

THE IMPACT OF CHILD LABOUR ON ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL PUPILS IN OLORIN EAST, KWASA STATE, NIGERIA.

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ABSTRACT

This study assessed the impact of Child labour on academic achievement of pupils in public primary schools in Ilorin East Local Government, Kwara State, Nigeria. Two research questions were raised and were tested with two null hypotheses. Survey research design was adopted. The population for the study was all the eighty-three public primary schools in Ilorin East Local Government. Five schools were selected as sample and forty respondents from classes 5 and 6 from each school were randomly selected for the study, making total of two hundred respondents. The instruments used for data collection was the score in the report card of the students for 2015/2016 academic session. Frequency distribution and percentages were used to analyze the demographic data obtained from the respondents while a t-test was used to test the null hypotheses generated at 0.05 level of significance. The findings showed that, there is a significant difference in the academic achievement of children exposed to child labour and those who are not in public primary schools in Ilorin East Local Government, and there is a significant difference in the academic performance of male and female children exposed to child labour in public primary schools in Ilorin East Local Government, Kwara State. The study recommended among others that children exposed to labour should be given equal right to attend school regardless of any engagement in labour activity. It also recommended that government/parents should develop strategies to reduce or eradicate child labour activities.

KEYWORDS: Abuse, primary, academic, child abuse.

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Introduction

There are numerous ethnic groups in Nigeria, but three major tribes comprise the majority of the people; the Igbo in the East, the Yoruba in the West and the Hausa in the North. The Nigerian nation is endowed with rich natural resources and extensive human resources but has not developed the necessary technology, industrial, managerial and political know-how to pull its resources together in a stable economy to take care of the basic needs of its population (Ebigbo, 2003). Thus, poverty and unfavorable living condition seem to be prevalent factors affecting children. Therefore, the country is characterized by cultural conflict, religious crisis, economic and social factors, family disintegration, environmental threats, and political challenges facing the country.

Consequently, Nigerian children are highly vulnerable to income gap or poverty, cultural values, religious incidence and unacceptable economic and social factors. These include urbanization and migration; health challenges; environmental intimidation; domestic violence and family disintegration; social exclusion and discrimination; harmful traditional practices based on cultural values and educational disadvantages (Nicola, Nicholas & Banke 2012). It is assumed that poverty is the single largest factor behind child abuse, although religious and socio-cultural values and unequal gender relations are also important determinants. The World Health Organization (WHO) defines child abuse as "all forms of physical or emotional ill-treatment, sexual abuse, neglect or negligent treatment or child labour/commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power"(WHO, 2016).

In Nigeria, mostly, girls are trafficked primarily into domestic service, street hawking and commercial sexual exploitation. While boys tend to be trafficked into street vending, agriculture, mining, petty crime and the drug trade, (Nicola et al. 2012). Thus, to a reasonable extent, the economic divide has placed the Nigerian child in fosterage, with its associated risks and abuse. The situation according to Nicola et al. (2012) reveals that approximated 15 million Nigerian children are involved in child labour Nigeria, in different hubs of the economy, informal or semi-formal sectors. Thus, the economic necessity significantly seems to be the driven much of the children who are often forced into long hours and dangerous situation that are harmful, because physiological, psychological growth are not appropriate. The effort to survive has exposed them to accidents, violence, sexual exploitation, trafficking, and HIV infection. Heady (2003) also observed that a child engaged in child labour activities faces exhaustion or a diversion of interest away from academic concerns.

In Nigeria, it has been observed that the academic performance of children in public primary schools in the State is becoming low. One wonders if such low academic performance is as a result of the maltreatment children are exposed to. In almost all parts of Nigeria today, children are crying for freedom; freedom from oppression and suppression; freedom to go to school; freedom to make decisions that affect their lives; they want their rights as human. They may be black, poor and illiterate, beggars, hawkers, deprived their right but needs respect and can be respected. In the whole World children must be free from the clog of abuse of any sort. Child maltreatment affects students' academics, behaviors, emotional well-being, and social development. It is important for educators to understand the various

impacts of childhood maltreatment. The study therefore seeks to find out if child abuse has any influence on the academic performance of primary school pupils. Specially, the question is; does physical and emotional abuse influence the academic performance of primary school pupils?

Purpose of the Study

The main purpose of this study is to assess the impact of child labour on academic performance of children in public primary schools in Ilorin East Local Government, Kwara State. Specifically, this study intends to:

1. Find out the differences in academic achievement of children exposed to child labour and those who are not in public primary schools in Ilorin East Local Government, Kwara State.
2. Determine the differences in the achievement of male and female children exposed to child labour in public primary schools in Ilorin East Local Government, Kwara State.

Research Questions

As a guide, the following research questions were raised and answered.

1. What is the difference in academic achievement of children exposed to child labour and those who are not in public primary schools in Ilorin East Local Government, Kwara State?
2. What is the difference in the academic achievement of male and female children exposed to labour in public primary schools in Ilorin East Local Government, Kwara State?

Research Hypotheses

The research questions were transformed into two hypotheses: The following were raised and tested;

1. There is no significant difference in academic achievement of children exposed to child labour and those who are not in public primary schools in Ilorin East Local Government, Kwara State.
2. There is no significant difference in academic achievement of male and female children exposed to child labour in public primary schools in Ilorin East Local Government, Kwara State.

REVIEW OF RELATED LITERATURE

Concepts of child abuse

The World Health Organization (WHO) defines child abuse as "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or child labour/commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power"(WHO, 2016). In the United States, the Centers for Disease Control and Prevention (CDC) use the term child maltreatment to refer to both acts of commission (abuse), which include "words or overt actions that cause harm, potential harm, or threat of harm to a child". And an act of omission (neglect), meaning, the failure to provide for a child's basic physical, emotional, or educational needs or to protect a child from harm or potential harm.

The United States Federal Child Abuse Prevention and Treatment Act defines child abuse and neglect as, at minimum, "any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation" and/or "an act or failure to act which presents an imminent risk of serious harm" (Herrenkohl, 2005).

Types of child abuse

The World Health Organization distinguishes child abuse on the following:

Physical abuse

Professionals and the general public often do not agree on what behaviour constitute physical abuse of a child (Noh, 1994). Physical abuse often does not occur in isolation, but as part of a constellation of behaviors including authoritarian control, anxiety-provoking behavior, and a lack of parental warmth (International Encyclopedia of the Social Sciences, 2008). WHO defines physical abuse as; intentional use of physical force against the child that results in or has a high likelihood of resulting in harm for the child's health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. Much physical violence against children in the home is inflicted with the object of punishing (WHO, 2016).

Sexual abuse

Child sexual abuse (CSA) is a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation (Medline Plus, 2008) Sexual abuse refers to the participation of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act (Theoklitou, Kabitsis & Kabitsi, 2012). Effects of child sexual abuse on the victim(s) include guilt and self-blame, flashbacks, nightmares, insomnia, fear of things associated with the abuse (including objects, smells, places, doctor's visits, etc.), self-esteem difficulties, sexual dysfunction, chronic pain, addiction, self-injury, suicidal ideation, somatic complaints, depression, post-traumatic stress disorder and anxiety.

Psychological abuse

John (2014) viewed psychological abuse as: spurning, terrorizing, isolating, exploiting, corrupting, denying emotional responsiveness, or neglect, a repeated pattern of caregiver behaviour or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another's needs. Some have defined it as the production of psychological and social defects in the growth of a child as a result of behavior such as loud yelling, coarse and rude attitude, inattention, harsh criticism, and denigration of the child's personality (Theoklitou, Kabitsis and Kabitsi, 2012). Other examples include name-calling, ridicule, degradation and destruction of personal belongings. (John, 2014).

Neglect

Child neglect is the failure of a parent or other person with responsibility over the child to provide needed food, clothing, shelter, medical care, or supervision to the degree that the child's health, safety, and well-being are threatened with harm. Neglect is also a lack of attention from the people surrounding a child, and the non-provision of the relevant and adequate necessities for the child's survival, which would be a

lacking in attention, love, and nurture (Theoklitou, Kabitsis & Kabitsi, 2012).

Child labor

Child labor refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, or is mentally, physically, socially or morally dangerous and harmful (International Labour Organisation, 2012). The International Labour Organization considers such labour to be a form of exploitation and abuse of children (International Labour Organisation, 2011). Child labour refers to the exploitation of children through any form of work that deprives children of their childhood, interferes with their ability to attend regular school, and is mentally, physically, socially or morally harmful. Such exploitation is prohibited by legislation worldwide, although these laws do not consider all work by children as child labour; exceptions include work by child artists, family duties, supervised training, and some forms of [child work](#) practiced by [Amish](#) children, as well as [by indigenous children](#) in the Americas. (*International Labour Organization 2011, 2012, United Nation 2006*).

Concept of child labour

The employment of children Act 1938 said that anyone under fifteen (15) years is a child. However, the Child Act 1974 laid down sixteen (16) years as the age of maturity. Children are internationally described to be human beings below the eighteen (18) years of age. They are special link between the present and future generations. This fact about children could be one of the major reasons, which motivated the General Assembly of the United Nations (UN) at its convention on the 20th of November, 1989 to identify and adopt the children's rights. The right was ratified by a World submit on Children's Rights by UNICEF in 1990. The right of the child has fifty-four (54) articles. Odusanya (2002) defined a child as someone who is under fourteen (14) years of age that is time of care, protection and learning. During this period, there are many issues that the child cannot deal with: the parents and society are expected to take responsibility for whatever a child does during this period and determine the kind of adult he/she will become. Children are special and they hold the key to the future of any nation. There should be more concrete programmes and welfare and safety of vision children, to aid their growth to full physical and intellectual potentials in a technology driven world.

Causes of child labour

Childhood is the most innocent stage in a human life. It is that phase of life where a child is free from all the tensions, fun-loving, play, and learns new things, and is the sweetheart of all the family members. But this is only one side of the story. The other side is full of tensions and burdens. Here, the innocent child is not the sweetheart of the family members, instead he/she is an earning machine working the entire day in order to satisfy the needs and wants of his/her family. Child labour includes working children who are below a certain minimum age. Child labour causes damage to a child's physical and mental health and also keep him deprived of his basic rights to educations, development, and freedom. There are various causes and effects of child labour which include the following:

(i) Poverty and unemployment

Poverty is the primary cause of child labour. Poor parents send their children to work, not out of choice, but for reasons of economic expediency. Poor children and their families may rely upon child labour in order to improve their chance of attaining basic necessities. About one - fifth of the Worlds six billion (6,000, 000,000) people live in absolute poverty. The intensified poverty in parts of Africa, Asia and Latin America causes many children there to become child labourers.

(ii) Adult unemployment and urbanization

Adults often find it difficult to find jobs because factory owners find it more beneficial to employ children at cheap rates. Adult exploitation of children is also seen in many places. Elders relax at home and live on the labour of poor helpless children.

(iii) The global economy intensifies the effect of some factors. As multinational corporations expand across borders, countries compete for jobs, investment and industries. This competition sometimes slows child labour reform by encouraging corporations and governments to seek low labour costs by resisting international standards.

(v) Laws and enforcement are often inadequate

Child labour laws around the World are often not enforced or include exemptions that allow for child labour to persist in certain sectors, such as agriculture or domestic work. Even in countries where strong child labour laws exist, labour departments and labour inspection offices are often underfunded and under-staffed, or courts may fail to enforce the laws. Similarly, many state governments allocate few resources to enforcing child labour laws.

(vi) Worker's rights are repressed

Worker's abilities to organize unions affect the international protection of core labour standards, including child labour. Attacks on worker's abilities to organize make it more difficult to improve labour standards and living standards in order to eliminate child labour. For example, in 2001, ten thousand (10,000) workers were fired and four thousand (4,000) workers were arrested as a result of their union activity according to the international confederation of Free Trade unions.

Forms of child labour

Child labour is often defined as work that deprives children of their childhood, their potential and dignity, and that is harmful to physical and mental development. Work that interferes with the child schooling by: depriving them of the opportunity to attend school, forcing them to leave school prematurely or requiring them to attempt to combine school attendance with excessively long and heavy work can be referred to as "child labour". There are many reasons attributed to child work; poverty, lack of education, lack of knowledge of one's rights and cultural tradition are all contributing factors. The United Nation's Children Fund (UNICEF, 1998) divided the profile of child labour in Nigeria into three categories:

1. Domestic servants in private households

This constitutes domestic workers in household of elite and sub-elite families who worked in the middle and upper echelons of bureaucracy private areas. Child labour problem is closely linked to the continents poverty, and can only be eliminated with increase in family income and children's educational opportunities.

2. Child trafficking

Child trafficking includes recruitment, transportation or receipt of a child for the purposes of sexual or labour exploitation, forced labour or slavery. Trafficking in children is a human right tragedy estimated to involve over a million children worldwide. Child trafficking is only one of the more pernicious aspects of a much broader problem. Africa is said to have the highest incidence of child labour in the world. Trafficking is conceived to be a new form of slave trade and has grown in security and magnitude in recent years particularly in southern Nigeria.

3. Hawking

Hawking entails carrying ware's about for sale. It may involve the hawker offering the goods from door to door. Of the categories of child labour in the United Nation's Children Fund (UNICEF) profile, hawkers have received the most controversial attention. They constitute a majority of sixty four point three percent (64.3%) of children working in public places. The young traders are seen throughout the day and every day of the week. Ebigbo (2003) rightly observed, the streets in the major city centers of Nigeria were filled with children hawking, he further maintained that this was not a good way of preparing a child for future employment.

4. Child begging

Another form of child labour that many Nigerians might not have noticed is child begging. This has become a kind of profession where children are tactically involved and exploited. This form of labour has many faces. In some cases, children who are well and fit to be in school, but for some reasons are taken to the streets to beg. Some serve as beggar guides and are normally settled by their employers who are either old people or blind adults. Sociologically, begging is a social deviance and a social problem which includes gaining material benefit by asking for money from other persons, with no intent to reimburse the money or to provide service in return (Claire & Madalina 2012).

Child labour and academic achievement

Child labour is often a complex issue sustained by employers' vested interest, class distinction and poverty, which has denied the child the opportunities to have basic education. According to Garrison (1965) "Reliability of young people to embrace the opportunities for employment will depend to a large extent upon the type of education and training they receive". In Nigeria, education can hold the key towards successful livelihood, while lack of it can spell doom for the individual. If lower attendance is meaningful for human capital accumulation, it should translate into lower schooling attainment. Moreover, beyond attendance, work may undermine human capital accumulation by interfering with learning as evident in test scores or schooling completion rates. Lylydal (1990) reported that working part time in

high school actually raised grade point average (GPA) as long as student worked less than thirteen point five (13.5) hour per week.

Heady (2003) observed that a child engaged in child labour activities faces exhaustion or a diversion of interest away from academic concerns. It may imply that it is not working that harms educational performance, but a lack of motivation that affects both work and learning. Heady (2003), made use of a special living standard measurement survey in Ghana, that included information on test scores. It was found that child work had relatively little effect on school attendance. But had a substantial effect on learning performance in reading and mathematics. The effect remained strong even after controlling for the child's innate ability using Raven's test. Based on the fact that attendance was unaffected, the adverse consequence of child labour on student learning was attributed to exhaustion or lack of interest in academic performance rather than child time in school.

Some studies have found that child labour and schooling may be complementary activities (Patrinos & Psacharopoulos, 2007). A definitive answer on whether child labour lowers cognitive attainment requires direct estimation of the educational production function. Menezes and Filho (2003) observed negative effect on age on school performance when they analyzed the cause of the decline in achievement scores that occurred between the Standard American Examination Board (SAEB) examinations administered 1995 and 2001 in Brazil. According to Edmond (2007) panel, data in child labour histories were rarely available, so studies typically compared current labour supply to current attainment. This is hard because current work status necessarily depends on past education and work histories, as these affect the value of child time and whether it's optimal for child to work.

Empirical studies

Fetuga, Njokanma and Ogunlesi (2007), conducted a study to find out if working children have worse academic performance. The study was a descriptive cross-sectional school-based study conducted in public primary schools in Sagamu Local Government Area of Ogun State, Southwestern Nigeria. The sample size was randomly drawn from a population of school children. The results for Fetuga et al (2007) research showed no significant difference in the mean rate of school absence ($p = 0.80$), mean aggregate examination scores ($p = 0.1$) and proportion of class repeaters ($p = 0.16$) among working school children ($p = 0.017$). Similarly, the control group performed better than working school children of four core subjects but significant differences were observed only in Social Studies and Science ($p = 0.006$ and 0.001 respectively). This research was different from the present study in the sense that the researchers used experimental research while the present researcher will use survey design. Also these researchers carried out their study on primary school children in classes 4, 5 and 6 both boys and girls using age and gender while the present study focuses only primary 5 and 6 pupils.

Basil, Chen, Black and Saltzman (2007) carried out a research study on socio-economic factors influencing students' academic performance in Nigeria, the research was a survey research; the time frame of the study conversed the period of 2004 to 2007. The study was an attempt to find out the relationship between the indices of socio-economic factors and students' academic performance in a local survey in Oyo State. The sample size population was 120 and questionnaires were the instrument

for data collection. The similarity of Basil's research with the present research was the use of pupils who are in school for more than two years. The present research for impact of child abuse on academic achievement of pupils of five (5) and six (6) in the public primary schools in Ilorin East Local Government, Kwara State, Nigeria. This is because these pupils have more than a year record of their performance. Basil et al. (2007) was more concern with the socio-economic factors affecting students who were older than the pupils in the present study and the use of a longer time for the research. Dosunmu and Abidogun (2011) affirmed that children from poor parental background are mostly engaged in child labour to make ends meet hence, find it difficult to continue in school since school attendance is interspaced with spells of employment. The present research dealt with pupils under child labour and those who are not. The present study will use 125 children giving room for a more reliable results and better analysis for the study.

Appraisal of Related Literature Review

It is shown that Child abuse in Nigerian and other parts of the world are cancerous because the environments, socio-political and economic developments of children are jeopardized at the altar of neglect. The Nigerian child and like every other child in world have equal right to live and such protect them from trampling on their right. It is noteworthy, that almost parts of the country are involved in child abuse. Children in Nigeria are exposed vulnerably to engage in street/highway hawking, exploitative labour and domestic help, street begging and girl-child marriage, illiteracy and female genital mutilation. However, championing the campaign against child abuse in Nigeria, the Federal Government of Nigeria enacts Child Right Act 2003 with the view to curtail the menace of child abuses in Nigeria and to join hands in the campaign of giving the child a place in the country as the future hope of a nation. Thus, it is worrisome that irrespective of the child Act and the role NGO's has played to save the needy (Nigerian Child) have not yielded convincing outcome to salvage the campaign. The persistence of child abuse in Nigeria continue to change shape and form everyday thereby exposing the lives of the innocent children to kidnappers, knocked to death by drivers, ritualists and wretched seen at the street crying for help without seeing one.

Therefore, the hope of a Nigerian child seems to reveal that the acceleration to socio-political and economic development is either perverted, or insipid. The past period of independence-struggle in Nigeria certainly was a time when the child was alive to its political responsibilities but this sense of devotion was short-lived. Nigerian Child seems to have degenerated to the point of almost becoming liability instead of an asset, in varying degrees throughout independent of the country, the situation in Northern Nigerian, the practice of almajirai (street begging) as part of living, is against the background of human existence. From the review, few of the literature discussed impact of child labour on school attendance and academic achievement of pupils in public primary schools particularly in Kwara State. It is this gap that the result of this study will help to fill.

RESEARCH METHODOLOGY

Survey research design was adopted in this study. Cohen, Manion and Morrison (2010) observed that this design enables the researcher to describe an event, situation or phenomenon as it is at the time of the study. It also helps the researcher to systematically document current opinions and information on research work. The population for the study comprises of students in eighty-three (83) existing public primary schools in Ilorin East Local Government. The targeted population are classes five (5) and six (6) pupils of the public primary schools in Ilorin East Local Government. Simple random sampling technique was used to select 5 public primary schools out of which 40 students each were selected randomly to make a total of 200 samples for this study. The research instrument for this study is the score obtained by pupils in their report cards for 2014/2015 academic section. The research questions and hypotheses were given to the research experts in the field of test, measurement and evaluation for validation; consequently, the score obtained by the pupils for was recommended and checked after collection.

Data Analysis and Results

The data collected were analysed to test the research hypotheses generated. This gave a response return rate of 100%.

Analysis of Demographic Information

Table 1: Age of the Respondents

Age	Frequency	Percent
8-10yrs	58	29.0
11-13yrs	98	49.0
13 & above	44	22.0
Total	200	100.0

From table 1, result shows that the respondents that are between 8-10yrs are 29% (58), respondents that are between 11-13yrs are 49% (98) and the respondents that are 13yrs and above are 22% (44). This shows that majority of the respondents are between the ages of 11-13years.

Table 2: Gender Distribution of the Respondents

Gender	Frequency	Percent
Male	84	42.0
Female	116	58.0
Total	200	100.0

From table 2, result shows that the male respondents are 42% (84) while the female respondents are 58% (116) which makes the total number of respondents to be 200. The result implies that the female respondents are more than the male respondents.

Hypotheses Testing

Two research hypotheses postulated for this study were tested using t-test at 0.05 level of significance.

Research Hypothesis Two: There is no significant difference in academic achievement of children expose to child labour and those who are not in public primary schools in Ilorin East Local Government, Kwara State.

Table 3: t-test analysis on the difference in the academic performance of male and female children exposed to child labour in public primary schools

Variables	N	Mean	SD	t	Df	Sig (2 tailed)	Decision
Exposed	142	35.4	10.16	.603	198	.001	Rejected
Not Exposed	58	27.2	7.06				

p<0.05

Result from table 3 shows the t value yielded .603 which is significant with P value .001<0.05. This means that there is a significant difference in the academic achievement of children exposed to child labour and those who are not in public primary schools in Ilorin East Local Government, Kwara State.

Research Hypothesis Two: *There is no significant difference in the academic performance of male and female children exposed to child labour in public primary schools in Ilorin East Local Government, Kwara State.*

Table 4: t-test analysis on the difference in the academic performance of male and female children exposed to child labour in public primary schools.

Variables	N	Mean	SD	t	Df	Sig (2 tailed)	Decision
Male	84	32.7	8.94	.524	198	.031	Rejected
Female	116	33.7	9.26				

p<0.05

Result from table 4 shows the t value yielded .524 which is significant with P value .031<0.05. This means that there is a significant difference in the academic performance of male and female children exposed to child labour in public primary schools in Ilorin East Local Government, Kwara State.

DISCUSSION

It is clear from the findings that, there is a significant difference in the academic achievement of children exposed to child labour and those who are not in public primary schools in Ilorin East Local Government, Kwara State ($P < 0.05$). Also, the children exposed to labour have low academic achievement scores, compared to those who are not exposed to labour ($X = 27.2 < 35.4$). These findings corroborate the submission of Fetuga, Njokanma and Ogunlesi (2007) that, working children have worse academic performance. Most of the pupils not exposed to labour had advantage over those exposed to labour academically. By implication this showed that, greater number of these pupils would be found wanting academically, which may lead to low academic achievement, and inability to cope with future academic challenges in schools. The findings of the study also revealed that, there is a significant difference in the academic performance of male and female children exposed to child labour in public primary schools in Ilorin East Local Government, Kwara State ($p < 0.05$). Lastly, labour activities affect more female respondents as shown in the school attendance of the female respondents. Female pupils' school attendance found to be more affected by labour than their male counterparts, which is a source of concern.

CONCLUSION

From the findings of the study, it can be concluded that, children who are exposed to child labour are deficient in academic achievements compare to their counterparts who do not engage in child labour. Also, female students engaging in labour, have low school attendance compare to their male counterparts.

Recommendations

Based on the findings of the study, the following recommendations were put forward:

1. Children exposed to labour should be given equal right to attend school regardless of any engagement in labour activity.
2. Parents and community should be mindful of age and sex of their children before exposing them to labour.
3. Children exposed to labour activities should be given equal right to attend school regardless of any engagement in labour activity.
4. Parents and the school authority should ensure that female pupils are retained in school by providing girl child friendly environment.
5. Extra free classes should be introduced to children exposed to labour by the curriculum planners, with special preference to the female pupils exposed to labour.
6. The Government/Community should develop positive strategies to labour reduction or eradication towards a fruitful fulfillment of children's school attendance and academic achievement.

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