclusion in the experimental study. These were students who were identified as showing sign of psychosocial and/or academic problems (low self-esteem, poor peer relation, low achievement, and poor study habit and test anxiety

The three schools were randomly assigned to experimental groups by "hat and draw" method. Two schools were randomly assigned as treatment groups while one school served as the control group. The age range of participants was between 11 and 15 years. Sixty participants among those identified as having some psychosocial and academic problems were randomly selected from each school and assigned to treatment groups: Rational Emotive Behaviour Therapy group, Life Skill Education group and control group respectively.

Table 1: The Distribution of Participants by Gender and Experimental Conditions

Experimental groups	Types of Treatment	Mean Age	Male	Female	Total No. Participants
A	Rational Emotive Behaviour Therapy (REBT)	13.7	31	29	60
B	Life Skill Education (LSE)	13.93	26	34	60
C	Control	13.7	27	33	60
Total		13.78	84	96	180

Instrumentation

Six instruments were used for this study namely

- (1) Personal Data and Work Related Questionnaire (PDWRQ)
- (2) Index of Self-Esteem (ISE)
- (3) Index of Peer Relation (IPR)
- (4) English Language Achievement Test (ELAT)
- (5) Study Habit Inventory (SHI)
- (6) Test Anxiety Scale (TAS)

Personal Data and Work Related Questionnaire (PDWRQ)

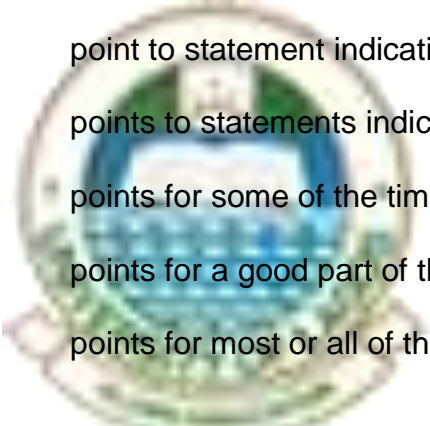
This is a 66-item questionnaire designed by the researcher to obtain biographical information from the participants such as age, gender, level of educational attainment, types of economic activities, family size, parental occupation and education, living conditions, and socio-economic status of parents.

Index of Self-Esteem (ISE)

The index of self-esteem was designed by Hudson (1982) to measure the degree of severity or magnitude of a problem the client has with self-esteem. This 25-

item inventory is developed to measure the self-perceived and other's perceived views of the self by a person. Self-esteem is regarded as the evaluative component of self-concept. Self-esteem is often central to the social and psychological difficulties that most working children experience. Some of them feel shy and ashamed to perform their economic activities especially when they meet classmates and school teachers. Sometimes, verbal abuses and uncomplimentary remarks, derogatory name calling from employers make them suffer low self-esteem. This instrument is useful because it helps to identify working students with low or high self-esteem.

The instrument is a 5-point Likert scale.

- 
- 1 point to statement indicating rarely or none of the time;
2 points to statements indicating little of the time;
3 points for some of the time;
4 points for a good part of the time; and
5 points for most or all of the time.

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Reliability: Hudson obtained a co-efficient alpha of 0.93 and test-retest reliability co-efficient of 0.92.

Validity: The ISE has very good construct validity. It correlates poorly with measures with which it should not and correlates well with a range of other measures with which it should correlate highly namely depression, happiness, sense of identity and scores on generalized contentment scale. It is reported to nearly always achieve a validity co-efficient .60.

Scoring: The ISE is scored by first reverse-scoring items listed at the bottom of the scale (3, 4-7, 14, 15, 18, 21, 22, 23, 25), totaling this and the other scores and

subtracting 25. This gives a range of 0 to 100 with higher scores indicating the presence of problems of self-esteem.

A sample of the items is as follows:

ISE		Rarely or none of the time	A little of the time	Some of the time	A good part of the time	Most or all of the time
1	I feel that people would not like me if they really know me well	1	2	3	4	5
2	I feel that others get along much better than I do	1	2	3	4	5

Index of Peer Relation (IPR)

The Index of Peer Relation (IPR) was developed by Hudson, Nurius, Daley and Newsome (1986) to measure the problems of interpersonal relationship clients have with their peers. It consists of 25 items scored on a 5-point Likert format. This instrument helps to assess how an individual relates to his peers. Greenberg, Siegel & Leitch (1983) provided evidence of a strong correlation between the degree of relationship problem with peers and quality of attachment to peer group. It is perceived that the more problem an individual has with his peers, the less he is attached to them. Therefore, this instrument is of help to assess the quality of working children's attachment with his peer group.

Reliability: Hudson et al (1986) reported an alpha co-efficient of 0.94.

Validity: The authors reported that this scale is always achieving the validity co-efficient of .60 and greater.

Scoring: Scoring was done by assigning

- 1 point for Rarely or none of the time
- 2 points for A little of the time
- 3 points for Some of the time

- 4 points for A good part of the time
- 5 points for Most or all the time.

A sample of the items is as follow

IPR		Rarely or none of the time	A little of the time	Some of the time	A good part of the time	Most or all of the time
1	I get along very well with my peers	1	2	3	4	5
2	My peers act like they don't care about me	1	2	3	4	5

English Language Achievement Test (ELAT)

This is a 40-item multiple choice achievement test drawn from J.S.S.2 scheme of work and J.S.S.2 past unified examination question papers. Professional teachers in J.S.S.2 were consulted for the construction of the instrument. The validity was subject to the supervisors' approval. English language test was chosen to evaluate the working children's academic achievement because it is one of the core subjects. It is a compulsory subject for all the students.

Some samples of items include the following:

Instruction: From the list of words lettered A to D, choose the one that is most nearly opposite in meaning to the word underlined in each sentence.

- The new student is dull
(a) strong (b) kind (c) clever (d) fast
- His work terminates in December
(a) begins (b) ends (c) increases (d) grows

Study Habits Inventory (SHI)

Developed by Bakare (1977), this instrument consists of 45 items and 8 sub-components. It is a Likert type of instrument. The responses of each participant

were summed up to determine the dimension of his study habit, either Poor or Good. SHI was standardized by Bakare (1977) and it has a test-retest reliability of 0.64. This instrument was adopted in this study to determine the level of the working children's study habits and its impact on their academic achievement.

Some samples of items include:

Direction: The following is a list of questions concerning students' habit and methods of study. Read each statement carefully and answer it as accurately and truthfully as possible. Put an X in the circle with the column that best describes your habit.

SHI		Almost never	Less than half of the time	About half of the time	More than half of the time	Almost always
1	When your assigned home work is too long or unusually hard, do you either stop or study only the easier part of the lessons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	If you have to be absent from class, do you make up missed lessons and notes immediately?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Test Anxiety Scale (TAS)

Test Anxiety Scale (TAS) is designed by Sarason (1978). This is a 37-item instrument designed to assess a general test anxiety. It is scaled on True/False format. TAS has a good test-retest reliability co-efficient of 0.76 at five weeks interval (d.f = 48). In Okoli's (1995) study, it correlates significantly with study habit inventory, Debilitating Anxiety Scale, Mathophobia Check-up and Mathematics Achievement Test scores with co-efficient of -.28, .57, .39 and -.26 respectively ($p < 100$). It is vital in this study to measure the magnitude of working students' anxiety during tests and examinations. It is conceived that most

students who participate in economic activities may lack adequate testing skills and this would result to high anxiety and consequently low academic achievement.

Samples from the items include:

Direction: Circle T if the statement is true, or F if the statement is false.

S/N			
1	While taking an important examination, I find myself thinking of how much brighter the students are.	T	F
2	While taking an important examination, I sweat a great deal.	T	F

Validation Of Instruments

A study was carried out to determine the validity and reliability of the research instrument as well as their psychometric properties. The study was embarked upon to validate the research instruments. Another objective was to try out the treatment packages and establish procedure to be used. The pilot study was carried out under conditions as similar as possible to those that would be expected in the main study. Sixty (60) participants (30 males and 30 females) in J.S.S.II were randomly selected from a school in education district different from the ones used for the main study. A test - retest reliability was carried out within three weeks. The following results were obtained:

Table 2: Mean, Standard Deviation and Test-Retest Reliability Co-efficient of assessment Measures obtained during Pilot Study

Assessment Measures	Mean		Standard Deviation	Test-Retest Reliability
IPR	X	37.32	15.49	.78
	Y	38.52	14.27	
ISE	X	36.54	12.86	.75
	Y	36.26	10.68	
ELAT	X	60.16	18.75	.64
	Y	60.18	16.03	
SHI	X	149.29	17.23	.77
	Y	143.92	14.49	
TAS	X	18.52	5.02	.79
	Y	18.28	4.48	

Reliability: The reliability co-efficient of .78 was obtained from IPR while .75 was obtained from ISE. Reliability co-efficients of .64, .77 and .79 were also obtained from ELAT, SHI and TAS, respectively.

Validation: The questionnaire and instruments used were presented to the research supervisors and experts in the field for moderation and establishment of their face and content validity.

Procedure for Data Collection

Appointment and Training of Research Assistant

Six research assistants were recruited and trained by the researcher to assist in the administration of the instruments and for effective data collection from the participants. Three of the research assistants were teachers; two were unemployed graduates while the sixth person was a fresh graduate waiting for the National Youth Service. They were remunerated at the end of the programme at a mutually agreed rate. There were two training sessions of the coordination exercise for the research assistants. Each session lasted for one hour. During the training sessions, the researcher explained to them the purpose, the nature of the study and data collection procedure. They were also trained on how to score the instruments.

Permission

A letter of introduction was obtained from the Department of Educational Foundations, University of Lagos, by the researcher. With the letter, the researcher visited the principals of the three schools to seek their consent for the use of their students as participants in the research. Permission was also solicited for the use of some teachers as research assistants. The purpose and benefits of the study to the participants were highlighted.

The Administration of Instruments

The research lasted for eight weeks. The researcher administered the instruments to all the 600 hundred participants that constituted the initial sample of the study. The instruments were administered in groups. During the administration of instruments, the testing conditions (Obe 1980, Olusakin 2000, Osarenren & Makinde 2007) were adhered to. The classrooms were adequately ventilated with negligible amount of noise. The classrooms were spacious for free movement of the researcher and the research assistants.

First of all, the researcher established rapport with the participants. She explained the purpose of the study and assured them of confidentiality of the exercise. She also sought their consent and appealed for their cooperation. Instructions on how to fill the questionnaires were read and explained to the participants. They were encouraged to ask question if they have any difficulty while reading the items. They were assured that there was no wrong or right answer and they should answer accurately and honestly. Writing of their names was optional to ensure confidentiality. Since it was not an examination, they were informed that there was no time limit for completing the instrument.

After scoring, a total of 180 participants who showed higher levels of psychosocial and academic problems and are economically active were assigned to the treatment.

Treatment Procedure

This study was carried out in three (3) phases.

Phase I: Pre-treatment assessment: The researcher found out the levels of psychosocial and academic problems of working children. This was done using

all the instruments (PDWRQ, ISE, IPR, ELAT, SHI and TAS). The baseline for treatment was obtained by identifying those working students who manifested at least two or more out of the five selected psychosocial and academic problems (low self-esteem, poor peer relation, test anxiety, poor study habit and under achievement. From each selected school, those working children who satisfied the criteria for inclusion into the study were randomly assigned as experimental group 1, experimental group 2 and control group. There were sixty participants in each experimental group.

Phase II: Treatment Package (Rational Emotive Behaviour Therapy (REBT) by Ellis and Life Skill Education (LSE) (based on Skill Acquisition Training by Kirkland and Hollandsworth (1980).

The participants in the two treatment groups were exposed to one hour per week of REBT and that of LSE respectively. There were eight sessions for each treatment group for eight weeks. The control group received placebo treatment on drug abuse and drug trafficking.

Phase III: Post Counselling Assessment: One week after the counselling sessions, these research instruments IPR, ISE, ELAT, SHI and TAS were administered again to all the experimental groups. This was to ascertain if the treatment had any impact on the participants. The comparison of the pre and post counselling treatments and that of the control group was done here.

TREATMENT I – Rational Emotive Behaviour Therapy (REBT) by Albert Ellis:

At the beginning of the first session, the researcher explained to the participants in group the rationale, the procedure and what to expect from the counselling programme. The researcher established rapport with the participants having

created a conducive and friendly environment and upheld confidentiality. Here the working students were also informed about meetings and the rules guiding the group. Using REBT, the researcher examined how the eleven irrational ideas and beliefs can contribute to the development or sustenance of mental disturbances (neurosis). Participants were told that since they were economically active, the therapy would help them learn new and effective skills for coping with their emotional disturbances, anxieties, stress, challenges from work, school and life. Participants were made to understand that man is a rational and irrational being. According to this therapy, what causes emotional disturbances was not the substance of the external event but man's irrational thinking, wrong labeling and some internal defeating verbalization or self-talk. The therapist informed them that the beliefs, problems or experiences they have and their illogical interpretations of the events cause them more harm and even hinder their emotional and mental well being. Some practical examples were used to drive home this point. Some of them may feel worthless when compared with other children who are not working. This irrational belief should be disputed by accepting oneself as a person of value who is capable to achieve greatness. As assignment, participants were asked to write down 5 illogical beliefs they hold about themselves, their self-evaluation, academic performance, test anxieties and their interpersonal relationship with significant others. Emphasis was placed on teaching the participants on how to use self-enhancing statements to dispute negative self-defeating and irrational ways of thinking.

Session II: Identification and explanation of the problems and illogical believes written by participants were done using Albert Ellis' therapy (1988). The researcher distributed to the participants the typed copy of the eleven (11)

senseless ideas or beliefs which people hold and which could perpetuate their problems and hamper their progress. She read the eleven irrational ideas. Participants were asked if they had held some of the above-mentioned beliefs before. They were encouraged to discuss any of the irrational beliefs that affected them. Therapist used this opportunity to teach them rational ways of countering negative thoughts using positive self-talk. Participants were encouraged to create their own self-enhancing statements for disputing negative self-statement.

Sessions III: Group counselling was carried out on some of the Ellis irrational assumptions.

- (i) **Irrational assumption:** It is essential that a person be loved by virtually everyone in the community. This assumption was critically examined and analyzed.

Rational alternative: The researcher informed the participants that it was impossible to be loved by everybody; expecting to be loved by everybody was unrealistic and when such expectations were not met, the person would become unhappy. Participants should rather concentrate on showing love to people around them. They should first of all accept themselves. Researcher discussed rational ways of winning other people's approval with special emphasis on good interpersonal relationship. Virtues such as respect, tolerance, kindness, patience, cleanliness, honesty and trust were discussed. They should be friendly with people in every situation: market, school, church, mosque or in their houses. She taught them this saying "you are not completely dressed until you wear a smile".

Assignment: Participants were asked to write down five (5) things to do to maintain good interpersonal relationship.

- (ii) **Irrational Assumption:** A person must be perfectly competent, adequate, achieving to be considered worthwhile.

Rational alternative: I am an imperfect creature who has limitations and weaknesses like anyone else and that is okay. Discussions on the importance of developing high self-esteem and discovering one's talent were held. Questions and answers were used.

- (iii) **Irrational Assumption:** Some people are bad, wicked and villainous and therefore should be blamed and punished.

Rational Alternative: I should realize that there are no absolute standards of right and wrong, or morality and immorality. I can work toward seeking fair behaviour. Discussions, questions and answers relating to anger management were done. Participants were asked to write down two hurtful experiences that they wished they could revenge.

Session IV: Group counselling on

- (i) **Irrational Assumption:** It is terrible catastrophe when things are not as a person wants them to be.

Rational Alternative: I can try to change or control the things that disturb me or accept conditions I cannot change. It is a matter of choice. I can chose to be happy despite the depression, anxiety, anger, frustration, rejection, suffering or neglect I feel. Discussion, questions and answers relating to decision making were handled. Participants were asked to write down five things they would want to change and why they wanted those things changed.

- (ii) **Irrational Assumption:** Unhappiness is caused by outside circumstances and the person has no control over it.

Rational Alternative: I should not blame external forces or events for how I feel. I think unhappiness comes from how I look at things. I am the architect of my life. Participants were taught that they were the architect of their future. The emotional trauma and physical pains they experience from work should not deter them from achieving greatness. They should not condition themselves to powerlessness or hopelessness. They must move on. Principles of success were discussed. Participants practised how to dispute the two irrational assumptions.

Session V: Group Counselling on

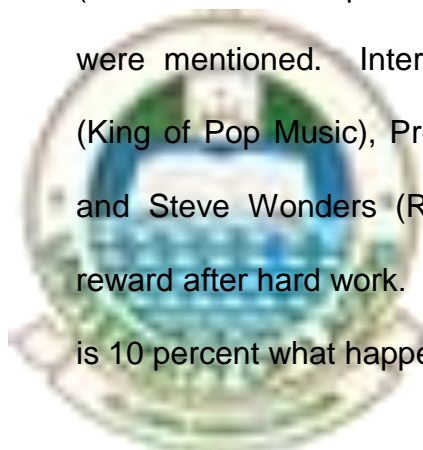
- (i) **Irrational Assumption:** Dangerous and fear some things are causes of concern and their possibility must be constantly dwelt upon.

Rational Alternative: It is wrong to be unduly pre-occupied with bad happenings. This can cause anxiety, worries and mental problems. Participants were taught how to cope with stress. Tips on how to cope with stress were discussed and practised. Therapist encouraged the participants to mention those things that they were afraid of.

- (ii) **Irrational Assumption:** It is easier to avoid many of life difficulties and self-responsibilities than to face them.

Rational Alternative: With determination and hard work, I can overcome some life challenges. A rational person should not run away from all difficulties and responsibilities. Discussion was geared toward motivating participants to be achievement orientated. They were taught some skills on problem-solving. Newspaper cuttings on the life of people who achieved

greatness through thick and thin were distributed and discussed. A list of prominent Nigerians who became successful through hard work was given to them: Late Dick Tiger Ihetu (former world boxing champion), Late Chief M.K.O. Abiola (successful businessman), Chief Ade Ojo (CEO of Elizade Toyota Motors), Chukwuma Soludo (former Central Bank Governor), Professor Dora Akunyili, Mrs. Ngozi Okonjo-Iweala, Mrs. Ibukun Awosika (M.D Chair Centre), Barrister Jimoh Ibrahim (Chairman of Nikon Group, his father was a carpenter) and Miss Adichie Chimamanda (young international award winner on literature). Nobel Laureate Wole Soyinka, Leke Alder (Media Consultant/philanthropist) and Frank Nneji (CEO of ABC Transport) were mentioned. International achievers include late Michael Jackson (King of Pop Music), President Obama (First black President of America) and Steve Wonders (Renowned blind musician), etc. There is sweet reward after hard work. "Tough times never last but tough people do". Life is 10 percent what happens to me and 90 percent how I react to it.



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Section VI: Group counselling on:

- (i) **Irrational Assumption:** Individuals need to be dependent on others who have supernatural power or someone stronger than them to lean on. Explanations, questions and answers were given.

Rational Alternative: At a certain stage in one's life, one can depend on others for support until he/she matures, e.g. a student depending on teachers or baby depending on parents. It is rational for one to endeavour to be independent; that is thinking and acting independently. Participants received training on how to be assertive. Over dependence on others would make a person to lose his independence, individualism, originality,

creativity, security and a sense of personal achievement (Olayinka, 1979). Even during examination, participants should be independent and shun all examination malpractices. Hints on how to study effectively were discussed. Students discussed the consequences of examination malpractices.

- (ii) **Irrational Assumption:** Past experiences and events are determinant of present behaviour and the influence of the past cannot be eradicated.

Rational Alternative: Although it is true that past experiences do influence people's present behaviour, it is irrational to continue to use the past to judge all new situations. It is also irrational to avoid certain issues based on the previous bad experience. It is better and easier to evaluate each event critically on its own merit and deal with it accordingly. According to Glasser (2001), we are the product of the past but we do not have to go on being its victims. Participants were encouraged to discuss some of the painful past experiences and proffer solutions on how to cope with other life problems. They were taught that there was something positive to learn even when going through difficult situation. The story of Joseph in the Bible who rose from prisoner to Prime Minister of Egypt was used as illustration. Participants were encouraged to discuss some positive things that they learnt during difficult times when they are performing their economic activities.

Session VII: Group counselling on:

- (i) **Irrational Assumption:** There is always a concise solution to human problems.

Rational Alternative: There is never any perfect solution to human problems. A rational person should accept this fact. One must adopt a positive attitude at all circumstances. Looking for a perfect solution is unrealistic. Problem-solving technique will be re-visited.

- (ii) **Irrational Assumption:** A person should be quite upset over people's problems and disturbances. Discussion, questions and answers were made.

Rational Alternative: It is good to feel concerned about other people's problems but we should not behave as if they are ours. A rational person can help but where he has done his best and the problem persists, he should not feel disturbed. Here stress coping skills were re-visited. Some relaxation techniques were demonstrated. Participants were asked to do the relaxation exercise whenever they were tensed up.

Session VIII:

A summary of the eleven items of the therapy were done by the researcher and the participants. Some questions were raised to establish the level of understanding of the participants. Participants who needed individual counselling were attended to at the end of each session. In conclusion, the participants were encouraged to be happy, appreciate their self-worth, be achievement-oriented, determined, focused and to think rationally. They should be enthusiastic about their schooling. They should not contemplate dropping out of school no matter the pressure of work. Education is the key to their freedom, emancipation and empowerment.

TREATMENT II: Life Skill Education (Based on Skill Acquisition Training (SAT) by Kirkland and Hollandsworth, 1980).

Life skills are the skills needed by an individual to operate effectively in the society in an active and constructive way. It entails the development of enhanced self-esteem, sound interpersonal relationship, ability to cope with emotions, anxieties and stress and the development of functional skills and capacities for creative thinking.

Session I: Formal introduction and explanation of the rationale and procedure of the study was done. Therapist established rapport with the participants and ensured that there was a conducive environment. Strict confidentiality was upheld and participants were encouraged to express their views, ideas and challenges. Participants were made to understand that it was very important to learn effective coping skills which will enable them overcome anxieties, stress, bitterness and life and academic challenges. They were encouraged to record different experiences that cause them unhappiness and worry and to bring the list to the next session.

Session II: Participants were asked to submit those recorded causes of their anxieties and problems. Randomly some of them were read and discussed. After that, they were given instructions on how to cope with stress and test anxiety. Hints on test taking skills and how to pass examinations were distributed to participants and discussed. Questions, answers and discussion were made.

Session III: In this session, the participants received training on effective time management and effective study habits. Emphasis was on punctuality and regular attendance to school. They were taught that attending school regularly and punctually will positively affect their performance. The evil consequences of

procrastination were highlighted. They were counselled to manage their time effectively so that work will not jeopardize their education. Study skills were discussed. Students were taught on how to prioritize their activities. As assignment, they should draw their personal time tables.

Session IV: Participants were trained on how to develop skills in direct expression of their feelings in a socially appropriate manner. Through assertiveness training, the participants learnt how to say something and mean it. Skills acquired here will enable the participants overcome sexual pressure and harassment. With examples, the researcher illustrated the three ways of assertiveness responses: non-assertive response, aggressive response and assertive response. Therapist and participants role-played each circumstance for each of the responses. Also they were taught how to cope with peer pressure and other unhealthy pressures.

Session V: Participants were trained to develop self-identity and self-confidence. Emphasis was placed on self-motivational skills.

- (i) Think positively about all things including yourself.
- (ii) Expect the best and always do the best you can.
- (iii) Focus on your goals constantly and visualize them as being fulfilled.
- (iv) Look forward: yesterday has gone; so have all its problems. Today is new and full of opportunities and miracle if you will but look for them.
- (v) Be willing to pay the price to achieve your goals.
- (vi) Above all else, believe in yourself.
- (vii) Be enthusiastic about life (Shinn 1994).

Participants also learnt and practiced skills in setting realistic goal, prioritizing activities and problem solving techniques. They were instructed to make a brief summary of the skills and bring it to the next session. Stories of people who surmounted their difficulties and became successful were told, e.g. John Foppe

and Nicholas Vijucic (powerful and successful motivational speakers without arms and legs). They believed in themselves and people believed in them. Despite one's disabilities or disadvantaged socio-economic background, with determination and self motivation, he can achieve greatness.

Session VI: Participants were trained on how to maintain good interpersonal relationship with peers and other significant people. Talk on effective communication skills was given. They were also trained on how to use self-enhancing statement to change self-defeating thinking patterns during tests, conflicts, and other social situations. Discussion was also on motivating students to be high achievers both academically, financially and morally. Examples of good models were given: Comrade Oshimole (from Labour Leader to Governor of Edo State), Abike Dabiri (from journalist to member of House of Representatives) and Hon. Dimeji Bankole (Speaker, House of Representatives).

Session VII: Occupational information was given to the participants. Therapist asked the participants to talk about their plans for their future career. They were assured that they can realize their goals/dreams if they work hard and adopt a positive attitude to what they are doing. They were encouraged to have high occupational aspirations better than those of their parents and guardians. They were taught how to handle their economic activities without jeopardizing their education which will bring them greater prospects in future and liberate their families from poverty. Discussion also centred on the importance of maintaining good personal hygiene and healthy sexuality. Dangers of early engagement into labour were highlighted. With film clips and debate the hazards of child labour and abuse were exposed.

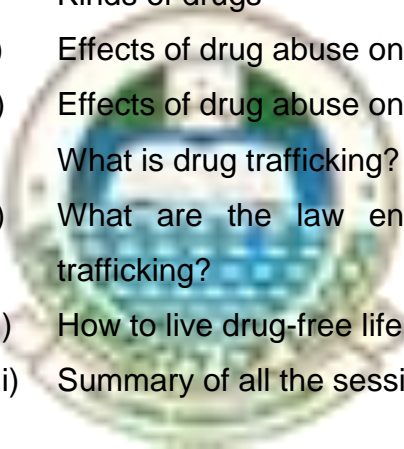
Session VIII: There was a summary of all the sessions. Feedback and assignments were discussed.

CONTROL GROUP:

Participants in the control group received placebo treatment on the “Drug abuse and drug trafficking”. This placebo treatment was done in pretence that the participants were given actual treatment. The importance of the talk was to help the control group gain knowledge. The programme comprised of eight sessions.

Discussions were on these sub-titles:

- (i) What is drug and what is drug abuse?
- (ii) Kinds of drugs
- (iii) Effects of drug abuse on students
- (iv) Effects of drug abuse on the society
- (v) What is drug trafficking?
- (vi) What are the law enforcement agents against drug use and drug trafficking?
- (vii) How to live drug-free life
- (viii) Summary of all the sessions.



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CHAPTER FOUR

DATA ANALYSIS, HYPOTHESES TESTING AND INTERPRETATION OF RESULTS

Introduction

The means, standard deviations for the pre and post-test measures were computed. Hypotheses 1-5 were tested using the 2 x 3 Analysis of Co-Variance (ANCOVA). Fisher's protected t-test was used for pair-wise multiple comparison of group means. Hypothesis six was tested using inter-correlational matrix. The step-wise multiple regression on the post-test measures was done using English Language Achievement Test (ELAT) as the dependent variable. All hypotheses were tested at 0.05 level of significance.

In addition, an assessment of the biographic, demographic and socio-economic variables characteristic of working school children and their parents was carried out. This was done based on the participants' responses to some items on the Personal Data and Work Related Questionnaire (PDWRQ). The results are presented in tables 3-13 using frequencies and percentages.

Report of Assessment of Biographic, Demographic and Socio-economic Variables Characteristic of Working Students and Their Parents

Table 3: Students' Age by Years

Age (Years)	REBT	LSE	CONTROL	Frequency	Percent(%)
11	2	2	1	5	2.78
12	8	7	8	23	12.78
13	16	10	15	41	22.78
14	14	15	20	49	27.22
15	20	26	16	62	34.44
	60	60	60	180	100

Average age of working student = 13.78 years.

Table 4: Occupation of Working Students' Fathers

Occupation	REBT	LSE	CONTROL	Frequency	Percent(%)
Trading/business/farming	12	9	16	37	20.56
Services (hairdresser, tailor, driver, etc)	10	19	18	47	26.11
Administrator//management/professional/teachers	31	23	22	76	42.22
Unknown/unstated	7	9	4	20	11.11
	60	60	60	180	

Table 5: Age when Student started working

Age (Years)	REBT	LSE	CONTROL	Frequency	Percent (%)
8	-	1	8	9	5.00
9	10	11	4	25	13.90
10	9	17	12	38	21.11
11	11	9	4	24	13.33
12	12	15	9	36	20.00
13	9	7	3	29	16.11
14	7	-	6	13	7.22
15	2	-	4	6	3.33
	60	60	60	180	

Average age when child started working = 11.23 years. 21.11% of the participants started work at age ten while 3.33% of them started at age 15.

Table 6: Geo-Political Zones/Nationalities of the Participants for the Study Experimental Groups

Zones	REBT	LSE	CONTROL	Frequency	Percent (%)
NORTH-WEST: (Kano, Kebbi, Katsina, Sokoto, Jigawa, Zamfara)	4	-	-	4	2.22
NORTH-EAST: (Borno, Yobe, Gombe, Adamawa, Taraba, Bauchi)	2	-	-	2	1.11
NORTH-CENTRAL: (Kwara, Kogi, Niger, Nasarawa, Plateau, Benue, Kaduna)	9	7	7	23	12.78
SOUTH-EAST: (Enugu, Ebonyi, Abia, Imo, Anambra)	15	15	4	34	18.89
SOUTH-SOUTH: (Bayelsa, Rivers, Cross Rivers, Delta, Edo, Akwa Ibom)	11	9	8	28	15.56
SOUTH-WEST: (Oyo, Osun, Ondo, Ekiti, Ogun, Lagos)	18	28	40	86	47.78
FOREIGN: (Ghana, Togo)	1	1	1	3	1.66
Total	60	60	60	180	100

From the above table, majority of the working children (47.78%) come from south-west geo-political zone while the least number of working children (1.11%) comes from the north-east zone.

Table 7: Working Student's Type of Household

Types of household	REBT	LSE	CONTROL	Frequency	Percent(%)
Monogamy	48	42	41	131	72.78
Polygamy	12	18	19	49	27.22
Total	60	60	60	180	100

72.8% of the participants come from monogamous households while 27.2% are from polygamous household.

Table 8: Working Student's Hour of Work Per Day

Hours	REBT	LSE	CONTROL	Frequency	Percent(%)
1 – 3	26	19	28	73	40.56
4 – 6	24	34	27	85	47.22
7 – 8	10	7	5	22	12.22
Total	60	60	60	180	100

47.2% of the participants work between 4 and 6 hours per day while 12.2% of them work between 7 and 8 hours per day.

Table 9: Class When Student Started Working

Class	REBT	LSE	CONTROL	Frequency	Percent (%)
Primary 3	-	-	7	7	3.89
Primary 4	12	11	5	28	15.56
Primary 5	10	14	7	31	17.22
Primary 6	9	10	14	33	18.33
JSS 1	14	18	17	49	27.22
JSS 2	15	7	10	32	17.78
Total	60	60	60	180	100

27.22% of participants started working when they were in JSS 1, 18.33% of them started in primary 6 while 3.89% started in primary 3. A total of 55% of them started work from primary school.

Table 10: Who Decides Student's Work?

Persons	REBT	LSE	CONTROL	Frequency	Percent(%)
Mother	24	25	23	73	40.56
Father	1	1	6	8	4.44
Parents	4	10	10	24	13.33
Aunt	6	3	2	11	6.11
Uncle	1	1	1	3	1.67
Brother	1	1	1	3	1.67
Guardian	1	1	3	5	2.78
Self	22	17	14	53	29.44
Total	60	60	60	180	100

A total of 40.6% of the participants claimed that their mothers decided they should work while 29.4% decided by themselves to work

Table 11: Father's Number of Children

No. of Children	REBT	LSE	CONTROL	Frequency	Percent(%)
1 – 4	29	20	24	73	40.56
5 – 8	25	11	29	85	47.22
9 and above	6	9	7	22	12.22
Total	60	60	60	180	100

The highest number of working children is from fathers who have 5 to 8 children and this represents 47.22% of the total population of participants.

Table 12: Working Student's Economic Activities

Economic Activities	REBT	LSE	Control	Frequency	Percent (%)
SALES: (Hawking, shop attendant, selling)	34	35	39	108	60.00
SERVICES: (Canteen attendants, house helps, head loaders, hair dresser, business centre operators, bakery, etc.)	22	19	18	59	32.78
Apprentices/factory and construction workers/ bus conductor	4	6	3	13	7.22
Total	60	60	60	180	100

Majority of the participants (60%) are engaged in sales activities such as hawking, shop attendant and selling.

Table 13: Number of Rooms Occupied by Students's Household

No. of Room	REBT	LSE	CONTROL	Frequency	Percent (%)
1	24	11	18	53	29.44
2	22	21	28	71	39.44
3	5	7	4	16	8.89
4	-	12	3	15	2.33
Flat	9	9	7	25	13.90
Total	60	60	60	180	100

Majority of the children (39.44%) were from households living in two rooms. This is followed by those whose households live in one room (29.44%).

Hypotheses Testing and Interpretation of Result

Hypothesis One:

There will be no significant difference in the pretest and post-test scores on self-esteem of participants in the three experimental groups.

The 2 x 3 analysis of covariance (ANCOVA) was used to test this hypothesis. The result is presented in tables 14 and 15.

Table 14: Descriptive Data of Pretest and Post-Test Scores of Self-Esteem Across the Groups

Experimental Conditions	N	Pretest Scores		Post-Test Scores		MD
		x	SD	x	SD	
Rational Emotive Behaviour Therapy	60	37.18	14.38	39.20	11.09	-2.02
Life Skill Education	60	42.58	12.02	46.17	9.50	-3.59
Control Group	60	40.78	12.45	37.38	11.24	3.4
Total	180	40.18	13.11	40.92	11.25	-0.74

Table 14 presents the pretest and post-test mean of participants based on experimental conditions. Table 14 shows that at post test, the mean score for the

Rational Emotive Behaviour Therapy (REBT) group was 39.20 while the mean score for the Life Skill Education (LSE) group was 46.17. The mean scores for the control group was 37.38. The mean score for LSE groups was greater than the REBT and Control groups. However, to determine whether there existed significant difference on self-esteem among the participants, ANCOVA statistics was used for the analysis. The result is presented in table 15.

Table 15: 2 x 3 ANCOVA on Differences in Pretest and Post Test Scores on Self-Esteem (ISE)

Sources of Variations	EXPERIMENTAL METHOD				
	Sum of Squares	Df	Mean Square	Fcal	Sig.
Main effects with (combined covariates)	5088.95	4	1272.24	12.63	*
Experimental conditions	2111.79	2	1055.89	10.49	*
Sex	32.37	1	32.37	.32	n.s
Covariate ISE Pretest	2478.40	1	2478.40	24.613	
2-Way Interactions Experimental Conditions and Sex	128.28	2	64.14	.64	n.s
Model	5217.22	6	869.54	8.64	*
Residual	1740.53	173	100.69		
Total	22637.75	179	126.47		

* Significant at 0.05, df 2 and 173, critical F = 3.06; df 1 and 173 critical F = 3.91
n.s = not significant.

According to Table 15, a calculated F-value of .32 resulted as gender difference in self-esteem among participants in the experimental groups. This F-value is not significant since it is less than the critical F-value of 3.91 given 1 and 173 degrees of freedom at 0.05 level of significance.

Table 15 also shows that a calculated F-value of 0.64 resulted as interaction effect of gender and experimental conditions on self-esteem. The calculated F-value of

0.64 is not significant since it is less than a critical F-value of 3.06 given 2 and 173 degrees of freedom.

Furthermore Table 15 shows that the calculated F-value of 10.49 resulted as the difference in self-esteem due to experimental conditions. This calculated F-value of 10.49 is significant since it is greater than the critical F-value of 3.06 given 2 and 173 degrees of freedom at 0.05 level of significance. Therefore, hypothesis one is rejected based on the significant difference observed. The need for further analysis of data became vital. Fisher's protected t-test where in a pairwise comparison of group means was performed. The result of the comparison is presented in Table 16.

Table 16: Protected t-test analysis of Index of Self-Esteem Across Groups

Experimental Groups	REBT n = 60	LSE n = 60	Control n = 60
REBT	39.20 ^a	-3.79*	0.99
LSE	-6.97	46.17	4.78*
Control Group	1.82	8.79	37.38

a = Group means are in the diagonal, differences in group means are below the diagonal while the protected t-test values are above the diagonal.

* = Significant at 0.05, df = 118, critical t = 1.98.

From Table 16, it could be observed that the participants that were exposed to Life Skill Education (LSE) significantly manifested higher self-esteem than those exposed to Rational Emotive Behaviour Therapy (REBT) ($t = 3.79$, $df = 118$, critical $t = 1.98$, $p < 0.05$) and those in the control group ($t = 4.78$, $df = 118$, critical $t = 1.98$, $p < 0.05$). However, no significant difference in self-esteem was observed in the comparison between those exposed to REBT and LSE groups ($t = 0.56$, $df = 118$, critical $t = 1.98$, $p > 0.05$).

Hypothesis Two:

There will be no significant difference in the pretest and post test scores on peer relation of participants in the three experimental groups.

The 2 x 3 analysis of covariance (ANCOVA) was used to test this hypothesis. The result is presented in Tables 17 and 18.

Table 17: Descriptive Data of Pretest and Post-Test Scores of Peer Relation Across the Groups

Experimental Conditions	N	Pretest Scores		Post-Test Scores		MD
		X	SD	x	SD	
Rational Emotive Behaviour Therapy	60	35.73	15.66	42.83	9.17	-7.1
Life Skill Education	60	40.43	14.01	43.85	9.67	-3.42
Control Group	60	43.43	12.81	38.63	11.14	4.8
Total	180	39.87	14.43	41.77	10.23	-1.9

Table 17 shows the pretest and post-test mean of participants based on experimental conditions. According to the above table, the post test mean score for the REBT group was 42.83, while LSE group post test mean score was 43.85. Also at post test, the means score for the Control group was 38.63. Table 17 shows that LSE group had the greatest mean score while the Control group had the least mean score. However, to determine whether there existed significant difference on peer relation among the participants, ANCOVA statistics was utilized for the analysis. The result is presented in Table 18.

Table 18: 2 x 3 ANCOVA on Differences in Pretest and Post Test Scores on Peer Relation Across Groups.

Source of Variations	EXPERIMENTAL METHOD				
	Sum of Squares	df	Mean Square	Fcal	Sig.
Main effects with (combined covariates).	1605.60	4	401.40	4.09	*
Experimental conditions	1159.27	2	579.64	5.90	*
Sex	2.30	1	2.30	.02	n.s
Covariate IPR Pretest	683.44	1	683.44	6.96	
2-Way Interactions Experimental Conditions and Sex	133.08	2	66.54	.68	n.s
Residual	16976.98	173	98.13		
Total	18715.66	179	104.56		

* = Significant at 0.05, df 2 and 173, critical F = 3.06, df 1 and 173, critical F = 3.91.

n.s = Not significant.

According to the results in Table 18, the value for the main effects was significant (4.09). Analysis of data as reflected in Table 18 reveals that calculated F-value of 0.23 resulted as the gender difference on peer relation across experimental groups. This calculated F-value is not significant since it is less than the critical F-value of 3.91 given 1 and 173 degrees of freedom at 0.05 level of significance.

Table 18 also shows that a calculated F-value of 0.68 resulted as the interaction effect of gender and experimental conditions on peer relations. This calculated F-value of 0.68 is not significant since it is less than the critical F-value of 3.06 given 2 and 173 degrees of freedom at 0.05 level of significance.

Furthermore, Table 18 shows that a calculated F-value of 5.90 resulted as the difference in peer relation due to experimental conditions. The calculated F-value of 5.90 is significant since it is greater than the critical F-value of 3.06 given at 2

and 173 degrees of freedom at 0.05 level of significance. This led to the rejection of hypothesis two. As a result of the significant difference observed, further analysis of the data become necessary using Fisher's Protected t-test. The result is presented in Table 19.

Table 19: Protected t-test Analysis of Index of Peer Relation Across Groups

Experimental Groups	REBT n = 60	LSE n = 60	Control n = 60
REBT	42.83 ^a	-0.56	2.30*
LSE	-1.02	43.85	2.88
Control	4.20	5.22	38.63

a = Group means are in the diagonal, difference in group means are below the diagonal while the protected t-values are above the diagonal.

* = Significant at 0.05, df = 118, critical t = 1.98

From Table 19, it could be observed that participants that were exposed to REBT significantly manifested higher peer relation than those in control group ($t = 2.30$, $df = 118$, critical $t = 1.98$, $p < 0.05$). Also according to the same table, participants exposed to Life Skill Education significantly manifested higher peer relation than those in control group ($t = 2.88$, $df = 118$, critical $t = 1.98$, $p < 0.05$). However, no significant difference in peer relation was observed in the comparison between participants exposed to REBT and LSE groups ($t = 0.56$, $df = 118$, critical $t = 1.98$, $p > 0.05$).

Hypothesis Three:

There will be no significant difference in pretest and post test scores on achievement in English Language among participants in the three experimental groups.

The 2 x 3 analysis of co-variance (ANCOVA) was used to test this hypothesis. The result is presented in Tables 20 and 21.

Table 20: Descriptive Data of Pretest and Post Test Scores on Achievement in English Language Across Groups

Experimental Conditions	N	Pretest Scores		Post-Test Scores		MD
		X	SD	x	SD	
Rational Emotive Behaviour Therapy	60	64.23	17.38	63.50	16.01	0.73
Life Skill Education	60	55.88	19.36	56.42	18.34	-0.54
Control Group	60	59.82	14.48	54.20	14.52	5.62
Total	180	59.98	17.43	58.04	16.75	1.94

Table 20 shows that at post test, the mean score for Rational Emotive Behaviour Therapy (REBT) group was 63.50. The mean score for the Life Skill Education (LSE) group was 56.42 while the mean score for the control group was 54.20. The table shows that at post test, the REBT group obtained the highest mean score (63.50), followed by the LSE group (56.42). The total mean score for all the groups was 58.04. To determine whether significant difference exists across groups, ANCOVA statistics was used. The result is presented in Table 21.

Table 21: 2 x 3 ANCOVA on Differences in English Language Achievement Test (ELAT) Post Test

Source of Variations	EXPERIMENTAL METHOD				
	Sum of Squares	Df	Mean Square	Fcal	Sig
Main effects with (combined covariates)	20646.30	4	5161.57	30.22	*
Experimental conditions	14.62.53	2	731.27	4.28	*
Sex	307.82	1	307.82	1.80	n.s
Covariate (ELAT Pretest)	17596.02	1	17596.02	103.03	*
2-Way Interactions Experimental Conditions and Sex	68.52	2	34.26	0.20	n.s
Residual	29543.90	173	170.79		
Total	50258.73	179	280.77		

* = Significant at 0.05 level, df 2 and 173, critical F = 3.06, df 1 and 173, critical F = 3.91
n.s = Not significant.

The analysis of data in Table 21 showed that a calculated F-value of 1.80 resulted as the gender difference in English Language Achievement across the experimental groups. The calculated F-value of 1.80 is not significant because it is less than the critical F-value of 3.91 given at 1 and 173 degrees of freedom at 0.5 level.

Table 21 also revealed that the calculated F-value of 0.20 resulted as the interaction effect of gender and experimental conditions on English Language Achievement. This calculated F-value is not significant since it is less than the critical F-value of 3.06 given 2 and 173 degrees of freedom at 0.05 level of significance.

Furthermore, analysis of data in table 21 shows that a calculated F-value of 4.28 resulted as difference in the post test scores on ELAT due to experimental conditions. This calculated F-value of 4.28 is significant since it is greater than the critical F-value of 3.06 given 2 and 173 degrees of freedom at 0.05 level of significance. Therefore, hypothesis 3 which stated that there will be no significant difference in the pretest and post test scores on English Language Achievement among participants in the three experimental groups was rejected. As a result of the significant difference observed, further analysis of the data became necessary using Fisher's Protected t-test. The result is presented in Table 22.

Table 22: Protected t-test Analysis of English Language Achievement Across Groups

Experimental Groups	REBT n = 60	LSE n = 60	Control n = 60
REBT	63.50 ^a	2.96*	3.89*
LSE	7.08	56.42	0.93
Control	9.30	2.22	54.20

a = Group means are in diagonal, difference in group means are below the diagonal while the protect t-values are above the diagonal.

* = Significant at 0.05, df = 118, critical t = 1.98.

Table 22 shows that the participants that were exposed to REBT performed significantly higher in English Achievement than those in Life Skill Education ($t = 2.96$, $df = 118$, critical $t = 1.98$, $p < 0.05$). Also participants exposed to Rational Emotive Behaviour Therapy performed higher in English Achievement test than those in control group ($t = 3.89$, $df = 118$, critical $t = 1.98$, $p < 0.05$). However, no significant difference was observed in the comparison between participants exposed to Life Skill Education and those in the control ($t = 0.93$, $df = 118$, critical $t = 1.98$, $p > 0.05$).

Hypothesis Four:

There will be no significant difference in the pretest and post test scores on study habit of participants across the three experimental groups.

The 2 x 3 analysis of co-variance was used to test this hypothesis. The result is presented in Tables 23 and 24.

Table 23: Descriptive Data of Pretest and Post Test Scores on Study Habit Across Groups

Experimental Conditions	N	Pretest Scores		Post-Test Scores		MD
		x	SD	x	SD	
Rational Emotive Behaviour Therapy	60	145.53	15.97	146.85	24.34	-1.32
Life Skill Education	60	138.35	13.04	140.23	12.29	-1.88
Control Group	60	131.95	10.84	136.82	23.55	-4.87
Total	180	138.61	14.49	141.30	21.11	-2.69

Table 23 shows that at post test, the mean score for REBT group was 146.85.

The mean score for the LSE group was 140.23, while the mean score for the control group was 136.82. For all the groups, the total mean score was 141.30.

According to the table, REBT group obtained the greatest mean score. To determine whether significant difference exists across groups, ANCOVA statistics was used. The result of the analysis is presented in Table 24.

Table 24: 2 x 3 ANCOVA on Differences in Pretest and Post Test Scores on Study Habit (SHI)

	EXPERIMENTAL METHOD				
Sources of Variations	Sum of Squares	Df	Mean Square	Fcal	Sig
Main effects with (combined covariates)	4346.48	4	1086.62	2.54	n.s
Experimental conditions	1990.14	2	995.07	2.32	n.s
Sex	681.92	1	681.92	1.59	n.s
Covariate SHI Pretest	509.37	1	509.37	1.19	n.s
2-Way Interactions Experimental Conditions and Sex	1244.93	2	622.47	1.45	n.s
Residual	74140.39	173	428.56		
Total	79731.80	170	445.43		

* = Significant at 0.05, df 2 and 173, critical F = 3.06, df 1 and 173, critical F = 3.91. n.s = Not significant.

The critical value for the main effect was not significant (2.54). Also there was no significant difference in pretest and post test scores in SHI among the three experimental groups (1.19). Therefore, hypothesis four which stated that there would be no significant difference in pretest and post test scores on SHI of participants in the three experimental groups was accepted.

Hypothesis Five:

There will be no significant difference in the pretest and post test scores on test anxiety of participants in the three experimental groups.

The 2 x 3 analysis of co-variance was used to test this hypothesis. The result is presented in Table 25.

Table 25: Descriptive Data of Pretest and Post Test Scores on Test Anxiety Across Groups (TAS)

Experimental Conditions	N	Pretest Scores		Post-Test Scores		MD
		x	SD	x	SD	
Rational Emotive Behaviour Therapy	60	18.78	4.25	16.48	4.63	0.83
Life Skill Education	60	19.23	4.10	18.17	4.43	-0.35
Control Group	60	17.93	4.71	18.43	3.21	0.9
Total	180	18.65	4.37	17.69	4.20	0.47

Table 25 reveals that at post test, the mean score for REBT group was 16.48. The mean score for the LSE group was 18.17 while the mean score for the control group was 17.69. However, to determine whether there exist significant difference on test anxiety among participants, ANCOVA statistics was used for analysis. The result is presented in Table 26.

Table 26: 2 x 3 ANCOVA on Differences in Pretest and Post Test Scores on Test Anxiety (TAS)

Sources of Variations	EXPERIMENTAL METHOD				
	Sum of Squares	df	Mean Square	Fcal	Sig.
Main effects with (combined covariates)	160.83	4	40.21	2.32	n.s
Experimental conditions	139.99	2	69.99	4.05	*
Sex	1.77	1	1.77	0.10	n.s
Covariate TAS Pretest	22.90	1	22.90	1.32	n.s
2-Way Interactions Experimental Conditions and Sex	9.9	2	4.96	0.29	n.s
Model	170.74	6	28.46	1.65	n.s
Residual	2993.46	173	17.30		
Total	3164.19	179	17.68		

* = Significant at 0.05, df = 2 and 173, critical F = 3.06, df = 1 and 173, critical F = 3.91.

n.s = Not significant.

Table 26 presents the analysis of covariance summary data on the effect of sex and experimental conditions on the pretest and post test scores on test anxiety. The analysis of data shows that calculated F-value of 0.10 resulted as the gender difference in test anxiety across the experimental groups. This calculated F-value is not significant since it is less than the critical F-value of 3.91 given 1 and 173 degrees of freedom at 0.05 level of significance.

Furthermore, Table 26 shows that a calculated F-value of 4.05 resulted as the difference in test anxiety due to the experimental conditions. The calculated F-value is significant since it is greater than the critical F-value of 3.06 given at 2 and 173 degrees of freedom at 0.05 level of significance. This led to the rejection of hypothesis five. Due to the observed significant difference, further analysis of data would be made using Fisher's Protected t-test.

Table 27: Protected t-test Analysis of Test Anxiety Across Groups

Experimental Groups	REBT n = 60	LSE n = 60	Control n = 60
REBT	16.48 ^a	-2.22*	-2.57*
LSE	-1.69	18.17	0.34
Control	-1.95	-0.26	18.43

a = Group means are in the diagonal, difference in group means are below the diagonal while the protect t-values are above the diagonal.

* = Significant at 0.05, df = 118, critical t = 1.98.

From Table 27, it could be observed that the participants that were exposed to Life Skill Education manifested higher test anxiety than those in the Rational Emotive Behaviour Therapy group ($t = 2.22$, $df = 118$, critical $t = 1.98$, $p < 0.05$). It could also be observed that participants in control group manifested higher test anxiety than those in REBT group ($t = 2.57$, $df = 118$, critical $t = 1.98$, $p < 0.05$). However, there was no significant difference observed in the comparison between participants in LSE group and control group ($t = 0.34$, $df = 118$, critical $t = 1.98$, $p > 0.05$).

Hypothesis Six:

There will be no significant difference in the pretest and post test scores of participants on the dependent measures (Self-Esteem, Peer Relation, Achievement in English language, Study Habit and Test Anxiety) as a result of interaction effects of gender and experimental conditions.

Table 28: Intercorrelation Matrix of the Post Test Assessment Measures

	IPR Post Test	ISE Post Test	ELAT Post Test	SHI Post Test	TAS Post Test
IPR Post Test	1	.354**	-.198**	-.201**	.042
ISE Post Test			-.304**	-.224**	.136
ELAT Post Test			1	.269**	-.135
SHI Post Test				1	-.128
TAS Post Test					1

* = Correlation is significant at the 0.05 level (2 tailed).

** = Correlation is significant at the 0.01 level (2 tailed).

Key:

IPR = Index of Peer Relation
ISE = Index of self-Esteem
ELAT = English Language Achievement Test
SHI = Study Habit Inventory
TAS = Test Anxiety Scale.

Tables 28 presents the intercorrelational matrix of the post test scores on the assessment measures for the total.

The result in Table 28 indicates that IPR post test scores correlated positively with Index of Self-Esteem and Test Anxiety Scale with co-efficient of 0.35 and 0.042 (every r is significant at 0.01 probability level). Positive correlation implies that the higher the main variable (IPR), the greater the level of relationship between that variable and others (ISE and TAS). However, the IPR post test scores correlated negatively with English Language Achievement Test (ELAT) and Study Habit Inventory (SHI) with co-efficient of 0.19 and 0.02 respectively. The negative correlation means that the higher the level of the main variable (IPR) the higher the possibility that there is no relationship between that variable and ELAT and SHI.

Hypothesis Seven:

There will be no significant relationship between peer relation, self-esteem, test anxiety and study habit among the participants in the experimental groups.

Table 29: Step-Wise Multiple Regressions on the Post Test Assessment Measures Using the English Language Achievement Test (ELAT) Post Test Scores as Dependent Variable

Multiple R = 0.381
R Square = 0.145
Adjusted R Square = 0.126
Standard Error = 15.666

Model	Sum of Squares	Df	Mean Square	Fcal	Sig. F
Regression	7308.658	4	1827.165	7.445	*
Residual	42950.070	175	245.429		
Total	50258.728	179			

* = Significant, $p < 0.05$
F Critical (4,175) = 2.41

The calculated F ratio ($F = 7.445$) in the Stepwise Multiple Regression Analysis presented in Table 29 was significant at 0.05 probability level. This implies that there was a significant linear relationship between English language Achievement Test (ELAT) post test scores and a set of independent variable – Index of Peer Relation (IPR), Index of Self-Esteem, Test Anxiety Scale (TAS). Since the F ratio ($F = 7.445$) was greater than the F critical (4,175) at 0.05 probability level, hypothesis 7 was rejected.

Table 30: Variables in the Multiple Regression Equation

Model	Unstandardized Co-efficient		Standardized Co-efficient		Sig.
	B	Standard Error	Beta	t	
Constant	60.616	12.369		4.901	*
IPR Post Test	-.126	.124	-.077	-1.016	n.s
ISE Post Test	-.332	.114	-.223	-2.926	*
SHI Post Test	.154	.058	.193	2.659	*
TAS Post Test	-.307	.283	-.077	-1.087	n.s

N.B: Dependent variable: English Achievement post test

* = Significant, $p < 0.05$

n.s = Not significant

F critical (4 and 175) = 2.41

According to the above table, the effects of other factors have been controlled so that specific contribution of each variable in regression equation can be examined to predict the psychosocial and academic adjustment in participants. With a beta weight of $-.223$, only Index of Self-Esteem showed a significant linear effect on the English Language Achievement Test (ELAT). ISE had a beta weight of $-.223$ and it was significant at 0.05 probability level. However, TAS and IPR made the least impact in the regression equation with a beta weight of $-.077$ each.

Psychosocial and Academic Problems of Working Secondary School Students in Lagos State

In order to assess how the working students in Lagos State feel about themselves and the impact of the economic activities on their psychosocial and academic adjustment, participants were to give responses to two items in the questionnaire. These items were :

- 1) what the students hate most about their economic activities
- 2) what they will suffer if they fail to perform their economic activities.

The following tables summarizes their responses

Table 31: What Working Students Hate Most About Their Economic Activities.

	WHAT STUDENTS HATE MOST	FREQUENCY	PERCENTAGE (%)
1	Unfavourable workplace (walking about, noisy environment etc)	45	25
2	Absence from school	5	2.78
3	Feeling of inferiority	11	6.11
4	Lateness to school	6	3.33
5	Injuries from tools	5	2.78
6	Exhaustion	22	12.22
7	False accusation of stealing	3	1.67
8	Exposure to deviant behaviour	3	1.67
9	Abuses/curses from parents/Guardian and customers	12	6.67
10	Beating	13	7.22
11	No time to play	11	6.11
12	Tedious work	16	8.89
13	Sexual harassment	3	1.11
14	Low sales	2	1.11
15	Feeling unloved	3	1.67
16	People calling them derogatory name	3	1.67
17	Loss of money from sales	2	1.11
18	None	11	6.11
	TOTAL	180	100

Evidence from the above table revealed that a total of 45 (25%) participants hated most their workplace which is not conducive. A total of 22(12.2%) participants complained about exhaustion which is due to the nature of their work. Some of the participants complained that they feel ashamed performing their economic activities and that people abuse them verbally especially their parents and guardians. Some complained that they sometimes feel that they are not part of this world due to how they are treated by their parents and guardian. Those of

them who are porters (or head loaders) and hawkers complained about the heavy weight they carry.

Table 32: What Participants suffer when they fail to perform their economic activities

	THINGS TO SUFFER	FREQUENCIES	PERCENTAGE(%)
1	Punishment (flogging, beating etc)	55	30.56
2	Being cautioned	12	6.67
3	Deprivation of food	61	33.8
4	Absenteeism from school	10	5.56
5	Verbal abuses from parents/employer	22	12.22
6	None	20	11.11
	TOTAL	180	100

The highest number of participants reported that they suffered deprivation of food anytime they fail to perform their economic activities and this represents 33.89% (61) of the total participants. This is followed by 30.56% participants who suffer punishment (beating, flogging etc). A total of 22 (12.2%) are subjected to verbal abuses from their angry parents, guardians and employers. When students are denied food or not given money to buy food, they are likely to engage in behaviours that are inimical to their studies and well being. A hungry man is an angry man.

CHAPTER FIVE

DISCUSSION OF FINDINGS, IMPLICATIONS, RECOMMENDATION FOR FURTHER RESEARCH, SUMMARY AND CONCLUSION

Introduction

This study focused on the assessment and management of psychosocial and academic problems of working secondary school students in Lagos State, Nigeria. It investigated the effectiveness of Rational Emotive Behaviour Therapy and Life Skills Education in alleviating the psychosocial and academic challenges of working students in Lagos State. This chapter discusses the results of the statistical analyses reported in Chapter four as well as offers the possible interpretations of the findings. The discussion of findings would either affirm or negate some of the research findings earlier reviewed. Based on the findings, some recommendations were made. Some suggestions for further research were also made.

Discussion of Finding

This section presents a discussion of the result of seven tested null hypotheses.

Hypothesis One stated that there is no significant difference on the self-esteem of participants across the three experimental groups. The result of this hypothesis as shown in table 15 revealed that there was a significant difference on the effects of the experimental conditions on self esteem.

This hypothesis was, therefore, rejected. Participants in the Life Skills Education treatment group made the most significant gain in self-esteem, followed by the

participants in the Rational Emotive Behaviour Therapy group who were also superior to the participants in the control group (see Table 16)

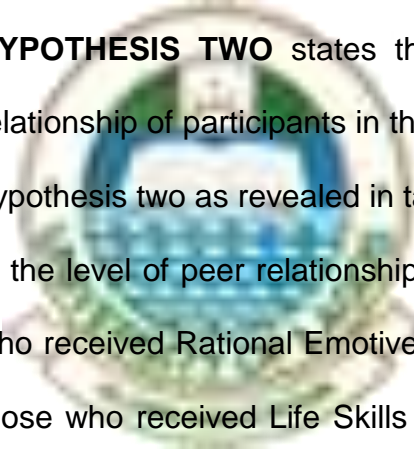
These findings are consistent with Denga & Denga (2007)'s assertion that Rational Emotive Education And Life Skill Education should be adopted in assisting children who are exposed to the streets life vices and other hazards of child labour so as to "prevent children from becoming seriously anxious, depressed, hostile or self-defeatingly indulgent" and adopt a sense of rationality which will enable them make rational decisions. Children will not only be rational thinkers but will be assisted in overcoming emotional difficulties confidently and responsibly.

This finding is partially in agreement with the research finding of Olusakin and Ahimie (2008) who reported that Rational Emotive Behaviour Therapy was effective in boosting the self-efficacy of the participants in their study (beggars in a destitute center).

Furthermore, Adewuyi (2008) study affirms the effectiveness of Rational Emotive Behaviour Therapy in controlling and regulating the youth thinking for positive peer interaction or relationship. According to the above author, when youths (including working secondary school students) are rational, "they are effective, happy, competent and forward-looking thus behaving responsibly, loyally, committed dedicated and productive members of their families, communities, nations and the whole world at large". In agreement with Adewuyi (2008)'s assertion, Denga & Denga (2007) stated that children who have high self-esteem are happier, and relatively freer from anxiety than those with low self evaluation. On the other hand children with low self-evaluation, are more destructive, more

anxious and more prone to psychoanalytic illness (organic illness resulting from emotional upset) than those with high self-evaluation. Academically those with high self-evaluation perform better than those with low self-esteem.

The superiority of Life Skills Education over the Rational Emotive behaviour Therapy in enhancing the self-esteem of participants might be due to the fact that Life Skills Education is considered to be the basis for further development of other life skills (decision making, goal setting, problem solving, adjustment to society, interpersonal relationships and negotiation (UNICEF 2001a, Denga & Denga 2007).



HYPOTHESIS TWO states that there is no significant difference in the peer relationship of participants in the treatment groups and control group. The result of hypothesis two as revealed in tables 18 and 19 showed that greatest improvement in the level of peer relationship was made by working secondary school students who received Rational Emotive Behaviour Therapy (REBT). This was followed by those who received Life Skills Education (LSE) while the control group recorded the lowest on peer relationship. Based on the finding, the null hypothesis was rejected. This finding agrees with other researchers (Adewuyi 2008, Omoegun & Olayinka 2002) who assert that Rational Emotive Behaviour Therapy is very effective in improving peer relationship among the adolescents and youths. Adewuyi (2008) equally testified to the efficiency of REBT in boosting positive peer relationship and she maintained that REBT as one of the counselling approaches for youth peer relationship “will help the youth to know themselves, be themselves, identify and utilize their potentials towards self goal actualization, develop acceptable behavioral norms in the society and be productive members

of their families, local communities.....” Researchers have testified that REBT emphasizes cognitive reconstructing which is carried out with a variety of other emotive and behavioral methods such as teaching, persuasion, role play, brainstorming etc (Okoli 2002, Adewuyi 2008). The above reason may explain for the supremacy of REBT over LSE in improving the students’ peer relationship. Many youths (working and non-working) are prone to many illogical ways of thinking which may cause them emotional problems (fear, anger, depression, aggression, stealing, truancy etc). Behaviour therapists believe that since a bad behaviour is learnt, it can also be unlearned. Olayinka (1993) advises that counsellors, psychologists, teachers should assist the students to overcome these problems.



HYPOTHESIS THREE which stated that there was no significant difference on the participants’ achievement in English language across the three experimental groups was rejected. The result as indicated in tables 21 and 22 revealed that there was a significant difference in the participants’ achievement in English language. Participants exposed to REBT had improved performance in the English test more than those exposed to LSE. Similarly, the performance of the participants in the two treatment groups was superior to that of the control group. This finding is in consonance with Okoli (2002) assertion that students who are exposed to REBT and LSE manifest less anxiety over evaluative situation and thus have increased performance. This is due to the fact that the students here acquired different test-taking skills and are less anxious. “Intervention measures targeted at improving study and test taking skills are capable of reducing test anxiety”. Consequently, it is found that participants exposed to the treatment performed better in the English achievement test.

This finding corroborates Osamuyi's (2000) finding which reported that there is a possibility of improving the students' cognitive ability through effective education. It can be explained that the treatment packages (REBT and LSE) positively influenced the participants' belief about themselves, their capabilities and potentials thus boosting their academic performance.

Edun (1999) finding does not agree with the above finding. He reported that there was no significant difference on the performance of working and non-working pupils in English, Mathematics and general paper tests. The woeful performance of both groups was not significantly dependent on the effect of pupils' engagement in economic activities. Their poor academic performance can be traceable to other factors such as socio economic background and poor study habits. The above researcher further states that "only very intelligent children from lower socio-economic background who also have high academic motivation can overcome the limitations of the background to achieve academic excellence. This assertion lends credence to the effectiveness of counselling intervention based on REBT and LSE in enhancing the academic motivation, self-esteem and academic achievement of the working students. Hence LSE and REBT improve working secondary school student's academic performance.

HYPOTHESIS FOUR stated that there is no significant difference in the pre-test and post-test score on study habit of working secondary school students (participants) across the three experimental groups. This hypothesis was accepted. This means that participants in the treatment groups (REBT and LSE) as well as those in the control group did not record any significant difference in their study habits. The result of hypothesis four can be explained in the light of

the assertions made by Abdul (2005) cited Obinwanne (2009). These authors identified some factors which can bring students to cross-roads in their academic activities. Some of these factors are lack of defined goal, non-challant attitude towards education, wrong choice of subjects, poor study habits, procrastination, poor time management, poor self-concept, indiscipline, truancy, laziness, inattentiveness, lack of motivation and others. The finding of this hypothesis is also in consonance with the finding of Eze (2007) cited by Onyiliofor (2009).

To further buttress this finding Eze (2007) cited by Onyiliofor(2009) maintained that “some student’s mind wander from one place to the other right before their books while some fantasize a lot, busy building castles in the air.

Interestingly, the result of hypothesis four is in contrast with the findings of Kagu (2000) which reported that adult learners (participants) exposed to the group counselling displayed healthy study habit patterns. The control group exposed to placebo did not demonstrate any sign of improvement in their study habit. Similarly previous research findings by Kagu (1999) and Pindar (2000) cited in Kagu (2000) revealed that counselling significantly improved the study habits of the participants in treatment group than those in control group.

Okobiah (2009) suggested that counsellors should focus on assisting students to have a sense of meaning and purpose of school life. She thus queried “What happens if counsellors teach all the study skills we know and the students have no zeal, vision, purpose, motive, and interest to study? What happens after all our teachings all study skills and the students have no sense of meaning and no purpose of studentship?”

HYPOTHESIS FIVE stated that there would be no significant difference in the pretest and post test scores on test anxiety of participants in the three experimental groups. The result of hypothesis five as shown in the tables 26 and 27 revealed that participants in REBT group manifested the lowest level of anxiety than the LSE group and control respectively. Evidence from the findings indicated that there is a significant difference in test anxiety of participants among the three experimental groups. Therefore, hypothesis five was rejected. This finding is indicative of the efficacy of REBT and LSE in reducing the students' level of anxiety before examination situations. This can be explained as a result of the content of the treatment packages which include cognitive restructuring of students' irrational beliefs about evaluative situations, test-taking skills and adaptive self instructional statements (Okoli 2002). These packages seemed beneficial in equipping students with coping skills during evaluative situations and other anxiety inducing situations. The findings of this present study are consistent with those of Okoli and Nnoli (2008) who reported that university undergraduates exposed to counselling interventions (stress inoculation training, skills acquisition training and physical relaxation) exhibited reduced worry and emotionality, stress and test-anxiety. The present finding is also in line with the finding of Yoloje (1987) which reported that Rational Emotive Therapy (RET) was more effective in treating the high test anxious students (male & female) than did the Client Centred Therapy. Participants exposed to RET performed better on Easy Tasks than those exposed to Client Centered Therapy. According to Hembree (1988), test anxiety is a major factor contributing to a variety of negative outcomes including physiological distress, academic underachievement, academic failure and insecurity. The above statement is supported by Zeinder (1998) who affirmed that

“test-anxious students have more difficult time interpreting information and organizing it into larger patterns of meaning”. The writer suggested that school counsellors should tackle test anxiety with students individually, in small groups and during classroom guidance lessons.

HYPOTHESIS SIX which stated that there would be no significant difference in the pre-test and post-test scores of participants on the dependent measures self-esteem, achievement in English language, Study Habit and Test anxiety as a result of interactions effect of gender and experimental conditions was accepted. In other words, the treatment effects that were observed in the three experimental groups were without regard to their gender composition. The two management techniques favoured both the male and the female participants. The above finding emphasized the need to incorporate some elements of the two treatment techniques (Rational Emotive Behaviour Therapy & Life Skills Education) as an integral education program in the secondary schools.

HYPOTHESIS SEVEN which stated that there would be no significant relationship between peer relation, self-esteem, test anxiety and study habit among the participants in the experimental groups was rejected. The explanation for this is because there was significant linear relationships between English Language, Achievement test (ELAT) and a set of independent variables (index of self esteem, index of peer relation, Test anxiety scale and Study Habit Inventory). The present findings are consistent with the assertions by Juvonen (2006); Roseth, Johnson & Johnson (2008) that “enhancing students peer relationship may also promote their academic achievement. An impressive body of researches buttressed the complimentary view of achievement and positive peer relationship.

“Positive student- student relationships are also associated with school competence, classroom grades, standardized test scores, I.Q, involvement in the classroom, pro-social behaviour, self-esteem, lower levels of negative behaviours such as violence, drug use and pregnancies (Roseth et al 2008; Wentzel & Caldwell 1997; Marks 2000; and Resnick, Spearman, Blum, Bauman, Harris and Johnes). Equally Osarenren, Ubangha & Oke (2008) observed that one’s self esteem is associated with how that person relates with others. Furthermore, a person’s academic performance is influenced by one’s study habits (Onyiliofor 2009). Good study habits promote academic excellence. Hence REBT and LSE are panacea to working secondary school students’ psychosocial and academic problems.

More Discussion

Some items in the Personal Data and Work related Questionnaire (PDWRQ) were analysed before treatment, using frequencies and percentages to access the biographic, demographic and socio-economic variables characteristic of working children and their parents and guardians. Some items were presented from tables 1-12. Discussions will be centered on few of the tables.

TABLE THREE displays child’s age by years. The analysis on table 3 revealed that majority of the working secondary school students in treatments and control groups were 15 years old (34%) while the least (2.78%) of them were 11 years. However, the average age of the working students was 13.78%. This is consistent with earlier studies by Togunde & Carter (2008) who reported that the average age of working children in their studies was 13.

TABLE FOUR shows the occupation of the working children’s father. A total of 42.2% of the fathers of the working students were found in occupations described

as administrative/management/ professional and teaching. This is followed by a total of 26.11% of fathers whose occupations include services such as barbers, drivers, tailors, welders, motor mechanics etc. This finding is in contrast with some researchers view that most working children are from poor households or from parents whose level of education is low (Oloko 1992; Aliyu 2006; FOS /ILO/SIMPOC2001; Omokhodion et al 2006). The present finding may be attributed to the harsh effect of the economic downturn on the adult's income and family upkeep. Even children from skilled parents tend to participate in economic activities. On the other hand, it can be assumed that participants' response was influenced by item desirability.

TABLE FIVE shows the age at which the child started working. The table revealed that 21.11% (38) of the participants started work at age ten. Only 13% of them started work as early as 9 years. More than half of the participants, 54.4% began participating in economic activities between the ages of 10 and 12. This is consistent with Edun (1999) research findings which reported that almost half of the participants in his study were introduced to economic activities between their 10th and 12th birthday.

TABLE SEVEN presents the analysis of the working students' types of household. This table indicates that majority of the working students belong to monogamous households (72.78%) while 27.22% come from polygamous household. This finding is supported by Edun (1999)'s view that "there seemed to be a growing popularity of monogamy among the urban poor generally including the parents of the working pupils. Less than 30% of the fathers of these participants had more than one wife. This is in contrast with Oloko (1992) findings which revealed that 43.3% of the fathers of the working children had more than two wives. The low

rate of polygamy among the urban dwellers seemed to be caused by urbanization, western culture and economic hardship.

TABLE TEN is concerned with the analysis of who decides child's work. According to the analysis on table 10, a total of 40.56% of the participants reported that their mothers decided they should work while 29.4% of them decided by themselves to engage in economic activities. The above findings are in consonance with the findings of Schildkrout (1981) and Edun (1999) who reported that women in Kano who are in purdah (seclusion) use their children to carry out their economic activities. Most mothers use their children as fronts for quick disposal of their stock. This is evident among workers on the busy roads in Lagos state. For instance, while the mothers are busy roasting corn, yam or plantain or frying akara (beans cake), puff-puff or peeling oranges, pineapples and pawpaw, the children are busy selling them to the passengers in slow moving vehicles or to passers-by. The analysis on the table revealed that 29.44% of the participants are self employed. Some of them reported that they are working so as to satisfy their needs; clothes, food, school books, sandals, uniforms and transportation fares to school. When this researcher orally interviewed some working students, they reported that they understood the poor economic situation of their families and would not rely on their parents or guardians to provide for all their needs. Obayelu & Okoruwa (2000) noted that even when tuition is free, uniforms, sandals and transportation cost rest upon the parents and/or the working students

TABLE TWELVE: The analysis on this table revealed that a total of 60% (108) of the working secondary school students are engaged as hawkers, shop attendants and vendors. Studies by Ebigbo (2003), Denga & Denga (2007), Oloko (1989) as well as Fapohunda (1984) cited in Edun (1991) showed that hawking is the most

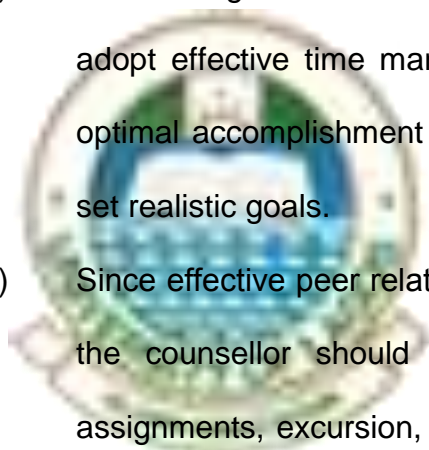
popular economic activities among urban working school children. Hawking may be popular because it doesn't require huge capital or rigid training. Some students hawk as little as "pure water" (sachet water) and sweets such as vicks, tom-tom, nutri C, buttermint and lollipops. Omokhodion et al (2006) findings are in line with the above finding. They reported that 66% of the working children (participants) in Bodija Market in Ibadan were hawkers. This study is in agreement with the findings of Togunde & Carter (2008) which reported that a total of 1382 (90%) of working children in the urban Nigeria town of Abeokuta engaged in the sales sector (hawking of food stuff, selling etc)

Implications for Counselling

Findings emanating from this study have shown abundant evidence that some working secondary schools students have psychosocial and academic difficulties due to the pressure and stress from work, school and working environment. Rational Emotive Behaviour Therapy and Life Skills Education proved very effective in assisting the working students overcome their challenges. Since counselling is preventive as well as curative, working students must be taught positive and effective coping strategies so as to avoid academic failure, underachievement, dropping out of school and inability to realize their life goals. Here are some of the counselling implications of this study

- 1) Counseling for working children should start from the primary school. This will enable the working children adjust properly in school. The counsellor will also guide them to be achievement oriented and furnish them with coping skills which will enhance their self-esteem, inter-personal relationship and academic performance.

- 2) Through counselling with Rational Emotive Behaviour Therapy and Life Skills Education, working secondary school students will be able to learn rational and functional coping skills for handling problems of low-self esteem, poor peer relation, test anxiety, under achievement and ineffective study habits. The counsellors' ability to guide the students to dispute their negative feelings; low self evaluation, worthlessness and inadequacy will go a long way in boosting their self-evaluation. Thus, with high positive self-esteem, working students' academic performance, relationship with significant others and self-efficacy will be enhanced.
- 3) Counselling should also be geared towards helping working students to adopt effective time management which is a very essential skill for their optimal accomplishment of their set goals. They should also learn how to set realistic goals.
- 4) Since effective peer relationship is vital to the students' academic success, the counsellor should organize group activities like debating, group assignments, excursion, social day, quiz and career day to encourage the students to socialize with their peers. Through these activities, students learn socially acceptable ways of expressing themselves without indulging in disruptive behaviour.
- 5) Parents also need counselling on fertility, birth control/ contraceptives and good parenting. Research has shown that many economically active children come from large households. Guidance and counselling programmes on birth control and fertility should be organized for the parents and guardians. The parents should be encouraged to bear the number of children they can conveniently and adequately cater for



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educationally, morally, socially and emotionally. They should weigh the financial, social and other implications of bringing a child into the world. The counsellor will make them realize that it is their responsibility to provide the needs of the children and not vice versa.

- 6) Using the two counselling interventions in this study, the counsellor should teach the students how to positively handle sexual pressures inside and outside the school. The students should be assertive. It is also imperative that the counsellor enlightens the children on their fundamental human rights. The Lagos state Child Rights Law should be explained to the students. The vulnerable and abused should speak out and seek counselling.

- 7) Through Parents-Teachers Forum (also called Parents-Teachers Association), counsellors should enlighten the parents on the rights of their children especially the Lagos State Child Rights Law and the punishment for the violation of these rights. This is necessary for the protection of the children from exploitative work and abuse. Parents and guardians should be counselled on the essence of Universal Basic Education so that they give their wards optimal support to benefit maximally from the educational programmes.

- 8) Counselling is viewed as a service geared towards helping the individual to appraise himself by structuring his capabilities, achievement, interest, mode of adjustment to suit new decisions he has made and future decisions (Makinde 1983). Guidance counsellors should help the working students by guiding them to critically examine their own vocational desires, clarify their tastes, interest and motivation, evaluate realistically their natural qualities and aptitudes and compare different options available

(Ubangha 2001; Igbo 2005; Denga 1986; Ogah 2000). This is vital so as to discourage low occupational aspirations which is common among economic active children as reported by research findings (Ubangha & Oputa 2007, Denga & Denga 2007)

- 9) Counsellors must create avenues to teach the students skills like anger management, decision making, conflict resolution and negotiation. The counsellors should invite mentors to the school to motivate the students towards becoming achievers.
- 10) During CASSON meetings, seminars and workshops, all practising counsellors can be trained by experts on how to use Rational Emotive Behaviour Therapy and Life Skills Education to assist working students who manifest psychosocial and academic problems and other students predisposed to deviant behaviours.
- 11) The counsellor should always teach the students effective study habits, effective ways of preparing for an examination and test-taking skills. This will enable high test anxious students to cope with test anxiety. Through educational counselling, working students must be made to value their education. Education is their only tool of empowerment and their liberation from poverty trap. No matter the students' challenges, they must not drop out of school. Students should consult the counsellor when facing challenges.

Recommendations

Based on the findings of the study, the following recommendations are made:

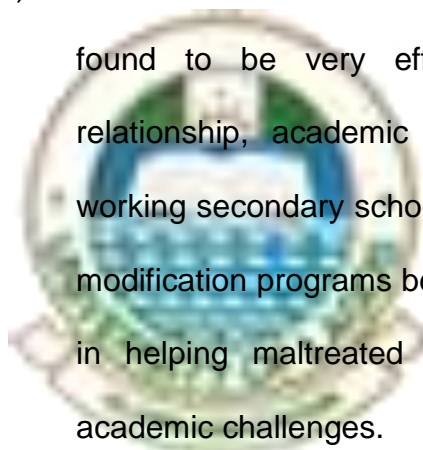
- 1) Government should ensure a strict enforcement of Child Rights Law. Offenders should be dealt with decisively and appropriately so as to serve as deterrents to other violators.
- 2) Awareness raising is very crucial to the eradication of child labour. The entire society needs to be mobilized against child labour because it destroys the Child's potentials and the future man-power development of our fatherland, Nigeria. Government and NGOs should mount up adequate campaigns about the evil effect of child labour. The mass media should also use local languages for disseminating information. On the 12th of June every year, the world day against child labour should be observed by the government and all the stake holders.
- 3) The government should ensure that all the numerous poverty alleviation or eradication measures are reaching the targeted families especially the poor families. Effective monitoring groups should regularly access the activities of the poverty alleviation agencies to ensure that the fund is not misappropriated.
- 4) The ministries of social welfare, labour and other employment agencies should create more job opportunities for many of the unemployed adults. This will enable the parents of working children gainfully earn a living. When the adults are employed, they will likely take their children away from economic activities.
- 5) Education is believed to be an effective tool in the eradication of child labour. Teachers, parents/guardians and the government should ensure

that the Universal Basic Education policies and goals are achievable. The curriculum and the school environment should meet the needs of the working students and their parents. Qualitative education can be possible for millions of Nigerian children when they are removed from work.

- 6) The international bodies (ILO, UNICEF, UNESCO and IPEC) and NGO's (concerned with the elimination of child labour) should speed up action to ensure that all the nations that ratified the conventions (Child Rights Convention, Worst Forms of Child Labour Convention (NO.182) and the Minimum Age for admission into employment) implement all the instruments and policies.
- 7) The Lagos State government should create adequate welfare packages to cater for orphans, street children, children from dysfunctional families and children from Especially Difficult Circumstances. These children should be protected from wicked traffickers and employers whose aim is to exploit and abuse the youngsters.
- 8) Most of the traders and menial labourers displaced by the Lagos State Government in the cause of building a "Mega-City" should be adequately relocated to affordable shops so that their sources of livelihood will not be destroyed. This is to prevent many more children from engaging into labour especially hawking and prostitution. If their parents are jobless, many of the children will enter the labour market.
- 9) Sensitization programs on the ills of child labour should be held regularly in all levels of educational (primary, secondary and tertiary) by school counsellors and NGO's. Films and documentary on child labour and the *modus operandi* of child traffickers should be shown to the students in

order to expose the harsh realities of being victims of traffickers. Child Labour Watch Club should also be established in schools in order to monitor the activities of dubious child employers and report identified vulnerable children

- 10) The National Agency for the Prohibition of Traffic in Persons and other Related Matters (NAPTIP) should increase their effort at arresting and prosecuting human traffic offenders. The agency has reported low success of punishing offenders due to judicial bottle-neck. There should be speedy trial of traffickers and other offenders.
- 11) Rational Emotive Behaviour Therapy and Life Skills Education have been found to be very efficacious in enhancing the self-esteem, peer relationship, academic performance and test anxiety coping skills of working secondary school students. It is pertinent that these two behaviour modification programs be adopted by school counsellors and psychologists in helping maltreated children overcome their social, emotional and academic challenges.
- 12) Public for a should be organized regularly at the grass root level for the purpose of enlightening the masses on the harmful effect of child labour. The rural dwellers and illiterate parents should be given orientation on the different tactics and deceitful ways through which the child traffickers operate locally and internationally. Agencies for Mass Education should set up more non-formal Education centers to teach the people. Education For All (EFA) should be embarked by the Federal and State government with adequate funding and personnel.



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- 13) More advocacy programmes against child labor should be mounted and sustained by NLC (Nigerian Labour Congress), NUJ (Nigerian Union of Journalists), lawyers, Human Rights Activists and other well meaning organizations. Churches and mosques should preach against the use of children in exploitative labour. They should clamour for the education of the domestic servants whose nature of work has made invisible.
- 14) Labour inspectors should go to the farms, sweatshops and quarries and rescue the child workers and sanction their employers. The Nigerian immigration officers, custom officers, Police and the army should mount 24 hours surveillance at our borders and ports to ensure that child traffickers are apprehended.
- 15) The government and policy makers on Child Labour Eradication should utilize the data and analysis presented in this study for the formation of policies that will address the problems of child labour and economic empowerment. They should beam their search lights on how to increase school enrollment and school attendance of more child workers.

Suggestions for Further Research

The following suggestions are made as a result of the findings derived from this research.

- i. This research which focuses on the assessment and management of the psychosocial and academic problems of working secondary school students in Lagos State could be replicated in other states.
- ii. This research could also be replicated using children in public primary schools who participate in economic activities. This might serve as a

pointer to determine when they actually experience psychosocial and academic problems.

- iii. This research can also be replicated using undergraduates who are also working.
- iv. This research could also be carried out using working secondary school students in the rural areas.
- v. There is need to research into the effectiveness of other counselling methods in assisting working secondary school students to overcome their psychosocial and academic challenges.
- vi. Other researches could investigate the effectiveness of REBT and LSE in handling the psychosocial problems of institutionalized street children.
- vii. The study can be replicated focusing on the sexual behaviour and substance abuse among working secondary school students.
- viii. The study might be replicated using a larger sample.

Contributions to Knowledge

1. This study has revealed the efficacy of Life Skills Education (LSE) over Rational Emotive Behaviour Therapy in enhancing the self-esteem of working secondary school students. Based on this, the study has highlighted the need to adopt Life Skills Education in assisting working students in appraising their self –worth positively. This will enable them cope with their challenges.
2. The study has also shown the efficacy of Rational Emotive Behaviour Therapy and Life Skills Education in ameliorating the level of peer relationship of working secondary school students. Rational Emotive

Behaviour Therapy, however, revealed greater improvement on the students' interpersonal relationship.

3. This study has shed light on the effectiveness of Rational Emotive Behaviour Therapy and Life Skills Education in improving working students' academic achievement and reducing their test anxiety over evaluative situation. However, REBT proved more effective in enhancing the academic performance and reducing the test anxiety of the working students.
4. This study has shown that combining schooling with economic activities exerts a lot of psychosocial and academic challenges on the working secondary school students. Another contribution to Knowledge is that the study has provided baseline data on the profiles of working secondary school students in Lagos state. It also provides a springboard from which appropriate measures can be taken towards the regulation or eradication of child labour within the urban and rural areas by all stakeholders: the government, NGOs, employers and parents.

Summary

In the data analysis, seven hypotheses were tested, analyzed and interpreted.

Based on the hypotheses, the following were highlights of the findings:

- (1) The first hypothesis which states that there is no significant difference in the pre-test and post-test scores on self-esteem of participants in the three experimental groups was rejected. This shows that there is a significant difference in the post-test scores on self-esteem of participants in the three experimental groups.

- (2) The second hypothesis which states that there is no significant difference in the post-test scores on peer relation of participants in three experimental groups was rejected. This indicates that there is a significant difference in the post-test scores on peer relation across the experimental groups.
- (3) The third hypothesis which states that there is no significant difference in the post-test scores on achievement in English Language among participants in the three experimental groups was rejected. This means there exists significant difference in the post-test scores on English Language among participants in the three experimental groups.
- (4) The fourth hypothesis which states that there is no significant difference on study habit of participants was accepted.
- (5) Hypothesis five which states that there is no significant difference in the post-test scores on test anxiety of participants in the three experimental groups was rejected.
- (6) The sixth hypothesis which states that there is no significant difference in the post-test scores of participants on the dependent measures as a result of interaction effects of gender and experimental conditions was accepted.
- (7) Hypothesis seven which states that there is no significant relationship between peer relations, self-esteem, test anxiety and study habit among the participants in the experimental groups was rejected. There was a significant linear relationship between English Language Achievement test and set of independent variables (self-esteem, peer relation, study habit and test anxiety).

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APPENDIX I

PERSONAL DATA AND WORK RELATED QUESTIONNAIRE (PDWRQ)

ASSESSMENT AND MANAGEMENT OF THE PSYCHOSOCIAL AND ACADEMIC PROBLEMS OF WORKING CHILDREN IN LAGOS STATE

We are interested in certain information about your life and school. This is not a test. There are no right or wrong answers. Answer as honestly as possible. If you do not understand any question, say so and it will be carefully explained to you. We assure you that your response will be kept strictly confidential.

PART ONE

Basic Data

1. Name of school:
2. Your name (surname first):
3. Class:
4. Age:
5. Sex: (i) Male ☐ (ii) Female ☐
6. Father's state of origin: Town:
7. Mother's state of origin: Town:
8. Is your father alive? (i) Yes ☐ (ii) No ☐
9. Is your mother alive (i) Yes ☐ (ii) No ☐
10. Are your parents are alive? (i) Yes ☐ (ii) No ☐
11. Are they living together? (i) Yes ☐ (ii) No ☐
12. Where do they live? Street:
Area: Town:
13. If your parents are separated/divorced, do you live with father ☐
mother ☐ or somebody else? ☐
14. Where do you live? Street: Area:

15. Who do you live with (Tick one of the following)? ☐
- | | | | |
|--------------------|--------------------------|---------------------------|--------------------------|
| (i) Both parents | <input type="checkbox"/> | (v) Female relative | <input type="checkbox"/> |
| (ii) Father only | <input type="checkbox"/> | (vi) Male non-relative | <input type="checkbox"/> |
| (iii) Mother only | <input type="checkbox"/> | (vii) Female non-relative | <input type="checkbox"/> |
| (iv) Male relative | <input type="checkbox"/> | | |
16. What is your father's occupation?
17. Where does he work?
18. What is your mother's occupation?
19. Where does she work?
20. What does the person you live with do?
21. Where does he/she work?
22. Father's highest educational qualification (Tick one):
- | | | | |
|-----------------------|--------------------------|-----------------------------|--------------------------|
| (i) Primary school | <input type="checkbox"/> | (iii) Technical school | <input type="checkbox"/> |
| (ii) Secondary school | <input type="checkbox"/> | (iv) Polytechnic/university | <input type="checkbox"/> |
| | | (v) Unknown | <input type="checkbox"/> |
23. Mother's highest educational qualification (Tick one):
- | | | | |
|-----------------------|--------------------------|-----------------------------|--------------------------|
| (i) Primary school | <input type="checkbox"/> | (iii) Technical school | <input type="checkbox"/> |
| (ii) Secondary school | <input type="checkbox"/> | (iv) Polytechnic/university | <input type="checkbox"/> |
| | | (v) Unknown | <input type="checkbox"/> |
24. How many wives has your father?.....
25. How many children has your father?.....
26. What is your position among your father's children?
27. How many children has your mother?.....
28. What is your position among your mother's children?.....
29. How many rooms does your family or the person you live with occupy in the house in which you are living?.....
30. In what part of the house do you sleep?.....
31. Which of these gadgets does your family or the person you live with have?
- | | | | |
|------------|--------------------------|----------------------------|--------------------------|
| (i) Car(s) | <input type="checkbox"/> | (vi) Radio cassette player | <input type="checkbox"/> |
|------------|--------------------------|----------------------------|--------------------------|

- | | | | |
|------------------------|----------------------|----------------|----------------------|
| (ii) Satellite dish | <input type="text"/> | (vii) Computer | <input type="text"/> |
| (iii) Coloured TV | <input type="text"/> | (viii) Laptop | <input type="text"/> |
| (iv) Video player | <input type="text"/> | (ix) Telephone | <input type="text"/> |
| (v) Black and white TV | <input type="text"/> | | |

32. When do you wake up in the morning? Between

- | | | | |
|-----------------|----------------------|-------------------|----------------------|
| (i) 4am – 5am | <input type="text"/> | (ii) 5am – 5.30am | <input type="text"/> |
| (iii) 6am – 7am | <input type="text"/> | | |

33. Why do you wake up at that time? To do (Tick one or more)

- | | | | |
|-------------------------------|----------------------|--------------------------------------|----------------------|
| (i) housework | <input type="text"/> | (iv) job | <input type="text"/> |
| (ii) selling | <input type="text"/> | (v) Supply goods to customers | <input type="text"/> |
| (iii) prepare for school | <input type="text"/> | (vi) Open shop for parents/guardians | <input type="text"/> |
| (vii) Others (please specify) | | | |

34. When do you sleep at night? Between

- | | | | |
|--------------------|----------------------|-----------------------------|----------------------|
| (i) 8pm – 9pm | <input type="text"/> | (iii) 11.30pm – 12 midnight | <input type="text"/> |
| (ii) 9.30pm – 11pm | <input type="text"/> | | |

35. Why do you sleep at that time?.....

36. In the last one week, how many times have you come late to school?....

37. What caused your lateness?

38. How many times have you repeated classes since you started schooling?

- | | | | |
|------------|----------------------|---------------------------|----------------------|
| (i) once | <input type="text"/> | (iii) more than two times | <input type="text"/> |
| (ii) twice | <input type="text"/> | | |

39. What were responsible for your repeating classes?.....

40. In the last one week, how many times have you been absent from school?.....

- | | | | |
|------------|----------------------|---------------------------|----------------------|
| (i) once | <input type="text"/> | (iii) more than two times | <input type="text"/> |
| (ii) twice | <input type="text"/> | (iv) never | <input type="text"/> |

41. State reason(s) why you were absent?.....
.....

PART TWO

42. What type of economic activity do you take part in?.....
43. Who decided that you do the work?.....
44. Who do you work for?.....
45. How is the person you work for related to you?
46. What work does the person you work for do?
47. How old were you when you started to work?
48. In what class were you when you started to work?.....
49. How did you learn the work?
50. What period of the day do you work?
51. About how many hours per day do you spend on your work?.....
52. How many days in the week do you work?
53. In which place(s) do you work?
54. How much do you take home at the end of a working day?.....
55. Do you like doing your work?
56. What do you like most about your job?.....
57. What do you hate most about your job?.....
58. What would you suffer if you do not go to work?
59. Have you been sexually, maltreated while performing your job?.....
60. Do you have time for study?
61. Do you have any leisure time for playing?
62. What is your view about children working?.....
63. Do you work on Sundays?
64. Which day of the week are you free from work?
65. The house work I do daily are: (Tick one or more)

(i) Taking care of the children <input type="checkbox"/>	(vi) Cooking meals <input type="checkbox"/>
(ii) Sweeping and cleaning of the house <input type="checkbox"/>	(vii) Washing plates <input type="checkbox"/>
(iii) Washing and ironing clothes <input type="checkbox"/>	(viii) Maning the gate <input type="checkbox"/>
(iv) Fetching water <input type="checkbox"/>	(ix) Sweeping the compound <input type="checkbox"/>
(v) Running errand <input type="checkbox"/>	

66. Identify the work you do to make money (Tick one or more)

(i) hawking

☐

(viii) factory worker

☐

(ii) shop keeping/attendant

☐

(ix) house help

☐

(iii) helping parent/guardian in the market

☐

(x) business centre operator

☐

(iv) serving at canteen/restaurant

☐

(xi) head loader

☐

(v) bus conductor

☐

(xii) recharge card seller

☐

(vi) apprentice

☐

(xiii) baking

☐

(vii) construction worker

☐

(xiv) Others

☐

UNIVERSITY OF LAGOS

APPENDIX II INDEX OF SELF-ESTEEM (ISE)

INSTRUCTION:

This questionnaire is designed to measure how you see yourself. It is not a test, so there is no right or wrong answers. Please answer each statement as carefully and accurately as you can and shade the appropriate number to the right of each statement to indicate how the statement has described how you feel about yourself.

		Rarely or none of the time	A little of the time	Some of the time	A good part of the time	Most or all of the time
1	I feel that people would not like me if they really knew me well	1	2	3	4	5
2	I feel that others get along with others much better than I do	1	2	3	4	5
3	I feel that I am a beautiful person	1	2	3	4	5
4	When I am with other people I feel they are glad I am with them	1	2	3	4	5
5	I feel that people really like to talk with me	1	2	3	4	5
6	I feel that I am a person who is very capable to do things well	1	2	3	4	5
7	I think I make people think well about me	1	2	3	4	5
8	I feel that I need more self-confidence	1	2	3	4	5
9	When I am with strangers I am very uncomfortable	1	2	3	4	5
10	I think that I am a dull person	1	2	3	4	5
11	I feel ugly	1	2	3	4	5
12	I think others have things to enjoy more than I do	1	2	3	4	5
13	I feel that I am boring to people	1	2	3	4	5
14	I think my friends find me interesting	1	2	3	4	5
15	I am very good at making people laugh	1	2	3	4	5
16	I feel very self-conscious when I am with strangers	1	2	3	4	5
17	I feel that if I could be more like others I would be better	1	2	3	4	5
18	I feel that people have a good time when they are with me	1	2	3	4	5
19	I feel lonely even when I go out with people	1	2	3	4	5
20	I feel that people like to control me all the time	1	2	3	4	5
21	I think I am a rather nice person	1	2	3	4	5
22	I feel that people really like me very much	1	2	3	4	5
23	I feel that I am a likeable person	1	2	3	4	5
24	I am afraid I will appear foolish to others	1	2	3	4	5
25	My friends think very highly of me	1	2	3	4	5

APPENDIX III

INDEX OF PEER RELATION (IPR)

INSTRUCTION:

This form is designed to measure the way you feel about the people you work, play, or associate with most of the time; your peer group. It is not a test, so there are no right or wrong answers. Answer each item as carefully and as accurately as you can by shading the appropriate number to the right of each item to show how you feel about your peers.

		Rarely or none of the time	A little of the time	Some of the time	A good part of the time	Most or all of the time
1	I get along very well with my peers (mates)	1	2	3	4	5
2	My peers act like they don't care about me.	1	2	3	4	5
3	My peers treat me badly.	1	2	3	4	5
4	My peers really seem to respect me.	1	2	3	4	5
5	I don't feel like I am "part of the group".	1	2	3	4	5
6	My peers look down on others because they think they are better than others	1	2	3	4	5
7	My peers really understand me.	1	2	3	4	5
8	My peers seem to like me very much.	1	2	3	4	5
9	I really feel "left out" of my peer group.	1	2	3	4	5
10	I hate my present peer group.	1	2	3	4	5
11	My peers seem to like having me around.	1	2	3	4	5
12	I really like my present peer group	1	2	3	4	5
13	I really feel like I am disliked by my peers.	1	2	3	4	5
14	I wish I had a different peer group.	1	2	3	4	5
15	My peers are very nice to me.	1	2	3	4	5
16	My peers seem to respect me.	1	2	3	4	5
17	My peers think I am important to them.	1	2	3	4	5
18	My peers are a real source of pleasure to me.	1	2	3	4	5
19	My peers don't seem to even notice me.	1	2	3	4	5
20	I wish I were not part of this peer group.	1	2	3	4	5
21	My peers regard my ideas and opinions very highly.	1	2	3	4	5
22	I feel like I am an important member of my peer group.	1	2	3	4	5
23	I dislike being with my peer group.	1	2	3	4	5
24	My peers seem to look down on me.	1	2	3	4	5
25	My peers really do not interest me.	1	2	3	4	5

APPENDIX IV
ENGLISH LANGUAGE
CLASS JSS II **TIME: 1 HOUR**

ANSWER ALL QUESTIONS

From the list of words lettered A to D, choose the one that is most opposite in meaning to the word underlined in each sentence.

1. The new student is dull
(a) strong (b) kind (c) clever (d) fast
2. His work terminates in December
(a) begins (b) ends (c) increases (d) grows
3. The principal's idea is relevant to our discussion
(a) irresponsible (b) irrelevant (c) useful (d) just too bad
4. The suspect was jailed on Monday
(a) arrested (b) beaten (c) rewarded (d) set free
5. Our town is the smallest in the state
(a) smaller (b) biggest (c) finest (d) strongest

From the words lettered A to D, choose the one that best completes each of the spaces.

6. My father's table is made _ wood
(a) with (b) by (c) of (d) from
7. One can enjoy _____ without drinking alcohol
(a) oneself (b) himself (c) themselves (d) herself
8. These are my books while _ are his
(a) this (b) that (c) them (d) those
9. Bisi and _____ will go to the market
(a) me (b) myself (c) mine (d) I
10. _____ do you think you are?
(a) who (b) why (c) whose (d) whom

From the list of words lettered A to D, choose the one that is nearest in meaning to the word or words underlined in each sentence.

11. The lesson begins at 10.00 o'clock
(a) expires (b) comes (c) commences (d) finishes
12. The little girl was grateful to the chief
(a) thankful (b) reluctant (c) ungrateful (d) rude
13. The Red Cross assisted the fire victims
(a) helped (b) assassinated (c) released (d) punished
14. Kunle dislikes sharing his biscuits.
(a) prefers (b) hates (c) adores (d) likes
15. The old man was sure he recognized the thief.
(a) in doubt (b) eager (c) certain (d) sad

Fill the gap with the appropriate word or group of words lettered A to D

16. Ngozi runs _____ than Olu
(a) fastest (b) faster (c) fast (d) most fastest
17. I shall dance _____
(a) last year (b) last night (c) tomorrow (d) a few minutes ago
18. The poor man begged _____ food
(a) at (b) for (c) with (d) at
19. The secretary _____ a letter every day.
(a) wrote (b) write (c) written (d) writes
20. The twins are _____ to London this night
(a) traveled (b) travel (c) traveled243 (d) had
243traveled

Below each of the following sentences are four interpretations letter A to D, choose the one that most correctly explained the meaning of the sentence.

21. I prefer rice to foofoo
(a) I like rice better than foofoo (c) I don't eat foofoo at all
(b) I have eaten enough rice (d) Foofoo is not well-prepared for my liking
22. Yinka may come to school.
(a) Yinka is in school
(b) Yinka will not come to school
(c) Yinka does not go to school
(d) It is not certain whether Yinka will go to school.

23. Bola you must sweep the floor
(a) From the above, we understand that:
(b) Bola may sweep the floor
(a) Bola is under pressure to sweep the floor
(b) Bola ought not to sweep the floor
(c) Bola can sweep the floor.
24. But for the grace of God, Ayo would not have been alive today. This means
(a) It is not certain that Ayo would recover
(b) Ayo would have died if God has not saved him
(c) Ayo likes Grace
(d) Ayo is dead
25. Either Musa or Audu will give the right answer. This means
(a) Both Musa and Audu know the answer
(b) Musa will give the right answer
(c) Only Audu will give the right answer
(d) If musa is wrong, then Audu must give the right answer.

From the words lettered A to D, choose the word that contains the sound represented by the given phonetic symbol

26. /s/
(a) push (b) cat (c) soup (d) sure
27. /f/
(a) very (b) safe (c) volume (d) poverty
28. /ei/
(a) make (b) man (c) eat (d) even
29. /b/
(a) cat (b) chat (c) ball (d) doll
30. /k/
(a) Queen (b) knee (c) know (d) king

From the words or group of words lettered A to D, choose the one that best completes each of the spaces

31. Etim's book is different ____ mine
(a) with (b) from (c) of (d) by
32. We must win _____ lose the prize
(a) either (b) and (c) to (d) or
33. My friend was accused ____ stealing the money
(a) of (b) from (c) with (d) for
34. Yesterday my mother _____ to the market.
(a) gone (b) goes (c) will go (d) went

35. She bought some oranges _____ mangoes
(a) or (b) but (c) and (d) against
36. My father is _____ than my teacher.
(a) big (b) biggest (c) bigger (d) the biggest
37. Last week, Mr. Oni _____ a new car.
(a) buys (b) bought (c) will buy (d) buying
38. Bimpe is the _____ girl in the whole school
(a) tallest (b) tall (c) taller (d) most tallest
39. _____ is no peace for the wicked.
(a) Their (b) They (c) There (d) Them
40. She poured _____ water into the cup.
(a) any (b) an (c) a (d) some.



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APPENDIX V

TEST ANXIETY SCALE

Name (optional) Sex..... Age..... Date

Directions: Circle T if the statement is true, or F if the statement is false.

REMEMBER TO ANSWER ALL THE QUESTIONS

1	While taking an important examination I find myself thinking of how much brighter the other students are.	T	F
2	While taking an important examination I sweat a great deal	T	F
3	During subject examination I find myself thinking of things unrelated to the actual subject.	T	F
4	I get to feel very frightened when I have to take a surprise examination	T	F
5	During tests I find myself thinking of the consequences of failing	T	F
6	After important tests I am frequently so tense that my stomach gets upset	T	F
7	Getting a good grade on one test doesn't seem to increase my confidence on the second	T	F
8	I sometimes feel my heart beating very fast during important tests	T	F
9	After taking a test I always feel I could have done better than I actually did	T	F
10	I usually got a low feeling after taking a test	T	F
11	I have an uneasy, upset feeling before taking a final examination	T	F
12	When taking a test, my emotional feelings do not interfere with my performance	T	F
13	During an examination I frequently get over excited and agitated that I forget facts I really know	T	F
14	I seem to defeat my self while working on important tests	T	F
15	As soon as an examination is over I try to stop worrying about it, but just can't	T	F
16	The harder I work a test or studying for one, the more confused I get	T	F
17	During examinations I sometimes wonder if I will ever get through school	T	F
18	I would rather write an assignment than take an examination for my grade in a subject	T	F
19	I wish examination did not bother me so much	T	F
20	I think I could do much better on tests if there are no time limit imposed	T	F
21	Thinking about the mark I may get in a subject interferes with my studying and performance on tests	T	F
22	If examinations could be done away with I would actually learn more	T	F
23	I start feeling very uneasy just before getting a test paper back	T	F
24	I fear the subjects where the teachers has the habit of giving unannounced tests	T	F

25	On examinations I take the attitude "If I don't know it there is no point worrying about it"	T	F
26	Thoughts of doing poorly interfere with my performance on tests	T	F
27	I really don't see why some people get so upset	T	F
28	I don't study any harder for final examinations than other examinations	T	F
29	Even when I am well prepared for a test, I feel very anxious about it	T	F
30	I don't enjoy eating before an important test	T	F
31	Before an important examination I find my hands and arms trembling	T	F
32	I seldom feel the need for cramming before an important examination	T	F
33	The school ought to recognize that some students are more nervous than others about tests and that this affects their performance	T	F
34	It seems to me that examination periods ought not to be made the tense situations which they are	T	F



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APPENDIX VIII

PARTICIPANT SCHOOLS

The participants for this study were drawn from the following schools:

- School A - Ikeja Junior High School, Ikeja
- School B - Oregun Junior High School, Ikeja
- School C - Ilupeju Junior Grammar School, Ilupeju.



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