

# MOTHER'S EDUCATION AND CHILD WORK IN LAGOS MAINLAND AREA OF LAGOS STATE, NIGERIA

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## Abstract

Child work has become an important aspect of upbringing of children in Nigeria but this reality has not been adequately explained in existing literature. In a bid to offer some fresh ideas on the determinants of child work in Nigeria, the study examined the relationship between mother's education and child work in Lagos Mainland Area of Nigeria. The study adopted a mixed method approach involving 14 in-depth interviews and a structured questionnaire, which was administered to 160 women selected from major markets in the study area. The majority of the respondents were married and aged 30 years and above. Less than half of the respondents had secondary education. The study showed that there is no relationship between mother's education and her use of children in child work. Furthermore, the study found financial gains from child work as a major reason for exposing children to it. The study also revealed that child work is not only physically exhaustive to children but also retards children's educational, health and other forms of developmental activities. The study also observed that child work is taken as a survival strategy though it exposes the children to different forms of hazards and dangers. The study therefore, recommended that government's economic and financial policies should be geared towards improving parents' economic status so as to give the children more time to rest and concentrate on schooling and other childhood developmental activities. Furthermore, awareness and public sensitization on the damaging effects of child work on children's education and health should be pursued vigorously for the production of healthy and well developed children in Nigeria.

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**Key words:** Attitude, Child Rearing, Child Work, Education, Motherhood

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## Introduction

Parents in developing countries, especially in Sub-Saharan Africa see children as a source of economic benefits to parents and this is the major reasons for having them (Khurfeld, 2006). According to Khurfeld (2006), the consequences of seeing children as a source of economic benefits are that countries like Nigeria are already facing a population explosion with the resultant effects that food production cannot match the growing population. Therefore, hunger, poverty, starvation has prompted more parents to expose their children to child work as a means of survival. Lindert (1970) posits that children in developing counties devote more of their time in household chores because parents make use of children's ability to work.

According to Syed, Mirza, Sultana and Rana (1991), parents induced children to child work without asking for their opinions. Child work is more prevalent in developing countries because of lack of political will to enforce minimum age requirement for work as stipulated in the ILO Conventions (Siddiqi & Patrinos, 1995). Collions (1983) and Aderinto (2009) opine that child work helps the child to build his self confidence, esteem, ability and capability; it is a training ground for the child. Child work is not as much the problem as the conditions under which the child performs the work (Boyden, 1991). To Bhargava (2009), child work includes helping in farms and shops, baby sitting younger ones, cooking, cleaning the house and other domestic chores etc.

Hunte (2009) and Okoye and Tanyi (2009) on their part describe child work as the traditional way of training and building a child's skills and character. ILO (2002, 1996, 1992) and Okeye and Tanyi (2009) argue that child work is not only dangerous to children but is possibly the worst form of child labour and will continue to exist if parent's educational level does not improve. Haspel and Suriyasarn (2003) in their own argument pointed out that any form of child work especially domestic work/house chores is easy and safe and does not constitute child labour.

For Amma, Baghdella, Kiondo, Madhi, Nwandayi and Soko (2000), a child's work covers cooking, dish washing, water fetching, baby sitting and other forms of house chores which children undertake to assist parents. Weiner (1999) and Kannan (2001) posit that child work is different from domestic work that children do because it is used by parents to supplement family incomes. However, ILO (1992) and US Department of Labour Bureau (2009) maintains that child work is child exploitation which it reduces children's participation in education and is harmful to their physical well-being and development.

Child work is a function of parents' community culture, literacy level, their ignorance on the benefits of children's education and the effects of child work on children's health and overall well being (Mehrota, 1995; Devi, 1979; Devi & Revi, 2002; Kannan, 2001; UNESCO, 2001, 2008; UN, 1988, 2006, 2007, ILO, 2020). Culture of the

community where parents lives, poverty, low literacy or illiteracy and large household are the main determinants of child work and largest reducer of parent's investment on children's education (Degraff, Bilsborrow, & Herrin, 1993; Dvivedi, 2014; Dyson, 1991; Iqbal, 2009; Shreaniwas 1993). DeGraff et al (1993) further noted that child work is a function of a child's birth, order and sex.

ILO (1992) argued that parents' education has a great effect on child work; parents with lower level of education engages more in child work. This is corroborated by Dvivedi's (2014) argument that educated parents do not take advantage of a child's ability to work to engage them in child work due to their knowledge of the importance of education and rest on a child's overall wellbeing. To Ekwe (1986) and Ekpe (1986), it is parent's vocation that has a stronger relationship with child work; a child in the process of learning parents' vocation ends up helping in contribution to family income. In their own arguments, Bequele and Boyden (1988) and Jomo (1992) noted that children like to get involved in parents' occupations in order to contribute to family income. They concluded that children are not forced to work but voluntarily offer to help get cleaner environment and additional income for their families.

According to Olowa and Adeoti (2014), women's education plays a very important role in child work as women account for over half of Nigeria's population; education raises the earning power of women. Education creates in women optimism, self confidence and gives them economic liberations that help to reduce child work (Ukoha, Nwaru, & Emea, 2007). Education helps women to acquire skills, capabilities, knowledge and attitudes needed to perform social-cultural and economic responsibilities. Olowa and Adeoti (2014) noted that women's education does not just improve mothers' skills, innovativeness and competence; it also enhances their productivity, efficiency and wage earnings. Education do not just allows mothers to socially integrate into the society but also increases family income; this do not only reduce child work but help county's economic growth and development ( Olowa & Adeoti, 2014).

Women who complete at least secondary education are more likely not to expose their children to child work, delay age of child work, and encourage early child education and school attendance time (Clark & Yesufu, 2012). Educated women are also likely to take their children away from every form of child work that will be injurious to the overall wellbeing of the child (Dada, 2013). The education of women not only enhances their cognitive abilities, it opens up their economic opportunities and social mobility, and equips them with skills that enable them think independently in an ever changing world. However, to Olowa and Adeoti (2014) and Ukoha, Nwaru, and Emea, (2007) educated women have not stopped using children for domestic chores, street hawking, food vendor and shop attendants.

Education has given women more opportunities than were available to their mothers and grandmothers, influence women's attitudes toward desired family size, but has done little in area of stopping child work. This is evidenced by a close observation of many children engaging in work such as food vending, hawking, load carrying, wheelbarrow pushing and use of grinding machine for grinding to assist in augmenting parents' income. These works expose children to various degrees of dangers like falls, accidents, diseases and other forms of physical abuse (Adejo, 2017; Kurfi & Aliyu, 2014; Jones, Presler-Marshall, Cooke & Akinrimisi, 2012). Thus, this study examines mothers' educational background and child work in selected markets in Mainland Local Government Area of Lagos State. To this end, the study is based on the following questions:

1. What is the relationship between a woman's education and her attitude towards child work?
2. How does a woman's belief influence child work?
3. How does a woman's education enhance her in improving child work practice?

## Literature Review

This section examines the conceptual framework and theoretical underpinnings of the study.

### A. Concept of Child Work

Child work has been described as the legal means of training a child and integrating a child into the family unit in sub-Saharan Africa (Adejo, 2017; Rosenzweig, 1981; ILO, 2013 & Ndem et al, 2012). Adejo (2017) argues that child work is a socialization process that integrates children into the society, engages them in different works and incorporates them into family business. Adejo (2017) further argues that child work is made easy by the indispensability of mothers and children from the economy of the family. For Amma et al (2000) and Edmonds (2009) child work is a form of socialisation for the children.

Child work takes place within the family and under the watch of elderly family members (Adeyemi, 207; Ndem et al, 2012; Adejo, 2017). Fyfe (1989), Anker, (2000) and Ukoha et al, (2007) stated that some child work even under the watchful eyes of elderly family members are hazardous to children and hides under the umbrella of family protection as seen in the case in rural area farm work. But for Shreeniwas (1993), Dessy and Pallage (2003), Oloko (2003) and Abisoye (2013) not all child work is harmful or brutish to the child nor does all child labour causes psychological stress to a child and parent. For Amma et al (2000), a child's work covers cooking, dishing washing, water fetching, baby sitting and other forms of house chores which children undertake to assist parents.

To Dvivedi (2014) and Ibeme (2014) child work must not inflict any form of injury on a child neither must it deprive children of their happy childhood and right to education. This is in support of UNICEF (1997, 2000, 2002, 2004), which argues that child work should not obstruct, truncate, hinders or deprives a child his or her school. In order to ensure that no Nigerian child is harmed when engaged in any form of legitimate work; several laws have been adopted and enacted to protect the Nigerian child. These include the Nigeria 1999 Constitution and the Nigeria adopted ILO Article 2 (1999).

ILO Article 2 (1999) and Nigeria 1999 Constitution see a child as any one below 18 years of age. However, according to Metuh (1995), before the 1999 constitution other laws on child age limit has

been in existence and include the Children and Young Person's Law (Cap, 19), Laws of Eastern Nigeria 1963 which capped the age of a child at less than 14 years and that of a young person at 14 years but less than 17 years. The Nigeria nation under Nigeria Labour Act set 12 years of age as a child's age to engage in light domestic chores or work alongside older family members in any other form of work.

The Nigerian State has also through the Federal Child Right Act prohibited some forms of child work and raises the minimum age of a child to 14 years. The Nigerian Child Right Act gives 23 states which have adopted it the power to enact extra provisions to protect children from working. Based on the Nigerian Child Right Act, some states like Abia State have enacted the Abia State Child Right Act (2006) which criminalises child work outside family homes and environment. The law further shows that child work in the state should cover only those activities that will train and build a child's skill and character.

### **B. Child Right Acts and Child work in Nigeria**

In Nigeria nation the child right acts and other child right laws are made in the best interest of the Nigerian child. These Acts includes; Nigeria Labour Act 1974, Federal Child Right Act (2003), Nigeria Constitution (1999), Trafficking in Person (Prohibition) Law Enforcement and Administration Act (2003), Criminal Law and Panel Law (1990) CAP 26 (Section 301). The Acts which are adoptions from ILO Article 2 (1999), UN Right of Child Convention (CRC) 1989 and African Union Charter on the Right and Welfare of Child (CRWC) 1990; prohibit any form of worst child work for Nigerian children and charges the Heads of families of underage children to provide the necessities of life for children and holds such Heads responsible for the life and health of such children, whether the children are helpless or not. The Acts which is summarised in the 1999 Constitution Section 2(1) states that "every child shall be given such protection and care as is necessary for the wellbeing of the child by persons responsible for that child". The failure to protect a child according to the Constitution attracts sanctions and punishments. Despite all the Acts enacted to protect the Nigerian Child, Bassy, Baghebo and Otu (2012) and Omokhodion,

Omokhodion and Odusote (2006) note that Nigerian children of school age are seen in cities and villages trading and hawking on streets, washing dishes at restaurants, serving as house maids, working as bus conductors and hair dressers, working as labourer in construction sites and farms, working as mechanics in mechanics workshops, and other forms of work. According to them, this trend has remained because of the lack of political will by both the federal and state governments rectify and implement these Child Right Acts.

### **C. Mothers' Education and Child Work in Nigeria**

Child work in Nigeria which has been on the increase is attributed to parents' lack of education, large families, poverty, ignorance, culture, ineffective laws and implementation (Nwokolo, 2011; Basse, Baghebo & Otu, 2012). According to Ugal and Undyaundeye (2012), some of the child work have become unsafe and have physical, social and psychological effect on children. Mapaure (2009), Dessy and Pallage (2003) and Sharp (1996), in collaborating with Ugal and Undyaundeye (2012), stated that unsafe child work makes children vulnerable to diseases, physical pains and psychological stress. Unsafe child work not only give the child educational and social disadvantage but also affects his/her physical and mental growth and development (Edmond, 2009). Illiteracy of parents, condition of educational system, poverty, sex and birth order hinder the reduction in child work (Dvivedi (2014)

Child work in Nigeria urban cities such as Lagos is much in existence as a result of increase in cost of living in cities. This situation has compelled children to contribute beyond their capacity to family incomes; with injurious physical and educational development as resultant effects (Clark & Yesufu, 2012; Hunte, 2009; Apt, 2005). According to Naidu (1986) and Ewuruiigwe (1986), child work is promoted by poverty, religion, and the attitude of the society towards children. Vinolia and Fubara (1986) and Yesufu (2005) opined that child work in Nigeria is the brain child of cultural practice/belief which was worsened by financial economic hardship associated with the Structural Adjustment Programme (SAP) of

former Military Head of State –General Ibrahim Babangida. Women education according to Olowa and Adeoti (2014) helped to reduce child work as mothers who are educated have better opportunities to engage in income generating activities, get higher pay and other good things of life.

In recent decades, the rising level of women's education and their access to social media have not only helped women grow their economies but have also help them to acquire new parental skills and attitude to child work (Dvivedi, 2014; Olowa & Adeoti, 2014). Olowa and Adeoti, (2014) noted that women education does not just improve mothers skills, innovativeness and competence, it enhances their social integration, productivity, efficiency, wage earnings and increases family income, nation's economic growth and development. The women education not only enhances their cognitive abilities, it opens up their economic opportunities and social mobility, and equips them with skills that enable them think independently in an ever changing world. The educational credentials have become their primary criteria for entry into formal employment and for sorting them into the hierarchy of occupations. Education has given women more opportunities than were available to their mothers and grandmothers, influence women attitudes towards desired family size and child work. Education is one of the key elements that women use in eradicating poverty, achieving sustainable economic and children educational development. Education enhances the capabilities and quality of women living in all society; without it society becomes weak and feeble (Nwokoro, 2011). Furthermore Nwokolo (2011) posits that achieving women education mitigates unsafe child work and encourages school enrolment, attendance and completion rate.

#### **D. Theoretical Framework**

This study rests on the Functionalist Theory by Durkheim (1895), Cultural Theory by Schwartz and Thompson (1990), and Theory of Planned Behaviour by Icek Ajzen (1991). The central ideas of the study is that based on a woman's attitude, education, cultural belief and behaviour, she will prevent child work if it will have serious

consequence on the children's education and general well being and furthermore, if the benefits of not engaging the child in child work exceeds the gains.

Ajzen (1991) Theory of Planned Behaviour holds suggestions that specific attitude and behaviour especially on how people care for others or object is based on their attitudes, norms and belief. The premises for Durkheim in his functionalist theory (1895) according to Appelrouth and Edles (2008), is that education, moral sentiments and sense of obligation shapes people actions in the society. The theory also maintains that a society's culture, laws and customs defines and exercises power over the actions of citizens of that society. The cultural theory of Schwartz and Thompson (1990) underlines the effect of culture on people attitude and behaviour. The cultural theory states that people values, beliefs and habits are based on a society's culture. This means that the cultural preferences by the people affect attitude and behaviour of such people. These theories are relevant to this research because of their emphases on the importance of culture, attitude, education, belief and behaviour in shaping mothers' action towards child work.

#### **Methodology**

The study population comprises of market women with stalls at four (4) selected markets in Mainland Local Government Area of Lagos State. Mainland Local Government is one of the twenty (20) constitutionally recognised local government Area in Lagos State, Nigeria. It was created in 1977 as a separate local government area following 1967 National Local Government Reform in Nigeria and has its Headquarter in Herbert Macaulay Way, Lagos. The local government area with a total population of 629, 469 (population is made up of 326,433 male and 303,036 female, representing 3.6 % of Lagos State population of 17, 552, 940) (Lagos State Bureau of Statistics 2005), and it seven markets were chosen based on its large representatives of women traders.

The seven (7) markets in the local government include Iddo Whole Sale Market, Ademuyiwa Market, Olaleye Market, Otumara Market, Orieru Market, White Sand Market, and Iddo Garage

Market and based on convenient sampling four (4) markets were selected (Iddo White Sand Market, Ademuyiwa Markert, Iddo Garage Market and Orieru Market). Purposive non probability sampling techniques, precisely the purposive method was adopted for the study because of the largeness of the population and based on convenience and relevance of the respondents to the study theme. Forty (40) respondents were randomly selected from each of the four selected market.

Data were collected from (160) women within the reproductive age of 15 to 49 years and have at least one child. With the use of simply random sampling and semi structured interview questionnaire sixteen (16) respondents were selected from each market and asked questions on child work and why they engage in it. Data was analyzed from the 154 correctly filled questionnaire using triangulation of univariate, bivariate and content analysis.

## Findings and Discussions

Table 1 : Socio-demographic Characteristics of the Respondents

Age group	Frequency	Percentage
15-19	7	4.5
20-24	17	11.0
25-29	24	15.6
30-34	34	22.1
35-39	37	24.0
40-44	35	22.7
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Marital status</b>		
Single	15	9.7
Married	95	61.6
Divorced	9	5.8
Separated	18	11.7
Widowed	17	11.0
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Religion</b>		
Islam	53	34.5
Christianity	94	61.0
Traditional Religion	7	4.5
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Family setting</b>		
Monogamy	78	50.6
Polygamy	62	40.3
Unspecified	14	9.1
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Educational status</b>		

No formal education	3	1.9
Attempted primary school	11	7.1
Completed primary school	33	21.4
Attempted secondary school	29	18.8
Completed secondary school	55	35.7
Tertiary	23	14.9
<b>Total</b>	<b>154</b>	<b>100.0</b>
<b>Number of children alive</b>		
0	1	.6
1	23	14.9
2	30	19.5
3	43	27.9
4 and above	55	35.7
Unspecified	2	1.3
<b>Total</b>	<b>154</b>	<b>100.0</b>

Source: Survey, 2020

Table 1 shows that (22.1 percent) and (24 percent) of the respondents are between the ages of 30-39. This implies that majority of the respondents (46.1 percent) were in their thirties (30s). Also (61.6 percent) of the respondents were married, this showed that majority of the respondents were married. The tables also shows that (50.6 percent) belong to monogamy family background, (40.3 percent) polygamy while (9.1 percent) of them could not indicate their family setting.

Table 1 also show (1.9 percent) of the respondents did not have any formal education, (7.1 percent) attempted primary school, (21.4 percent) completed primary school, (18.8 percent) of the respondents only attempted secondary school while (35.7 percent) of them completed the secondary school, and (14.9 percent) of the respondents had tertiary education. Almost half of the respondents had school certificate and tertiary education. Also it is shown that close to two-thirds of the respondents had three or more children.

Table 2 : Respondents View Child Work

Ever heard of any form of child work	Frequency	Percent
Yes	153	99.4
No	1	.6
Total	154	100.0
<b>Scope Child work</b>		
Household chores/domestic chores	152	98.7
Shop attendants	98	63.6
Domestic servants	73	47.4
Market load carrier	62	40.3
Street/market hawking	129	83.8
Industrial work	37	24.0
Bus conductor	58	37.7

<b>Attitude Towards child work</b>		
Boys and girls should be engaged in child work	17	11.0
It is a way of training and giving a child values.	25	16.2
Child work encourages a child to support family finances; additional source of income for the family.	39	25.3
It is applicable to children who are not academically inclined	20	13.0
It is market environmentally induced way of life.	50	32.4
<b>Belief towards child work</b>		
It is encouraged by culture and tradition	63	40.9
It is not against our religious beliefs	10	6.5
Using children for child labour /work is a good source of additional family income.	32	20.8
The economic situation promotes child labour	27	16.5
It is a form of mental and physical training and development for children.	22	14.3
<b>Ever used any child/children for child work</b>		
Yes	106	68.8
No	46	29.9
Unspecified	2	1.3
<b>Ccurrently using a child/children for child work</b>		
Yes	89	57.8
No	61	39.6
Unspecified	4	2.6
<b>Type of child work child/children engaged in</b>		
Helping in family shops/business.	49	31.8
Shop attendants in other people shops/business	3	1.9
Domestic servants	1	.6
Market Load carriers	2	1.3
Street/market hawking	6	3.9
Site construction work	1	.6
Bus conductor work	2	1.3
Household chores (fetching water, washing, cooking, baby sitting , etc.	90	58.4
<b>Main reasons for choice of child work</b>		
No reason	88	57.1
Poverty	5	3.2
Economic situation	5	3.2
Extra Financial income to support family	9	5.8
Societal Norm (Religion, culture, tradition)	26	16.9
Failure of government education programmes	21	13.6



Consequences of		
Increased family finance and overall training and development of a child.	99	64.3
Forced recruitment into violence and crime (stealing, fighting, prostitution, drugs, alcoholism, etc)	34	22.1
Exploitations, physical and verbal abuses, that results in various diseases and injuries (HIV/ AIDs through sexual abuse, Accidents, etc.)	2	1.3
Poor academic performance and high rate of school drop outs.	19	12.3

Source: Survey, 2020

The result in Table 2 shows that nearly all the respondents have heard of one form of child work or the other. It also presents various child works that the respondents are aware of, the commonest being house chores/domestic service (98.7 percent) and street hawking and market carrier (83.8 percent). Also shown is that (40.9 percent) of the respondents believed that culture, religion and tradition encourages child work, while (16.5 percent) of the respondents declared that the economic situations fuels child work. The result in the table shows that (68.8 percent) of the respondents indicated that they have used one form of child work practice before, while (29.9 percent) were yet to use it. The table equally indicates that (57.86 percent) of the respondents are currently using child work, (39.68 percent) are

not and that highest prevalence of child work used were in house chores/domestic service (58.4 percent) and a distance second was helping in family business (31.8 percent). Majority of the respondents, (57.1 percent) had no reason for engaging their children in child work, (16.9 percent) of the respondents indicated societal norms of culture, religion and tradition. Concerning the consequences of child work, (64.3 percent) of the respondents indicated that child work helps in overall development of a child as well as increase in family finances, (22.1 percent) indicated that it gives room for children to be forcefully recruited into crime and violence, while (12.3 percent) of the respondents indicates that it causes a child's poor academic performance and high rate of school drop outs.

## Hypotheses Testing

Table 3 : Relationship Between Mother's Education and Attitude Towards Child Work

### Attitude Towards Child work

			Child work is			
Educational Status	Male and females children should be engaged in child work	Child work is a way of training children	a way of making extra money for family	It should be used for children who are not academically inclined	It is an environmentally induced style of living for market women	Total
No formal education	2	1	0	0	0	3
Attempted primary school	2	1	5	0	2	10

Completed primary school	4	13.6	0	9	32
Attempted secondary school	3	5.8	2	10	28
Completed secondary school	6	4	16	17	55
Tertiary	0	1.8	2	12	24
$\chi^2 = 59.773$ ; $df = 25$ ; $p\text{-value} = 0.000$					

Source : Data Analysis Output

Table 4 : Relationship Between Mother's Education and Belief in Child Work

Believe Towards Child Work					
Educational status	It is encouraged by culture, tradition and religion.	The economic situation encourages it	It is good source of additional family income	It is a form of mental and physical training and development for children	Total
No formal education	2	0	1	0	3
Attempted primary school	3	0	4	3	10
Completed primary school	8	1	14	6	29
Attempted secondary school	11	3	4	5	23
Completed secondary school	31	2	4	10	47
Tertiary	8	4	5	4	21
Total	63	10	32	27	132
$\chi^2 = 30.570$ ; $df = 20$ ; $p\text{-value} = 0.061$					

Source : Data Analysis Output

Table 5 : Relationship Between A Mother's Education and Her Use of Children in Child Work

Educational Status	Practice of Child work		Total
	Yes	No	
No formal education	2	1	3
Attempted primary school	8	3	11
Completed primary school	26	6	32
Attempted secondary school	20	9	29
Completed secondary school	31	23	54
Tertiary	19	4	23
Total	106	46	152
$\chi^2 = 7.773$ ; $df = 5$ ; $p\text{-value} = 0.169$			

Source : Data Analysis Output

## Interpretation of Result and Discussions of Findings

The results in Table 3 to 5 highlight the effect of mother's education on child work in Lagos Mainland Area of Lagos State. The p-value of 0.000 and  $X^2$  of 59.773 in Table 3 shows that there is a significant relationship between a mother's education and her attitude towards child work.

Furthermore,  $X^2$  of 30.570 and 'p' value of 0.061 in Table 4 also shows that mother's education has nothing to do with her belief in child work. Hence, the null hypothesis that says mother's education has no relationship with her belief in child work. Meaning that mothers had beliefs in child work whether educated or not. Table 5 shows  $X^2$  of 7.773 and 'p' value of 0.169, this implies that there is no relationship between mother's education and her use of children in child work. In order words women irrespective of their educational levels, degree or educational background make use of children in child work.

The findings on mother's education and child work in Lagos Mainland Area of Lagos State, with emphasis on Mainland Local Government Area of Lagos State revealed that there is significant relationship between a woman's education and her attitude towards child work. This is also consistent with recent studies by Olowa and Adeoti (2014) which reported that women education does not just improve mothers' skills, innovativeness and competence, but also enhances their productivity, efficiency and wage earnings. Education allows mothers to socially integrate into the society with resultant effect being increase family income which not only reduce child work but help nation's economic growth and development (Olowa & Adeoti, 2014). Women who complete at least secondary education are more likely not to engage in child work, delay age of child work, and encourage early child education and school attendance time (Clark & Yesufu, 2012). Educated women are also likely to take their children away from every aspect of child work that might be injurious to the overall well being of the child (Dada, 2013).

The study also observed that there is no significant relationship between a woman's education and

belief in child work. This is in keeping with the study of Vinolia and Fubara (1986) and Yesufu (2012) which states that child work in Nigeria is the brain child of cultural belief which are worsen by financial and economic hardship. These influences can be so powerful that they can obscure the influence of mother's education to child work (Ewuruigwe, 1986; Naidu, 1986). This also implied that a woman's education is not connected to her belief in child work which is in-line with Clark and Yesufu, (2012) that child work in Nigeria urban cities such as Lagos is much in existence as a result of increase in cost of living in cities which have compelled children to contribute beyond their capacity to family incomes; with injurious physical and educational development as resultant effects. Olowa and Adeoti (2014) and Ukoha, Nwaru, and Emea (2007), also posited that educated women have not stopped using children for domestic chores, in street hawking, food vendor, shop attendants, etc.

The finding of this study also shows that there was no significant relationship between a woman's education and her use of children in child work. In furtherance to this ILO (2002) and Okeye and Tanyi (2009) opine that child work is the traditional way of training and building a child's skills and character in Sub-Saharan Africa. Also the works of Lindert (1970) and Collions (1983), suggest that children in developing countries devote more of their times in household chores and other child work because parent make use children's ability to work to build children self confidence, esteem, ability and capability.

Aside from the use of questionnaire to analyze mother's education and child work, data were obtained through a semi-structured interview administered on mothers. Hence, a qualitative study utilizing in-depth interview of 16 mothers was undertaken. Some of mothers outlined that they engage in child work as a way of training and giving right values to their children thereby supporting ILO (2002) and Okeye and Tanyi (2009). To some others, child work helps them groom fearless and brave children. Some acknowledge that they use child work to integrate their children into family business and prepare them for future jobs. Few others use it as a way of making a child to become responsible and contribute to family expenses especially school

fees Adejo (2017). To others, they engage their children in child work to engage them in jobs and preserve them from societal ills and deviant behaviours (Collins, 1983). Finally all the mothers interviewed agreed that they employ child work to keep the children closer to themselves, to watch over and prevent them from idleness that breeds evil, this supports the view of Okye & Tanyi, (2009).

## Conclusion

The objective of this study was to analyze the effects of mother's education on child work in Lagos Mainland Area of Lagos State. The study provides an inquiry into the relation between mother's education and her perception of child work, attitude towards child work, belief in child work and her use of children in child work. The study revealed a significant relationship between mother's education and child work. The findings revealed that mother's education has a significant relationship with her attitude towards child work and her use of children in child work. The study concluded that indeed mother's education has become an effective means of combating the problem of child work. It has been identified as an effective means of integrating the mothers into the society with resultant effect being increase family income which not only reduces child work but helps nation's economic growth and development. Promotion of mothers' education would ensure mother's higher income generating activities, higher pay, and adaptation of mothers to new innovations all of which would reduce child work. Mothers' education helps in securing the well-being, autonomy, self confidence, and economic liberation of women which in turn reduces unhealthy child work and encourages overall development of a child. Though mothers' education helps reduce child work and save children's lives as well as preserves their future well-being; but increases in the cost of living in cities have compelled children to contribute beyond their capacity to family incomes. Child work is still promoted by poverty, religion, and the attitude of the society towards children.

## Recommendations

The relevance of mother's education to child work

in a state like Lagos cannot be underestimated. This is largely due to the role of mother's education in child development, family finance and upkeep, and her contribution to society's economic growth and development. Based on the findings of this study, the study recommended that government should through implementation of various existing laws and programmes encourage mothers' education to reduce child work. Also government should create jobs and enabling economic environment that will give mothers higher opportunities to engage in income generating activities and earn living wages and salaries. This will enable mothers hire and pay adults to do some of the work done by children, and also give children more time to enjoy childhood and give full concentration on their education.

Mothers should embrace government economic and financial policies that are geared towards improving parent's economic status as to give children more time to concentrate on their studies and other childhood developmental activities. Moreover, the Legislations on child's right should be implemented by government and erring parents punished or sanctioned to enable children enjoy childhood. Finally, the Federal and State Ministries of Information and Orientation should continually create awareness and public sensitization on the damaging effects of child work on children's health. Health care should also be pursued vigorously to promote healthy and well developed children in Nigeria.

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