


 Research Article

Perceived Influence of Child Labour on Learning Performance of Junior Secondary School Students in Rivers State for Sustainable Educational Development in Nigeria

Ayodele Egunolu Nwisagbo¹ 

¹Department of Educational Management, Rivers State University, Port Harcourt, Nigeria

Abstract

This study investigated the influence of child labour on the Learning performance of junior secondary school students for sustainable educational development Rivers State, Nigeria. A descriptive survey research design was used with a population of fourteen thousand, one hundred and sixty-seven students. The Taro Yamene formula yielded a sample size of 389. The researcher employed simple random sampling methods. The study was conducted with two research questions seeking answers to know how child labour influence junior secondary school attendance and how it influence the learning performance of these students in Obio-Akpor Local Government Area, Port Harcourt Rivers State, with two formulated hypotheses. The data was gathered using the “Influence of child labour on students’ learning performance Questionnaire”. Mean and standard deviation were used to answer the research questions, with the mean range determining the acceptability level as 2.50 to 3.49 and above, and the T-test statistic was used to test the hypotheses formulated at the 0.05 level of significance. It was discovered that Child labour demands that these students work long hours, leaving them with little or no time and energy to attend school, causing educational disruption with long-term effects on the child’s learning performance, Child labour was also discovered to cause physical and mental fatigue, which impairs the child’s ability to focus and concentrate on their academics. As a result, it was recommended that all children involved in child labour activities should have equal access to education while communities and individuals should be educated on the influence of child labour, Nigeria government should also eliminate poverty by creating employment opportunities for its population, which is seen as a leading cause of child labour, among others. This work will be a handy tool to educational administrators, counselors, parents, policy makers and other researchers.

Keywords: Attendance, Child Labour, Learning Performance

✉ Correspondence
Ayodele Egunolu Nwisagbo
ebunolu.nwisagbo@ust.edu.ng

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1. INTRODUCTION

Child labour remains a pervasive issue in many parts of the world, and Nigeria is no exception. Despite significant efforts by the government and non-governmental organizations to curb this phenomenon, it continues to affect the lives and futures of many children, particularly in urban and semi-urban areas (Afolabi, Ayodele, and Ajayi, 2019). This study focuses on the perceived influence of child labour on the learning performance of Junior Secondary School (J.S.S.) students in Obio-Akpor Local Government Area of Rivers State, Nigeria. Port Harcourt, the capital of Rivers State, is a bustling city with a mix of industrial and residential areas. It is known for its significant contributions to Nigeria’s oil economy but also faces substantial socio-economic challenges, including poverty and unemployment. These issues contribute to the prevalence of child labour as families struggle to make ends meet, often at the expense of their children’s education.

The influence of child labour on the learning performance of Junior Secondary School (JSS) students in Rivers State raises substantial issues regarding the sustainable development of education in Nigeria. The phenomenon of child labour often compels students to juggle demanding work responsibilities alongside their educational obligations, which can adversely affect their academic performance, attendance rates, and overall engagement in the learning process (Nwisagbo, 2024). This situation perpetuates a cycle of restricted educational achievement, which subsequently impacts the nation's human capital development and obstructs initiatives aimed at attaining sustainable education—a fundamental component of Nigeria's developmental objectives. Sustainable education seeks not only to guarantee consistent access to learning opportunities but also to cultivate an environment that is conducive to high-quality education, wherein students can engage fully and prosper without the encumbrances of economic pressures (FRN, 2020). Consequently, addressing the issue of child labour is imperative for dismantling obstacles to effective learning and nurturing a well-educated citizenry capable of making meaningful contributions to Nigeria's socioeconomic advancement. Therefore, the formulation of policies designed to alleviate child labour and furnish adequate support for at-risk students is crucial for promoting sustainable educational development throughout the nation.

Child labour in this context refers to the involvement of children in economic activities that are detrimental to their health, development, and educational opportunities. It is a multifaceted problem influenced by various factors, including poverty, cultural practices, and inadequate enforcement of child protection laws (Nwisagbo, 2024). The consequences of child labor are far-reaching, impacting children's physical and mental health, social development, and crucially, their learning performance. The learning performance of students is a key indicator of educational success and is influenced by numerous factors such as socio-economic status, parental involvement, school environment, and individual student characteristics (Oluwatayo, Ugwuda & Ikebuaso, 2020). However, the burden of child labour adds another layer of complexity to this equation. Children engaged in labour often experience physical and mental exhaustion, reduced study time, and increased absenteeism, all of which negatively affect their learning performance (Odey, Ita, & Nchor, 2022).

In Obio-Akpor LGA, the situation is particularly concerning due to the area's socio-economic dynamics. As a semi-urban region within the larger Port Harcourt metropolis, it faces the dual challenges of urban poverty and rural underdevelopment. The prevalence of child labor in this area can be attributed to several factors, including the high cost of living, limited access to quality education, and the economic pressure on families to supplement their income through their children's labor (Nwisagbo, 2024). This study aims to explore the perceived influence of child labor on the academic performance of J.S.S. students in Obio-Akpor LGA. By examining this issue from the perspectives of students, parents, and educators, the study seeks to provide a comprehensive understanding of how child labour influences learning outcomes. It also aims to identify potential interventions that could mitigate the negative effects of child labour on education and promote better learning performance among affected students.

Understanding the relationship between child labour and learning performance is crucial for developing effective policies and programs to address this issue (ILO, 2018). By highlighting the specific challenges faced by students in Obio-Akpor LGA, this study hopes to contribute to the broader discourse on child labour and education in Nigeria. It underscores the need for a multi-faceted approach that addresses the root causes of child labour while promoting access to quality education for all children. This study is not only timely but also necessary. It provides valuable insights into the live experiences of students and the challenges they face in balancing work and education. Ultimately, it seeks to inform policies and practices that can help create a more supportive and equitable educational environment for all children in Nigeria, as it can also be seen in the Child Labour (Prohibition and Regulation) Act of 1986 which was enacted to prohibit the employment of minors.

1.1. Statement of the Problem

Child labour continues to be a significant impediment to educational attainment in many regions, particularly in Obio-Akpor Local Government Area of Port Harcourt, Nigeria. Despite efforts to promote universal education, the prevalence of child labour in this area raises pressing concerns about its influence on Junior Secondary School (J.S.S.) students. The dual burden of work and schooling often leads to diminished academic performance and irregular school attendance. Children engaged in labour activities

face physical and mental exhaustion, leaving them with little time and energy for studies. This detrimental cycle hampers their cognitive development and limits their educational prospects.

The core of the problem lies in understanding how child labour influences learning outcomes. Many children in Obio-Akpor LGA are compelled to balance school with work due to economic pressures and family obligations. This situation not only affects their school attendance but also influence their ability to perform academically. The negative effects of child labour on learning performance necessitate a thorough investigation to develop targeted interventions that can alleviate these challenges. Addressing this issue is crucial for breaking the cycle of poverty and ensuring that every child has the opportunity to succeed academically.

1.2. Theoretical Review

The influence of child labour on students' learning performance can be analyzed through the lens of different theories such as;

Human Capital Theory: Human Capital Theory, developed by economists like Gary Becker (1979), posits that education is an investment in human capital, and it enhances the productivity and efficiency of individuals. Child labour disrupts this investment by limiting children's access to education and their ability to concentrate on learning activities. This theory emphasizes the long-term economic disadvantages of child labour, which impedes the development of skills and knowledge necessary for future economic contributions.

Social Cognitive Theory: Proposed by Albert Bandura (1986), Social Cognitive Theory suggests that learning occurs in a social context and can happen purely through observation or direct instruction. According to this theory, children involved in labour may lack appropriate role models and miss out on the cognitive and social stimulation provided in a regular school environment. This can hinder their learning performance as they are less likely to engage in and benefit from educational activities.

Ecological Systems Theory: Urie Bronfenbrenner's Ecological Systems Theory of 1979 (Kwado & Annan, 2022) posits that a child's development is influenced by the various systems they interact with, ranging from immediate environments like family and school (microsystem) to broader societal influences (macrosystem). Child labour disrupts these systems, particularly the microsystem, by reducing the time and energy children can devote to education and increasing stress and fatigue. This disruption can significantly affect their learning performance.

The Human Capital Theory is particularly relevant for this study on the perceived influence of child labour on the academic performance of J.S.S. students in Obio-Akpor LGA, Rivers State, Nigeria. This theory provides a comprehensive framework for understanding the long-term economic implications of child labour on individuals and society. By limiting educational opportunities, child labour directly undermines the development of human capital, which is essential for individual economic success and broader socio-economic development. By anchoring this work on Human Capital Theory, we can highlight the critical importance of education as an investment in the future. It underscores the need for policies and interventions that reduce child labour and enhance educational access and quality. This approach not only addresses the immediate negative influence on learning performance but also considers the broader implications for economic development and social progress. In the context of Obio-Akpor LGA, applying Human Capital Theory can inform effective strategies to mitigate child labour's adverse effects, fostering a more educated and economically productive population (Yeyie, 2020).

1.2.1. Concept of Child Labour

Who is considered a child under the law? Under the Basic Remuneration Act of 1961 (FRN, 2016), the age of maturity is eighteen (18) years. Employment of Children Act 2016, states that everyone under the age of fourteen (14) is considered a child. However, the Child Act of 2016 established sixteen (16) years as the age of maturity. Children are defined worldwide as those under the age of eighteen (18) years. They are a specific link between current and future generations. Odusanya (2022) described a child as a person who is physically, cognitively, and socially immature between the ages of birth and fourteen (14) years old.

Child labour refers to the employment of children in any work that deprives them of their childhood, potential, and dignity, and that is harmful to physical and mental development (FRN, 2016, 2020). It typically includes work that: Is mentally, physically, socially, or morally dangerous and harmful to children, interferes with their schooling by depriving them of the opportunity to attend school, obligates them to leave school prematurely, and Requires them to attempt to combine school attendance with excessively long hour and heavy work.

1.2.2. Concept of Learning Performance

Learning performance refers to the extent to which a student, teacher, or institution has achieved their short or long-term educational goals. For J.S.S. students, this includes grades, test scores, class participation, and overall academic achievements (Isah, 2013). Learning performance is often used as a measure of a student's learning progress and is influenced by several factors, including: Quality of education, Availability of educational resources, Socio-economic background, Parental involvement, and Student's health and well-being. Child labour has a significant negative influence on the learning performance of students. In the views of Oni, (2018) and Nwisagbo, (2024), the following points elaborate on how child labour influence the education of J.S.S. students generally in Nigeria:

1. **Reduced School Attendance:** Children engaged in labour often miss school or attend irregularly, leading to gaps in learning and lower learning performance. Consistent attendance is crucial for maintaining good learning performance.
2. **Limited Study Time:** Child laborers have less time for homework and study after school, resulting in poor preparation for exams and assignments. This lack of study time directly correlates with lower grades and test scores.
3. **Physical and Mental Fatigue:** Engaging in laborious activities can lead to physical and mental exhaustion, making it difficult for children to concentrate in class, participate actively, and retain information. Fatigue negatively influence cognitive functions necessary for learning.
4. **Psychosocial Effects:** The stress and trauma associated with child labour can lead to behavioural and emotional problems, further hindering learning performance. Children who work are often stigmatized, affecting their self-esteem and motivation to excel in school.

1.3. Objectives of the Study

The specific objectives are:

1. To determine the influence of child labour on school attendance among junior secondary students in Obio-Akpor Local Government Area, Port Harcourt, Rivers State.
2. To examines the influence of child labour on learning performance of junior secondary school students in Obio-Akpor Local Government Area, Port Harcourt, Rivers State.

1.4. Research Questions

The following research questions guided the study:

1. How does child labour influence junior secondary school attendance in Obio-Akpor Local Government Area, Port Harcourt Rivers State?
2. How does child labour influence the learning performance of junior secondary school students in Obio-Akpor Local Government Area, Port Harcourt Rivers State?

1.5. Hypotheses

The following hypotheses were tested:

1. H_{01} : Child labour does not significantly influence junior secondary school attendance in Obio-Akpor Local Government Area, Port Harcourt Rivers State.

2. Ho₂: Child labour does not significantly influence junior secondary school student's learning performance in Obio-Akpor Local Government Area, Port Harcourt Rivers State

2. METHODS

The study looked at influence of child labour on students' learning performance in junior secondary schools in Obio-Akpor LGA, River State, Nigeria. Descriptive survey design was used with a population of 14,167 students from public junior secondary schools in Obio-Akpor. Sample size of 389 students was gotten using Taro Yamene formula. The data was collected using a questionnaire titled "Influence of Child Labour on Students' Learning Performance" (ICLSLPQ). The questionnaire items were scored using a modified 4-point scale: Strongly Agreed (SA) - 4 points, Agree (A) - 3 points, Disagree (DA) - 2 points, and Strongly Disagree (SD) - 1 point. The two research questions posed in the study were answered using the mean and standard deviation. The mean range used was 2.50 to 3.49 and higher, with real numerical constraints as indicated below. The T-test statistic was used to test the two hypotheses formulated at the 0.05 level of significance. The study discovered a number of factors that influence child labour rates, including exposing youngsters to extended hours of work and poverty. As a result, it was proposed that children exposed to labor activities be granted equitable access to education regardless of their involvement in labour activities, among other things.

2.1. Research Design

The study adopted descriptive survey research design to get the opinion of respondents on the perceived influence of child labour on learning performance of students in junior secondary schools in Rivers State Nigeria. This design is considered appropriate because it enable the researcher to identify the characteristics of the population objectively.

2.2. Participants

The population and the respondents of this study comprised of fourteen thousand, one hundred and sixty-seven (14,167) students from the twenty-seven (27) functional secondary schools in the local government area. Using Taro Yamane formula, a sample size of three hundred and eighty-nine (389) students was randomly drawn from ten (10) selected public junior secondary schools in Obio/Akpor Local Government Area of the state.

2.3. Research Instrument

The instrument for data collection was a structured questionnaire titled "Influence of Child Labour on Students' Learning Performance" (ICLSLPQ). the instrument was designed to elicit information from respondents to aid the study, the questionnaire items were scored using a modified 4-point scale of Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points, and Strongly Disagree (SD) - 1 point.

2.4. Procedures

This instrument was validated by experts' judgement in the field of Measurement and evaluation, their corrections and input was used in the production of the questionnaires, while the reliability was determined by test-retest method which depicted 0.85 reliability index, indicating that the instrument is 85% reliable for use, and to measure what it intends to measure.

2.5. Data Analysis

The two research questions posed, were answered using the mean and standard deviation. The mean range was determined at the acceptance level of 2.50 to 3.49 and above, with real numerical constraints as indicated below. The T-test statistic was used to test the two hypotheses formulated at the 0.05 level of significance.

3. RESULTS

Research Question 1: How does child labor affect the attendance of junior secondary school children in Obio-Akpor Local Government Area, Port Harcourt Rivers State?

Table 1. Mean and Standard Deviation of Child Labor on School Attendance of Junior Secondary School Children in Obio-Akpor Local Government Area, Port Harcourt, Rivers State

S/N	Items	SA	A	D	SD	Total	Mean	SD	Remark
1	Child labour often requires children to work long hours, leaving them with limited time and energy for attending school.	214	172	2	1	389	4.53	1.13	Accepted
2	Irregular attendance and educational disruption due to child labour can have long-term consequences on a child's academic performance.	225	160	3	1	389	3.55	0.88	Accepted
3	Child labour can result in physical and mental exhaustion, which negatively impacts a child's ability to focus and concentrate on their studies.	220	166	1	2	389	3.54	0.88	Accepted
4	Even when child labour does not completely prevent children from attending school, it often disrupts their education.	236	150	1	2	389	3.58	0.89	Accepted
Grand Mean							3.8	0.95	

Result shown on Table 1, showed items 1, 2, 3, and 4 all agreed that child labor effects the attendance of junior secondary school children in the Obio-Akpor Local Government Area. Specifically, the mean result shows that child labor frequently requires children to work long hours, leaving them with limited time and energy to attend school (4.53), irregular attendance and educational disruption due to child labour can have long-term consequences on a child's learning performance (3.55), Child labour can cause physical and mental tiredness, which impairs a child's ability to focus and concentrate on their studies (3.54). Even when child labour does not prevent children from attending school, it frequently disrupts their education (3.58). However, the grand mean of table 1 (3.80) demonstrated that child labour had a significant influence on junior secondary school pupils' attendance in Obio-Akpor Local Government Area, Port Harcourt Rivers State.

Table 2. Mean and Standard Deviation Demonstrating the Impact of Child Labor on the Academic Achievement of Junior Secondary School Students in Obio-Akpor Local Government Area, Port Harcourt Rivers State

S/N	Items	SA	A	D	SD	Total	Mean	SD	Decision
5	Child labour often requires children to work long hours, leaving them with limited time for studying and completing school assignments.	199	168	15	7	389	4.38	1.09	Accepted
6	Child labour can disrupt the continuity of education.	217	156	10	6	389	3.46	0.86	Accepted
7	Child labor may create a mindset that prioritizes immediate economic needs over long-term educational goals	213	168	5	3	389	3.49	0.87	Accepted
8	The physically demanding nature of certain types of child labour can lead to fatigue and physical exhaustion.	206	173	4	6	389	3.46	0.86	Accepted
Grand Mean							3.7	0.92	

Result shown in Table 2, showed items 5, 6, 7, and 8 all agreed that child labour had significant influence on students' learning performance in junior secondary schools in the Obio/Akpor Local Government Area. Specifically, the mean result showed that child labour frequently demands children to work long hours, leaving them with little time for studying and finishing school projects (4.38). Child labour might disrupt the continuity of education (3.46), Child labour can foster a mindset that prioritizes current economic needs above long-term educational aspirations (3.49), and the physically demanding nature of

some types of child labour can cause tiredness and exhaustion (3.46). However, the grand mean of table 2 was (3.70), indicating that child labour has great influence on the learning performance of junior secondary students in the Obio-Akpor Local Government Area.

Hypothesis 1: Child labour does not significantly influence junior secondary school student's attendance in Obio-Akpor Local Government Area, Port Harcourt Rivers State.

Table 3. T-test on the Differential Influence of Child Labour on the School Attendance of Junior Secondary School Students in Obio-Akpor Local Government Area, Port Harcourt Rivers State

Variables	No	Df	Mean	STD	T _{Criti}	(P)
Child Labour	145	387	3.80	0.95	1.96	0.064
School Attendance	244		3.65	0.91		

Table 3 above revealed no significant differences in the effect of child labour on school attendance of junior secondary school students in Obio-Akpor Local Government because the calculated p value of 0.064 is greater than the 0.05 alpha level of significance at a t-calculated critical value of 1.960 and df of 387. This revealed that child labour had no substantial influence on junior secondary school students' attendance in Obio-Akpor Local Government. The mean scores for child labour (3.80) and school attendance (3.65) at the 0.05 level are within the acceptable range. Therefore, the null hypothesis (H_{01}) was accepted.

Hypothesis 2: Child labour does not significantly influence junior secondary school students' learning performance in Obio-Akpor Local Government Area, Port Harcourt Rivers State.

Table 4. Shows the T-Test Results for the Influence of Child Labour on the Academic Performance of Junior Secondary School Students in Obio-Akpor Local Government Area, Port Harcourt Rivers State

Variables	No	Df	Mean	STD	T _{Criti}	(P)
Child Labour	145	387	3.70	0.92	1.960 ^{ns}	0.13
Academic Performance	244		3.56	0.89		

Table 4 showed a t-test comparison of mean scores for the influence of child labour on the learning performance of junior secondary school children in Obio-Akpor Local Government. According to the table above, there is a significant difference in the mean scores of the influence of child labour (3.70) and that of the students' learning performance (3.56); the computed p value of 0.130 was greater than the 0.05 alpha level of significance at t-test value 1.960 and df of 387. As a result, the null Hypothesis (H_{01}), which claims that there is no significant difference between the influence of child labour on the learning performance of junior secondary school students in the Obio/Akpor Local Government, was rejected.

4. DISCUSSION

The findings of this work make a substantial contribution to the current corpus of knowledge concerning the detrimental effects of child labour on educational outcomes and its critical insights into sustainable educational development in Nigeria. The substantiate prior investigations conducted by Kitambozi and Lyamuya (2022) and Nwisagbo (2024), which have accentuated that child labour is a pivotal element that compromises school attendance and academic achievement agreed with several key takeaways from this study, which include:

Time and Energy Constraints: Sustainable education emphasizes creating ample time and focus for children's intellectual growth. However, child labour imposes extensive working hours that conflict with school participation, which decreases the effectiveness of education programs meant to foster lifelong learning and sustainable development skills. By limiting students' time for educational pursuits, child labour obstructs development efforts aimed at creating a skilled future workforce.

Irregular Attendance: Irregular attendance disrupts academic continuity, which is central to sustainable learning. Educational frameworks rely on consistent engagement, and when children are forced to miss classes due to labour, they lose critical developmental milestones that reinforce cumulative knowledge. This dissonance is a barrier to Nigeria's development goals, as it prevents a substantial number of students from acquiring the stable, continuous education necessary for foundational skill-building.

Physical and Mental Fatigue: Sustainable education promotes holistic student well-being, encompassing both physical and mental health, as crucial for academic success. Yet, child labour exhausts children to the point that learning suffers. Physically drained and mentally fatigued children lack the cognitive stamina for meaningful engagement, which diminishes retention and the quality of their educational experiences, limiting Nigeria's ability to foster a mentally resilient and productive population.

Long-Term Academic Effects: The cumulative academic impacts of child labour illustrate an unsustainable cycle of educational deficiencies that further exacerbate economic inequality. When children are deprived of foundational learning experiences, they are less equipped to succeed in subsequent educational stages, leading to a ripple effect of lower lifetime productivity and increased susceptibility to poverty. This hinders sustainable development by perpetuating a cycle of poverty where uneducated adults cannot break free from low-wage jobs, necessitating child labour in the next generation (Yeyie & Oni 2018).

Comparative Analysis with Broader Child Abuse Context: Broader research highlights that, like child labour, child abuse particularly psychological trauma adversely affects academic performance. However, child labour's primary effects are physical exhaustion and erratic attendance, while abuse adds a layer of psychological strain. Both conditions impede sustainable education by reducing children's capacity for consistent participation and cognitive engagement, underscoring the need for integrated policies addressing both child labour and child welfare to create a fully inclusive educational environment in Nigeria.

Child Labour and Academic Disruption: The empirical evidence obtained from the statement underscores that child labour significantly curtails the available time for educational pursuits, resulting in erratic attendance and enduring interruptions in academic progress. This observation is consistent with the findings of Holgado et al. (2014), who similarly assert that the prevailing working conditions and the hours allocated to labour substantially diminish the time accessible for educational engagement, thereby adversely influencing academic achievement. Both bodies of research identify the fatigue and diminished focus resulting from child labour as critical elements that undermine educational success.

Child Labour and School Performance: In juxtaposing these conclusions with investigations pertaining to child labour in a broader context, such as the work of Oni (2018), the association between abusive experiences and suboptimal academic performance becomes increasingly evident. Oni's research elucidates that diverse manifestations of abuse, including neglect, induce emotional and psychological distress, which impairs students' capacity to concentrate and maintain consistent school attendance. Both child labour and child abuse contribute to considerable psychological strain, detrimentally affecting focus and participation in educational activities.

Broader Psychological Impacts: While both child labour and various forms of child abuse (including physical and emotional abuse) disrupt educational achievement, the latter often entails additional psychological trauma. Research, including a study conducted in Ondo State, Nigeria (2022), indicates a robust correlation between emotional trauma resulting from abuse and the attenuation of academic performance, thereby further complicating attendance and engagement in the educational environment. Although both child labour and child abuse profoundly affect students' educational outcomes, child labour predominantly interferes with school attendance and induces physical exhaustion, whereas child abuse frequently introduces layers of psychological trauma that further obstruct academic performance. Nevertheless, both phenomena engender long-term adverse repercussions on children's academic accomplishments.

5. CONCLUSION AND RECOMMENDATIONS

Conclusively, the concepts of child labour and how it influenced learning performance is essential in addressing its detrimental effects on the education of J.S.S. students in Obio-Akpor LGA. The research provides answers to how child labour influence junior secondary school attendance and their learning

performances. It was discovered from literature reviewed that several factors potentially influence child labour rates and learning performance, these socioeconomic factors such as poverty, unemployment, cultural norms and community perceptions of the personal and social implications of child labour, and how it influence learning performance of students in junior secondary schools contributed greatly to child labour and its influence on learning performance of students at this level of education. However, mitigating the adverse effects of child labour on education in Nigeria calls for a comprehensive strategy that includes poverty alleviation, enforced school attendance policies, and child welfare reforms. Addressing these root causes is essential for establishing a sustainable education system, aligning with Nations Sustainable Development Goal, which advocates for inclusive and equitable education. Policies promoting economic support for low-income families, alongside strict enforcement of child labour laws, could gradually eliminate the educational disruptions caused by child labour, allowing children the opportunity for uninterrupted education that sustains Nigeria's long-term social and economic progress.

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

1. The researcher recommends that it is imperative for every child engaged in child labour to possess equitable access to educational opportunities, grounded in the recognition that education constitutes both an inherent right and an essential instrument for the abolition of child labour. Education provides children with a viable alternative to labour, thereby enabling them to extricate themselves from the cycle of poverty and to cultivate a more promising future for themselves and their families.
2. Furthermore, the recommendation underscores the necessity of adopting a comprehensive strategy to address child labour in Nigeria, given that the phenomenon is frequently propelled by economic deprivation and social disparities. The following pivotal strategies are advocated for governmental implementation: Enforcement of the Child Labour Act, Alleviation of Poverty and Unemployment, Provision of Child Support Grants, and Initiatives for Family Planning Awareness and Empowerment. Collectively, these interventions are anticipated to not only diminish the incidence of child labour but also to promote sustained economic development and social cohesion.

This work in addition, is recommended as a handy tool to educational administrators, counsellors, parents, policy makers and other researchers.

Based on the findings and recommendations above, the researcher suggested based on the nexus between child labour and educational performance, other areas and topics for further study, such as: Impact of Government Policies on Reducing Child Labour, Child Labour and Mental Health: Impact on Education, and Community-Based Interventions for Child Labour and Education.

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Data Availability Statement. The generality of the data associated with this work are available in public domain resources and some are available in public and institutional repositories.

Conflicts of Interest. The author declares no conflicts of interest.

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