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EFFECT OF HOUSEHOLD SOCIOECONOMIC STATUS AND CHILD LABOUR INTENSITY ON ACCESS TO SECONDARY EDUCATION AMONG YOUTH IN GUMEL EMIRATE, JIGAWA STATE, NIGERIA.

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ABSTRACT

Household socioeconomic status and child labur remain critical barriers to educational attainment in Northern Nigeria, yet empirical evidence from rural emirates is limited. The study examined the effect of household socioeconomic status and child labour intensity on access to secondary education in Gumel emirate, Jigawa state, Nigeria. The study covered four local government areas: Gumel, Maigatari, Gagarawa, and Suletankarkar. A cross-sectional design was adopted using Krejcie and Morgans table, 150 respondents were selected through simple random sampling. Data were collected with a standardized questionnaire and analysed using descriptive statistics to determine the relationship between SES, Child labour intensity and acess to secondary education in Gumel emirate. Findings revealed that both household socioeconomic status and child abour intensity significantly influenced access to secondary education in Gumel Emirate. Lower SES households reported higher engagement of children in labour activities which corresponded with reduced enrolment, irregular attendance and drop outs.

Keywords: *Household Socioeconomic status, Child Labour Intensity, Parental income, Parental occupation, Parental Education, Access to Secondary Education*

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1.1 Introduction

Education has been recognized worldwide as a tool for promoting socioeconomic development. The importance of education has been acknowledged by scholars, this is why the education for all initiative makes provision that every child in the world must have access to education (Amadioha & Akor, 2020, p.4). To ensure the attainment of such provision, many countries including Nigeria introduced programs and measures to increase access to education and this led to the introduction of basic and later secondary or higher education.. It is established that access to c education is the right of all childrenirrespective of their social status, gender, ethnicity background or physical and mental abilities. One of the major goals and philosophy of education in Nigeria according to NPE (2013, p.3) is that ‘’education should be compulsory and a right for every Nigerian without discrimination on ground of gender, social status, religion, colour, ethnic background and any other challenges’’. In view of this statement, education must be a right of every Nigerian child in order to enable him function properly in the society. However, the type of education received by children in developing countries like Nigeria which focus on increase enrolment may not be enough if the goals of education for all will want to be achieved(Obanya, 2011, p.4).

The objectives of secondary education program according to Blessing (2018) include; inculcating in all citizens a strong consciousness for education and a strong commitment to its vigorous promotion, minimizing drastically the issue of dropout from the formal school system through improved relevance, equity and efficiency, provision for the learning needs of young persons who for certain reasons have to halt their schooling through appropriate forms of complementary approaches to the provision and promotion of education as well as ensuring the learning of the right level of education and ethical, moral and civic values required for laying a strong foundation for lifelong learning. These objectives are supported by sustainable developments g (SDG). Item 4 of the SDG clearly seeks to ensure comprehensive and equal quality education and enhance life-long learning opportunities for all (Terver et.al. 2017). Despite the already mentioned relevance of secondary education which serves as a path to attaining other levels of education, providing full access to education for all Nigerians irrespective of their social and economic differences is becoming a challenge. Lack of access to education according to Aluede et.al cited in Olayinka (2017) mean unable to enrol in an educational institution, irregular school attendance, failure to complete the prescribed program of study, inability to achieve a prescribed goal and failure to progress to the next level of education. Thus, Nigeria has been left far behind in terms of achieving basic education, talk less of secondary education program. For example the total enrolment rate is low with 64% for boys and 57% for girls (World Bank, 2006 in Musa &Bichi, 2019). Additionally, there exists an evidence of inequality in terms of educational opportunity between different regions of the country with lower enrolments in rural areas than urban areas (Udu, et.al, 2017). Evidence of inequity is also observed between students from economically disadvantaged homes and those from richer families, as well as lower enrolments of females especially in the North (Humphreys, 2015:Chimombo, 2005 in Udu et.al 2017: Dei, 2007 in Wolf, et.al 2016). In spite of the importance of school enrolments as a critical parts of investment in human capital in major societies (Schultz, 2002, in Ihugba, et.al 2019),o it was observed that there are 130 million children out of school in developing countries with Nigeria having the largest out of school population in the world (Ihugba, et.al, 2019).

More so, the problem of low enrolment is further worsened by irregular attendance. While significant progress have been met in terms of school enrolment in Nigeria, majority of

students enrolled in school are not able to attend promptly and or leave school before completing their education (Dei, 2007, in Wolf, et.al 2016). There is also the issue of school dropout which is one of the major obstacles that continue to affect our educational system right from independence (Aslam, 2004, in Effiong, et.al 2019: Musa, 2018). In addition there is a problem of retention and completion rates. It has been observed that low completion is one of the major obstacles to attaining universal primary education (UNESCO, 2005, in Earle et.al 2018).

The realization of access to secondary education in Nigeria may be hindered by various factors including poverty and poor socioeconomic conditions and child labour. There is evidence that poverty is the main socioeconomic condition affecting many countries in the world, especially developing nations (Ogwumike & Ozughalu, 2018, p.1). In Nigeria for example more than 70 % of the people are classified as poor and 35 % live in absolute poverty (Francis, et al. 2019, p.2). He clarifies that there are large differences in income and wealth across the region. In addition, despite being Africa's largest economy, Nigeria is ranked 160 out of 177 countries on the Human development index scale (Oke, et al; 2020). This coupled with urban-rural inequality in terms of poverty, with 80 % of rural population in Nigeria living below the poverty line (Waziri, et al; 2020, p.324). This situation may be worsened by increase child labour activities.

Nigeria is one of the countries with the worst incidence of child labour. For instance, the multiple indicator cluster survey reports (2011, p.192) shows percentage of child labour as 47.1 %, and the figure rose to 50.8 % in 2017 (MICS, 2017, p, 223). Also, globally, there are 73 million children who engage in hazardous work (Fahlevi, 2020, p.220). This may be a threat on access to basic education because statistics have shown that there are many children in developing countries that do not have full access to education. There are 263 million children between the ages of 6 and 17 out of school worldwide, of which 61 million are of elementary school age, more than half of them live in sub-Saharan Africa, 25 million in southern Asia and 15 million of this figure are girls (Shehu, et al; 2020, p.260). Also, with regard to literacy, around 60 million people in Nigeria are illiterates and 60 % of the numbers are women (Uzonwanne, et al. 2020, p.2). This coupled with a huge gap in terms of girl-child education between the southern and northern Nigeria (where the study area is located). The enrolment rate for girls is 85 % in the south-west, 75 % in the south-south, north-east 20 % and north-west 25 % (Francis, et al; 2019, p.5).

There is agreement among scholars that socioeconomic status and child labour influence access to education at different levels. Previous studies have shown that family level of income (Harma, 2013; Wilson &Somhlaba, 2017; Campbell, et al. 2019), parental education (Gonzalez, et al, 2018; Suhonen & Karhunen, 2019; Aydemir & Yazici, 2019) and parental occupation (Hamzah & Yunus, 2018; Bara, 2019; Dimao & Nistico, 2019), play a significant role in determining access to education at different levels. Many studies also proved how participation in long hour economic activity by the child influences education (Adegbanro, 2017; Jaffee, et al. 2018; Fahlevi, 2020). Although previous studies have tried to explain how socioeconomic status influences access to education, other studies have equally show relationship between child labour and access to education, but very few of such studies combined socioeconomic status and child labour variables and show how they affect access to education. Also, there are few studies on access to education in the region where the study area is located. Similarly, most of these studies were carried out outside Nigeria. Northern Nigeria despite its huge population is under studied as far as the issue of socioeconomic status, child labour and access to education is concern. This work will try to determine how

household socioeconomic status and child labour intensity influence access to secondary education in Gumel emirate of Jigawa state, Nigeria.

1.2 Problem statement

Education as a conceptis an indispensable tool a person or a society should have. Education is a basic resource both for individuals and societies (Ortiz-ospina, 2018, p.2). This makes the concept of education a fundamental tool for development and an indispensable instrument for attaining sustainable development goals (Musa, 2018, p.81). The World Bank (2009) cited in Musa (2018, p.2), stressed that education is one of the most powerful instruments to reduce poverty and inequality and a basis for sustainable economic growth. Specifically, secondary education is seen as the path on which higher educational advancement depends (Amadioha & Akor, 2020, p.3). Additionally, the Nigeria national policy on education (2013, p.4) clearly states as one of the philosophy and goals of Nigerian education that ‘’every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her ability’’. In line with this, education especially basic and secondary education should be a right for every child. However, the type of education given to a child should be meaningful and enabling, this makes Obanya (2011, p.2) to argue that unlimited access to meaningful learning that has value is critical for sustainable improvements in efficiency, generational poverty, change in population, preventive healthcare, women empowerment and reduction of inequality. Furthermore, Lewin (2007) cited in Obanya emphasizes that meaningful access to education is when schools provides more equitable rather than less equitable learning opportunities for children from poorer households, especially girls, with less differences in quality between schools. It is in light with this, the provision of fullaccess to education at secondary education level is essential for the development of the society.

Despite the role of secondary education which is the foundation and a step to attaining tertiary level of education (Amadioha & Akor, 2020), providing full access to secondary education in Nigeria is becoming a problem. This is as a result of so many challenges including poor budget for education sector, impoverishment,, ignorance, lack of good learning environment and culture, lack of competent manpower and poor learning facilities and infrastructure (Amadioha & Akor, 2020, p.14). The organization for economic cooperation and development (OECD) cited in Biao (2018) confirmed that in Africa only one out of four school age children was enrolled in primary school between the year 2000 to 2015. Even though some progress has been made in the area of enrolment recently as 90% of primary school enrolment was attained, but half of the enrolled pupils abandoned the program before completion (United Nations, 2015, in Biao, 2018). It has been documented that irregular attendance is one of the challenge to attaining full access to secondary education in Nigeria; this can be seen as many Nigerian children of school going age are unable to attend (Obun et. al, 2018), this may be as a result of child labour which is influenced by poverty (Etuk, et. al. 2012, in Obun, et.al. 2018). More so, Humphrey et.al (2015) cited many factors that affect prompt school attendance to include poor sanitation, household work, cost of schooling, learning materials and demand for child labour. Other features of low access to education in Nigeria include high dropout rates, grade repetition as well as low completion and transition rates (Ihugba, et.al, 2019). Apart from these factors, the problem is further aggravated by inadequate learning resources especially among poor socioeconomic background children. Thus, the UBE program in its entirety is confronted with the issue of scarce learning materials which hinders the learning conditions of the pupils negatively

threatening the goals of the program (Cornelius & Opuwari, 2019). That is why a number of primary schools in Nigeria are featured by inadequate resources, overpopulated classrooms and dilapidated buildings (Olor, 2015, in Cornelius &Opuwari, 2019; Adepoju&Fabiyi, 2007).

Statistically, it has been recorded that globally there are 263 million out of school children and 61 million of the figure are of primary school age, 15 million of which are girls (Shehu, et al, 2020, p.360). Furthermore, in 2017, about 60 million or 30 % of the population of Nigeria were illiterates with 60 % of this figure as females (Uzonwanne, et al, 2020, p.2). There is also wide disparity in girl-child education between the southern and northern Nigeria, (where the study area is located). The enrolment rate of girl-child stands at 85% in the southwest, 75 % in the south-south, north-east 20 % and north-west 25 % (Francis, et al, 2019, pp. 4-5). These statistics indicate how serious the problem of access toeducation in northern Nigeria is, and if measures are not taken urgently, Nigeria may face serious crisis including that of poverty, persistent illiteracy and insecurity, and the resultant effect of which, the country may failed to achieve the sustainable development goals.

There is also an argument that access to secondary education may also be hindered by poor socioeconomic conditions and child labour which characterized most developing nations like Nigeria. This is confirmed by Ogwumike and Ozughalu (2018, p.13) that poverty is the main socioeconomic problem afflicting many countries in the world, particularly developing regions. Ogwumike and Ozughalu also added that 70.31% of children in Nigeria suffer from child poverty and the household poverty stands at 69.96 %. This is why Nigeria is graded 160^{th} out of 177 countries on the benchmark of the human development index (Oke, et al, 2020, p.13). It is also on record that poor socioeconomic condition characterized majority of the rural population in Nigeria as over 80 % of the people in rural areas live below the poverty line (Waziri, et al, 2020, p.324). They added that this problem may leads to joblessness, diseases, malnutrition, ignorance, food crisis, poor access to credit facilities, high level of illiteracy and human depression. This is attested by Francis et al (2019, p.1) that more than 70 % of Nigerians are categorized as poor and 35 % of this figure living in absolute poverty.

In addition to poor socioeconomic condition, Nigeria is one of the countries with high incidence of child labour activities. It has been documented that in 2017, percentage of children age 5-17 who engage in child labour stands at 50.8 (MICS, 2017, p.223). This is as a result of low socioeconomic status that forced children to disagreeable challenges that have negatively affected their school achievement (Adamu&Dikko, 2017, p.3). This is further stressed by Okereke (2002) in Oluyemi et al, (2017, p.205) that compelling children to work at younger age in life and coercing them to long hours of work every day may be an impediment to their chances of getting access to education which is critical in breaking the cycle of poverty.

The aforementioned argument and statistics indicate that the deteriorating socioeconomic conditions and persistent child labour activities can hinder the development of economic sectors including education in Nigeria. This study will seek to determine if household socioeconomic status combined with child labour intensity, influence access to secondary education in Gumel emirate, Jigawa state, Nigeria.

1.3 Research Objectives

1-To assess the relationship between households socioeconomic Status and Access to secondary education in Gumel emirate,, Jigawa, state, Nigeria

2-To assess the relationship between Child labour intensity and access to Secondary education in Gumel emirate, Jigawa state, Nigeria.

2. Literature Review

2.1 Theoreticalreview

This study adopts both investment theory and poverty of opportunity theory explaining the relationship between household socioeconomic status, child labour and access to secondary education. Investment theory according to Iruka et al (2014) states that children parental income aid parents to invest in their children by supplying them with time, resources and money boosting materials, activities and schooling opportunities. This theory is related with the current study because the researchers assess the association between socioeconomic status and access to secondary education.

Additionally, poverty of opportunity theory is used to analyse the effect of differential return on the incidence of child labour (Congdon, 2008). He further explain that parents determine the fate of their children by deciding on whether the child will work or go to school. The children at school acquire human capital, while those children not attending school resort to work. This theory is linked to our study because the current study intends to determine whether child labour significantly impact on access to basic education in Jigawa North senatorial district.

2.2 Socioeconomic status and access to secondary education

According to Mayer (2002) parental income is a vast concept which positively influenced all segments of child wellbeing. This is why socioeconomic status and parent's level of education are viewed as psychological and sociological parameters that affect children educational outcomes. It has been observed that children from low income families experience lower level of education quality (Harma& Spies, 2018), this makes parental income a very influential and critical factor of major social outcomes including educational achievement, level of consumption, asset holdings, home ownership and home value (Torche&Spileman, 2013). A study conducted by Kemanae and Mojokoya (2022) found that low parental income is a stumbling block on access to education and hinders educational achievements. In a similar study, on family size, schooling and child labour, Harry (2020) discovered that children from low income home experience little resources while attending school and that parental income determines student's survival rates. Parental education is another major determinant of socioeconomic status. According to Smith and Hasgor, (2017), parental commitment of investment rendered by parents for future advantage of their children. That is why, parental investment in their children's education is determined by their level of education (Vellymalay, 2011). Therefore, the concept of parental education and how it affects life chances makes it an important factor in the study of socioeconomic status and access to education. In addition to parental income and education, parental occupational status is another socioeconomic indicators influencing children's educational outcomes. It has been observed that the level of education attained by a child is determined by parent's occupational level (Chukwudi et.al, 2017). Thus, the combine effect of financial wealth associated with parental occupation and educational attainment frequently enhances learning opportunities at home and in school (Chamundeswari, 2014). Additionally, Hamza and

Yunus, (2018) explain that fathers with full time employment may contribute largely in their children's educational achievement.

2.3. Child labour and access to secondary education

Study conducted by Silbaway and Majialuwe (2024) on the effect of child labor on educational achievement in Tamale Ghana found that poverty, peer impact, cultural and social norms, gender roles and culture of fostering are the major causes of child labor and that child labor leads to poor educational outcomes. There is evidence that combining school and work leads to poor school attendance and absenteeism (Assad et al, 2017). Additionally, Soussi and Bouhilla (2017) argue that children engage in child labour are more likely to drop out of school with girls mostly as victims. Previous research have attributed the problem of child labor to poverty, joblessness, condition of family members, low aspiration. Parental debt, high cost of education, poor access to education and early marriage (Ahad, et al, 2021).

The aforementioned literature review stressed the influence of socioeconomic status, childlabour and access to education. However, none of these studies combined parental income and child labour variables together in a single study and show how they influence access to secondary education and hence the need for this study.

3. Methodology

This research intends to determine the effect of house socioeconomic status and child labor intensity on access to secondary education in selected schools in Gumel emirate, Gumel emirate is a council in Jigawa state comprising of four local governments including Gumel, Maigatari, Gagarawa and Suletankarkar.

This study used quantitative method and employ cross-sectional design and correlational design. It also employed cross-sectional design because the research explored different aspects of student's social life such as their demographic and social characteristics. While correlational design is adopted because the research seeks to determine whesther socioeconomic status and child labour intensity have link with access to secondary education The target population for this study will be students in Secondary schools in Gumel emirate Based on data obtained from Gumel zonal education office, there are 10,200 students across 16 secondary schools in the Gumel emirate.Because it is not possible to collect data from the entire population, simple random sampling was used to determine the number of respondents using Krejcie and Morgan formula for sample determination. One hundred and five respondents (150) students were selected.For data and data sources the study employed a researcher made questionnaire with a view to ascertain the impact of socioeconomic status and child labour intensity on access to secondary education in Gumel emirate, Jigawa state, Nigeria. The data collected for this study was analyzed using statistical tools for data analysis. The data for demographic characteristics of the respondents and questions related to research objectives were analyzed using descriptive statistical tools such as frequency distribution, percentages and table

. 4**. Results and Discussions**

4.1 The findings on the relationship between parental income and access to secondary education

The first objective of the study is to assess the relationship between household socioeconomic status and access to secondary education. Table 1 summarizes the findings:

Table 1.

Statement	Response	Frequency	Percentage
Regular School Attendance	Yes	50	33%
	No	100	77%
Access to Nearby school	Yes	63	42%
	No	87	58%
Regular payment of school fees and other dues	Yes	55	36%
	No	95	64%
Access to books and learning Materials	Yes	52	35%
	No	98	65%
Access to School Uniform	Yes	49	33%
	No	100	67%

Based on the data provided in table 1, it is clear that only 33% of the students in the area of study attend school regularly, about 58% do not have access to a nearby school and 64% find it difficult to pay school fees and other dues. More so, 65% of the sample have no access to learning materials and 67% attest that they lack school uniform. From this finding it is evident that a significant positive relationship exist between parental income and access to basic education in the study area. This finding agree with that of Kemanae and Mojokoya (2022) who found that parental income is an obstacle to the realization of full access to education and academic achievement.

Objective 2 of the study tries to assess the relationship between child labour and access to secondary education in Gumel emirate. This is summarized in table two below:

Table 2: **The findings on the relationship between child labour ntensity and Access tosecondary education**

Objective 2 of the study tries to assess the relationship between child labour and access to secondary education in Gumel emirate of Jigawa state.

Statement	Response	Frequency	Percentage
Have to get food every day before going to school	Yes	93	62%
	No	54	36%
Participate in Domestic work every day before going to school	Yes	103	69%
	No	47	31%
I hawk goods every day in the Morning Before going to school	Yes	76	51%
	No	74	49%

The data in table 2 above shows that more than 60% of the pupils have to work to get money and food every day before going to school with 69% of the sample attesting that they engaged in domestic activity before going to school. More so, 51% of the pupils in the study area participate in selling goods in the morning before they attend school. This agrees with Oni (2017) study that combining school and work leads to poor attendance and low educational achievement. To sum it up, these findings have a lot of implications. It is concerning that such high percentage of the sample have to fend for themselves, sell goods and participate in some economic activity which affect their schooling.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the data provided, it is clear that there is a significant association between household socioeconomic status, child labour intensity and access to secondary education in Gumel emirate. The findings indicate that a high percentage of the sample does not have

access to learning materials and lack a nearby school and the bulk of the students has to work before going to school. These findings are alarming as they indicate that there is a significant barriers to accessing basic education in the district. Overall, this research will contribute to the development of effective educational policies and interventions that address these critical issues.

5.2 Recommendation

Based on the findings of this study, the following recommendations were given:

i. Government should provide financial assistance and support to poor families as this will help in keeping their children in school.

Ii. Schools and communities need to work together to identify and address any underlying issues that may be contributing to child labor.

iii. Community and government must join hands to establish more secondary schools in the district and equip them with relevant teaching and knowledge materials.

iv. School buses should be made available in the district to transport students to school

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