

TITLE PAGE

**INFLUENCE OF CHILD LABOUR AND PARENTAL SUPPORT ON
CHILDREN'S INTEREST IN SCHOOL ATTENDANCE AND
ACHIEVEMENT MOTIVATION AMONG PRIMARY SCHOOL
PUPILS IN NSUKKA.**

BY

EZENWA GEORGE MARY (REV.SR)

PG/MED/06/41022

A THESIS

**PRESENTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS, UNIVERSITY OF NIGERIA, NSUKKA.**

SUPERVISOR: DR.E.C.UMEANO

DECEMBER, 2008.

CERTIFICATION

Ezenwa, George Mary (Rev. Sr), a Post-graduate of the Department of Educational Foundations, with Registration number PG/M.Ed/06/41022, has satisfactorily completed the requirement, for the degree in masters in education.

The work embodied in this thesis is original and no part of this work is submitted for any other Diploma or Degree in any University.

Student

Supervisor

APPROVAL PAGE

This thesis has been approved for the faculty of Education, University of Nigeria, Nsukka.

-

Supervisor

Internal Examiner

--

External Examiner

Department

Head

of

Dean, Faculty of Education

DEDICATION

This work is dedicated to God Almighty, for all His Mercies and love, and to my beloved father, Late Mr. Elias Michael Ekemezie Ezenwa, who allowed me to go into Religious life. May the good Lord reward him with everlasting life, Amen.

ACKNOWLEDGEMENTS

I thank God for the gift of life and strength given to me in the course of writing this work. May His Holy Name be praised now and always.

I thank my superior general, Rev. Mother (Dr) Ifechukwu Udorah who gave me the permission to further my studies. May the Lord God bless her.

My most sincere appreciation goes to my thesis supervisor, Dr. E.C. Umeano for her scholarly and professional advice that guided this study from the beginning to the end. Her untiring effort in reading through the manuscript throughout all the different stages of this work, even at short notice, and her valuable contributions to the quality of this work need not to be over emphasized.

I deeply appreciate Dr. J. Igbo's contributions towards enhancement of the quality of this work. Similar appreciation goes to Dr. M.A. Obidoa, Dr. Ngwoke, Dr. Uche Eze, Dr. K.O. Usman, Prof. E. Eke, Prof. D.N. Ezeh, Prof. B.G. Nworgu, Prof Ama Nwachukwu and Dr. J.C. Omeje.

I also thank primary schools management Board Nsukka Education zone for their assistance during the collection of data. I thank my Religious community at Katsina-Ala in Benue state for their encouragement, support, prayers and patience throughout the course of this study.

I remain grateful to my sisters at Ovoko convent Nsukka, Rev. Srs, Maria Therese Ndulue, Grace Okoro and Pauline Okwum, who accommodated me when NUGA games forced us out of the hostel.

I wish to thank in especial way Rev. Fr. (Dr) Taddeo Onoyima and his assistance, Fr. Ben Agbo for their support throughout my stay at Nkrumah hall.

I equally thank Rev. Fr. (Prof.) Ben Eboh for his caring and encouragement. I thank Fr. John Igwebueze, Fr. Paul Nnanna, Fr. William Odo, Fr Jude Eze and Fr. Cyril Okpe, for their prayer and support.

I thank my sisters in the Lord for their prayers and love, Rev. Sr. (Dr) Basil Nwoke, Sr. Trinitas Assumpta Keke, Sr. Cyril Enu-korah, Sr. Linda Vivian, Sr. Jacinta Nwaohiri and Sr. Anastesia Okafor. I thank Felix Egara and Tony Aja for making their computers available for me.

I thank the Executive secretary, Teaching Service Board Makurdi for granting me study leave. I thank the principal, Mrs. Veronica Gbande, staff and students of Divine love catholic Girls' secondary school Katsina-Ala for their patience during this programme.

I thank Mr. & Mrs Joe Uka Idigo for their parental care and love towards me. I thank the entire family of Elias Ezenwa of Aguleri in Anambra East. My beloved mother, Christiana Unoma Ezenwa for her love. My brothers and sisters, Joseph, David, Fidelia, Nnaemeka, Theresa, Ekene, Leonard, Chugo, Assumpta and their children, for their prayers and support.

Rev. Sr. George Mary

Ezenwa

PG/M.Ed/06/41022

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION

Background of study-----	1
Statement of the problem-----	14
Purpose of the study-----	14
Scope of the study-----	15
Significance of the study-----	16
Research question-----	17
Research hypotheses-----	18

CHAPTER TWO: LITERATURE REVIEW

Conceptual frame work-----	19
Child labour-----	20
Parental support-----	22
Interest in school attendance-----	24
Motivation-----	25
Achievement motivation-----	26
Gender-----	27
Theoretical framework-----	29
David C.McClelland theory of achievement motivation. (1961, 1985).-----	29

Social Learning theory of Albert Bandura (1977).-----	32
Abraham Maslow’s hierarchy of human needs (1908-1970).-----	34
Social Exchange theory of Edward (1974).-----	37
Empirical studies-----	38
Child Labour and academic performance-----	38
Parental support and achievement in reading-----	40
Interest in school subjectse-----	42
Studies on Gender and academic achievement -----	43
Summary of literature review-----	45

CHAPTER THREE: RESEARCH METHOD

Design of the study.-----	47
Area of the study.-----	47
Population-----	48
Sample and sampling techniques.-----	48
Instrument for data collection.-----	49
Validation of the instrument.-----	49
Reliability of the instrument.-----	50
Method of Data Collection.-----	51
Method of Data Analysis.-----	51

CHAPTER FOUR: Presentation of the results of analysis according to

research questions and hypotheses.-----52

CHAPTER FIVE: discussions of findings, conclusions, implications

and Recommendations -----61

Discussion of findings -----62

Educational implication -----66

Recommendations -----66

Limitations of the study-----67

Suggestions for further research -----

68 Summary of the study-----

68 Conclusion-----69

REFERENCES-----70

APPENDICES

Questionnaire-----78

Reliability analysis-----84

Table showing sample for the study-----87

Results of first school leaving certificate-----88

Analysis of data-----89

Population of the study-----92

Evidence of Validation -----93

ABSTRACT

The researcher conducted an investigation on the influence of child labour and parental support on children's interest in school attendance and achievement motivation among primary school pupils. Six research questions and six hypotheses guided the study. The population for the study consists of three hundred and thirty one (331) primary five pupils, 171 boys and 160 girls in government schools in Nsukka urban educational zones. The major instrument for collection of data was questionnaire. The data collected were analyzed using mean, standard deviation and t-test statistical tools. The major findings of the study are: (1) pupils interest in school attendance is significantly influenced by child labour. (ii) There is significant difference in the achievement motivation of pupils who are under child labour and those who are not. (iii) parental support has a significant influence on the willingness of the pupils to attend school. (iv) lack of good parental support has underlined pupils achievement motivations (v) The pupils interest in school attendance is not influenced by gender except for their achievement motivation. Following this findings, some recommendations and suggestions for further studies were made

CHAPTER ONE

INTRODUCTION

BACKGROUND OF THE STUDY

Child Labour is one of the most rampant societal problems facing Nigeria today. This refers to any engagement of the child for payment or not but directed to alleviating adult burden or making a living. Such activities include hawking, domestic servants, begging, mining, prostitution or quarrying, agriculture, helping in the parents' business or doing odd jobs. The exploitative child Labour occurs when children, especially young ones are exposed to long hours of work in dangerous environment or are entrusted with too much responsibility.

Child maltreatment is the general term used to describe all forms of child labour and neglect. There is no one commonly accepted definition of child labour and neglect. The federal government defines child labour and neglect in the child Abuse Prevention and Treatment Act as "the physical and mental injury, sexual abuse, negligent treatment or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened". Each state provides its own definition of child

labour and neglect. Child maltreatment encompasses physical abuse, sexual abuse, neglect and emotional abuse.

Although it is difficult to accumulate precise statistics for child maltreatment nationally, methodology has been developed for accumulating incidence of child maltreatment from the states. Once thought to be a problem involving only a few thousand children a year, child maltreatment has since been identified as nothing less than a national emergency.

Child labour is harm to, or neglect of a child by another person, whether adult or child. Child labour happens in all cultural, ethnic and income groups. Child labour can be physical, emotional or through neglect. Child labour may cause serious injury to the child and may even result in death. It can also mar the child's academic achievement in the school.

The poor academic achievement in the educational sector can not be overemphasized, in particular at primary school level. The Ministry of Education Examinations Development Centre (2008), Enugu revealed that the percentage of failure rate in the past years surpasses that of the percentage of credit level. Below is the analysis of first school leaving certificate result in Nsukka Central of Enugu State. In 2002/2003, the total number of pupils who sat for first leaving school certificate examination was 5257, 2593 were boys, girls were 2664. More than 2000 pupils scored below

40% (Ministry Of Education Examinations Development Centre, Enugu: 2008)

In 2003/2004, the total number of pupils who sat for Exams was 5306 pupils, the number of girls were 2545, boys 2761, 1596 pupils scored below 40%.

In 2008/2009, the total number of pupils who sat for first leaving school certificate examination was 5438, the numbers of boys were 2705, girls 2733. Only 3007 pupils had 40% percent and above, the rest scored below 40% percent. The analysis of first leaving school certificate results for the past seven years below

Session	Total Pupils	Males	Females	No that scored below 40%
2002/2003	5257	2593	2664	> 2000
2003/2004	5306	2545	2761	1596
2004/2005	5533	2733	2800	2433
2005/2006	5414	2700	2714	2544
2006/2007	5682	2901	2701	2622
2007/2008	5532	2900	2632	2582
2008/2009	5438	2705	2733	1490

Motivation, as it relates to students, is very important. Motivation is an internal state that energises a persons behaviour, maintains it and directs it towards a goal so that a state of equilibrium is attained. Human beings are said to be extrinsically or intrinsically motivated. Intrinsic motivation is said to be derived internally in the job itself. It is that which is occurs while a person is performing an activity in which he takes delight and satisfaction in doing. Intrinsic motivation is seen as internal reward, while extrinsic motivation is incentive or reward that a person can enjoy after he finishes his work.

Okoye (1983) opined that motivation holds the key to the understanding of human behaviour. According to him, motivation explains why one individual dodges work, another works normally satisfactorily enough to reach the height, while yet others resort to illegal and unconventional methods of achieving social, academic, economic and political recognition. He added that motivation should be carefully manipulated whether in the work situation or study situation, so that our students are neither under motivated or over motivated but appropriately motivated so as to be useful to themselves in their society and the world at large.

Glasser {1990} theorizes that all motivation springs from an individual's desire to fulfill one of five basic needs: survival, love, power, fun and freedom. Motivation can be characterized by a student's personal investment in a given task. The magnitude of motivation is influenced by the psychological environment of a school, that is, by the meaning given to the overall education experiences. Academic performance of students depends not only on the qualities of instruction at schools, provision of educational facilities, intelligent quotients but also on achievement motivation.

Achievement motivation could be seen as self-determination to succeed in what activities one engages in, be it academic work, professional work, sporting activities among others (Gesinde, 2002). Achievement motivation is also based on reaching success and achieving all our aspirations in life (Harackiewicz, Barron, Carter, Lehto and Elliot, 1997).

Burger (1997) states that, achievement motivation is an individual desire to accomplished difficult task, attain high standard and excel oneself. The implication is that high need achievers are moderate risk takers have an energetic approach to work, and prefer jobs that give them personal responsibility to overcome and on the contrary, the opposite is the case. The motivation to achieve, however may be evident only in behaviour that

students value. For instance, a child may be highly motivated to achieve and this may be exhibited in athletic but not in school work (Eccles, 2005).

In view of the above definitions, achievement motivation deals with the generalized tendency to strived for success and choose goal oriented success or failure activities. In addition, it is the need for success or the attainment of excellence. However, for the purpose of this work, achievement motivation is defined as the acquired motive patterns resulting from reinforcement schedules in child training that centre around achievement, independence and mastery concern.

Achievement motivation is characterized by a strong desire to assume responsibility for finding solution to a problem, a tendency to set moderately difficulty achievement goals and take calculated risks, a strong desire for concrete feedback on task performance; a single minded preoccupation with task and task accomplishment. The antithesis depicts a preference for low risk level on tasks and for shared responsibilities on tasks {McClelland, 1961, Steer 1980}.

Highly motivated students perform better academically than the lowly motivated students. This findings corroborates that of Bank and Finlapson's (1980) finding who stressed that successful students have significant higher motivation for achievement than unsuccessful students. Higher achievers

may be classified as driven, striving for success, competitive or taking charge. Low achievers may be seen as quitters, non participants or failures. Higher achievers work harder and will try different means to accomplish success (Vanzile-Tamsen and Livingstone, 1999). Studies by Senecal et al (1995) show that even when all possibilities of failure are removed from a situation, many students will procrastinate, quite, or not attempt the task if the outcome has no perceived value.

Atkinson in Woolfolk {1998} opined that people have the need to achieve as well as the need to avoid failure. If a person's need to achieve in a particular situation is greater than the person's need to avoid failure, then the overall tendency or resultant motivation will be to take the risk and try to achieve. Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers and school administrators need it to ensure that every facet of the school they manage continues to improve {Philip,1992}.

Furthermore, interest could develop as a result of motivation. Interest is a persisting tendency to pay attention and enjoy some activity or content. Interest has been revealed as emotionally oriented behavioural trait which determines a pupil's vim and vigour in tackling educational programmes or other activities Ezewu and Okoye, (1981). Interest is an important variable

in learning because when one is interested in an activity, one is likely to achieve highly in that activity, {international Journal of Art and technology Education} vol.2, No1, 2002.

The importance of interest in whatever a person does can not be underestimated. Interest is of considerable importance when it comes to making choices. As pointed out by Dewey {1913}, interest is a two-dimensional construct which involves identification and absorption. Dewey's conceptualization is very important in educational enterprise as the relationship between identification, absorption and self-initiated activity offers a straight forward way to analyze school activities.

Schiefelle {1991}, defined interest from the point of specification of content domain. In particular Schiefelle proposed the following:

1. Interest is a content-specific concept. It is always related to specific topic, tasks or activities.
2. When understood as content-specific, interest fits well into the modern cognitive theories of knowledge acquisition in that new information is always acquired in a particular domain.
3. Subject matter specific interest is probably more amendable to instructional influence than are general motives.

Hiddi and Anderson {1992} identified two forms of interest namely, personal and situational interest. Personal interest is defined as an interest people bring into a situation. For instance, a student can approach a learning situation with or without interest. On the other hand, situational interest, refers to an interest that people acquired by participating in an environment or context. Interest is directly tied to the child in relation to school.

Interest in schooling has been found to contribute significantly to the academic achievement of students. Odinko and Adeyemo {1999} found that interest in schooling together with other socio-psychological factors were good predictors of students' learning outcome in English language. Odinko and Adeyemo {1999b} discovered that interest in schooling predicted students' attitude to English language. The interest and the result of learning efficiency of male and female students may be different, hence the issue of gender in achievement motivation.

Gender is a social construct. It has to do with type. Gender is constructed by the society. According to Azikiwe (2006), gender as a sociological term refers to the role and attributes or behaviour that society has assigned to the two sexes. Also gender could be defined as sociological label referring to "those non physiological components of sex that are culturally regarded as appropriate to males and females" (Unger, 1979).

Oakley (1970) also used the word gender to describe certain characteristics of men and women which are socially determined while those that are biologically determined are regarded as sex. Gender is socially oriented and therefore it is dynamic. Gender roles for men and women differ but since gender is socially determined and culture is dynamic hence, gender patterns change with time.

The concept of lessons and the way they are taught involve various kinds of polarization of male and female. Boys and girls show different types of behaviour as they advance in age. Parents expect their children to play with gender appropriate toys. Parents nurse a life theme of achievement, competition, and stern control of emotions for the boys – child but warmth, lady like behaviour and supervised activities for the girls child (Brooks, 1986, Turner and Gervai, 1995).

Parental support reflects the extent to which parents are present and interject themselves into the lives of their children (Gonzalez, 2006). These are observed in attending school functions, helping with home works or showing interest in what is occurring in school, as they may be important to a student academic career. In a situation where parents give positive support to their children, their children feel secure that they have parents who care. Children whose parents are interested in their educational welfare not only

score relatively high scores but also tended to pull ahead of the rest, irrespective of their initial starting ability. They encourage his marks, pay attention to what is happening, they stress that good performance is necessary for occupational success, they suggest various occupations that would be good for their sons Cotton and Wikelund (2005).

According to Mullis {1990} parents can encourage their children to pursue advanced course work to invest significant amount of time in their homework and to devote more time to reading than television. They can play an important role in strengthening their learning and by reinforcing the effort of teachers and schools. Home environment produces a multilateral influence on the educational development of the child.

Elkind (1987), shows that students achieve at higher levels when they are raised in homes characterized by supportive and demanding parents who are involved in schooling and who encourage and expect academic achievement. Children can become genius if parents support them positively.

Eccles and Harold (1993) opined that, active parental support in the school is a critical factor in children's educational success at all grade level. The implication is that the quality of the relationship between parents and their children influences their school success or failure, thus parental support

can either be positive or negative. Positive support increase success at school tasks.

Hossler and Stage (1992) observed that, parental support deals with the extent to which parents care about the success of their children in the school through the provision of adequate stimulating environment that can make learning and mastery of skill possible. This implies that parents' support to their children seem to have a strong influence on the achievement motivation.

According to Gelles {1985}, children are most likely to do well in school if their parents value education and are interest and involved in school activities. Active parental involvement can make a big difference. Children from parents with adequate income, good occupation and high status are likely to be provided with high quality private education from Nursery school to the University level. The parents of these children will put them in private schools that are good, that have educational facilities and resorts teachers. Whereas poor parents can send some of their children to school but have to make or decide as to which children go to school or not.

Some educated parents have time for their children, they are more involved in their children education than less educated parents (Hossler et al, 1992). Students from literate home are provided with good reading

accommodation and because of this, they do better in school academically supporting the above view Paulson (1996) indicates that, parental involvement has a positive effect in their children's achievement.

Obayi (1997) opines that, one has to expect some differences between students who have parental support and those who have none. Obayi (1997) concludes that, the educated parents do ask for their children's performance whenever they come back from school, as well as provide relevant materials to their children and make arrangement for extra mural lessons for them. The above are ways of ensuring increase in the academic achievement of their children which would invariably lead to high achievement motivation.

Researches have been carried out by (Rani, 1998; stage, 2000) to ascertain the relationship between environment both in and outside the school in which the child grows such as socio- economic status of parents and the children's academic achievement. Socio-economic status of parents has influence on students' achievement in schools (stage, 2000). The indication is that, students from low socio-economic status have less opportunity than student from high socio-economic status. This is because, the parents cannot afford training the students in costly schools where the adequate stimulating environment for proper teaching and learning are made available.

STATEMENT OF PROBLEM

Parents have great influence on the interest and achievement of their children. They are in a position to motivate their children by their support. Yet there is still the existence of poor level of achievement and interest in school attendance of their pupils. Regrettably, despite governmental regulations, decrees, enactments and law on child's right, child Labour still persist.

Could Child Labour be responsible for the decline in the achievement motivation of the pupils? What influence does parental support have on pupils' interest in their academics? Could the absence of parental support be linked to the decline in pupils' interest in school attendance? Could it be that child labour have influence on children's interest in school attendance? Does gender influence children's interest in school attendance and achievement motivation? Thus, this study is aimed at providing solutions to the listed problems.

PURPOSE OF THE STUDY

The general purpose of this study is to investigate the influence of child Labour and parental support on pupils' interest in school attendance and their achievement motivation. Specifically the study seeks to:

- i. Investigate the influence of child labour on pupils' interest in school attendance.
- ii. Investigate the influence of child labour on pupils' achievement motivation.
- iii. To ascertain the influence of parental support on pupils' interest in school attendance.
- iv. To investigate the influence parental support has on pupils' achievement motivation.
- v. To determine the influence of gender on pupils' interest in school attendance.
- vi. To determine the influence of gender on pupils' achievement motivation.

SCOPE OF THE STUDY

The study will involve primary five pupils in Nsukka town and these are made up of boys and girls. This group is chosen because children in elementary five can be easily guided to supply the data needed for the investigation. Moreover, they are within the age range of children whom engage in the business. The study will also include the parents of the pupils in Nsukka town.

This study is interested in finding the influence of child labour and parental support on children's interest in school attendance and achievement motivation. It is limited to primary schools in Nsukka Educational Zone of Enugu State.

SIGNIFICANCE OF THE STUDY

It is hoped that the findings will be useful to a number of people such as parents, guardians, caregivers, teachers, head of schools, curriculum planners, researchers and psychologists in various ways.

Specifically, parents, guidance and caregivers will now be able to know the type of work to give and where to draw the line while training children. It will be significant to parents as it will arm them with knowledge about the danger of child Labour and poor parental support on pupils' interest in school attendance and achievement motivation.

The study will also be significant to teachers and heads of schools as they may be enabled by this study on how to counsel pupils who are found to be significantly absent from school and are low in academic.

Curriculum planners may find it useful in that it will help them see the need to include the teaching of children's rights in the curriculum while

reviewing the curriculum. If the rights are included in the curriculum, children will be favoured and know when their rights have been violated.

The findings of the study will serve as reference material to other researchers. Trained professionals like the psychologists may find it useful in monitoring the forms of child labour. Finally, it may also supply relevant data that will help reduce the incidence of child labour in the society.

This study will be theoretically significant as the findings may enrich Abraham Maslow's theory of need.

RESEARCH QUESTIONS

The following research questions will guide the study:

- i. What is the influence of child Labour on pupils' interest in school attendance?
- ii. To what extent does child Labour influence pupils' achievement motivation?
- iii. What is the influence of parental support on pupils' interest in school attendance?
- iv. To what extent does parental support influence pupils' achievement motivation?
- v. What is the influence of gender on pupils' interest in school attendance?

vi. What is the influence of gender on pupil's achievement motivation?

RESEARCH HYPOTHESIS

The following hypotheses were formulated to guide the study. All hypotheses will be tested at 0.05 level of significance.

HO1: Child Labour has no significant influence on pupils' interest in school attendance.

HO2: The influence of child Labour on pupils' achievement motivation is not significant

HO3: Parental support has no significant influence on pupils' interest in school attendance.

HO4: Parental support has no significant influence on pupils' achievement motivation.

HO5: The influence of gender on pupils' interest in school attendance is not significant.

HO6: Gender has no significant influence on pupils' achievement motivation.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews literature related to the present study. The review is organized under the following sub-headings.

A. Conceptual Framework.

Child Labour.

Parental Support.

Interest in school attendance.

Motivation

Achievement Motivation.

Gender

B. Theoretical Framework.

David C. McClelland theory of achievement motivation. (1961, 1985).

Social Learning theory of Albert Bandura (1977).

Abraham Maslow's hierarchy of human needs (1908-1970).

Social Exchange theory of Edward (1974).

C. Empirical Studies

Child Labour and academic performance.

Parental support and achievement motivation

Interest in school attendance

Studies on gender and academic achievement

Child Labour:

Child Labour refers to any engagement of the child for payment or not but directed to alleviating adult burden or making a living. Such activities or labour include hawking, begging, house servants and beggars guide. Child Labour is about children who work long hours for low wages under conditions harmful to their health and consequently their education, (UNICEF, 2003).

It also implies exploitation of children's premature assumption of adult roles on the part of children working long hours for low wages, damages of their physical and psychological health and derail of the opportunities for their education and recreation. Child Labour includes both paid and unpaid work and activities that are mentally, physically, socially or morally dangerous and harmful to children. In urban areas and town, children work on the streets as vendors, car washers, scavengers, beggars, head-load carriers, feed washers and bus conductors. In 1996, the child welfare leagues reported that in Lagos alone there were 100,000 boys and girls living and working on the street, (UNICEF,1996).

Child Labour can be referred to as any obstacle that would prevent a child from attaining his/her full human potentialities. This obstacle could come from the family and early childhood environment, from the school and

from the society at large. Nigerian children have always worked, often at a very tender age (UNICEF, 2004).

Investigations have shown that agricultural labour in Nigeria is prevalent. Obikeze (1986) noted that the data collected in 1977/78 years showed that as many as 298,000 children were engaged in agricultural labour in Anambra State of Nigeria. This represents about 23% of all children age 5 to 14 years in the state. According to the investigators data, agricultural child labour is spread fairly throughout the year. This means that the children are engaged in the farms all through the year leaving no time for school and formal education. Despite educational deprivation, it is known that in many cases, the health and physical development of these children – are also adversely affected by the nature of employment.

According to Okpara (1986) child labour should be seen against its social, cultural and economic contexts. It is an index of poverty, neediness, subsistence living or general deprivations. In a study conducted by Okpara on street hawker and house helpers in Enugu, 50 children were interviewed by research assistants; 40 of the children were boys while 10 were girls. Among the variables investigated were family background, reason for hawking, living conditions, modernity index, social activities, sleeping pattern, eating habits, drinking behaviour and school. The findings of the

study revealed that out of the 50 children interviewed, six had lost one of either parents and two had lost both parents. About 30% of the parents had different levels of primary education, 20% had no formal education while 30% had post primary education. It was also found that 30% of the children worked for financial reasons. Others worked in order to help parents. Nearly 60% of the children had stopped schooling because of increase in school levies. About 20% indicated that they found it useless to continue to attend school when their mates who finished elementary six cannot find jobs, while a few indicated that they would continue to learn trading.

Parental Support

This is support or encouragement parents and guardians give to their children/wards in schools and at home (Hossler, Schmit, and Versper, 1999). According to Morrison and Pianta (2003) parental support consists of attitudes, Values, practices and rules in raising young children at homes. Several studies have found that parents play a key role in shaping students aspiration and achievement (Beyer, 1995, Eccles and Harold, 1993, Hossler, Schmit and Vesper, 1999, Hossler and Stage, 1992, Paulson, 1996). Also, responsibility for learning is the aspect of parenting that places emphasis on activities in the home and community that promote learning skills in the young children. The types of the parent-child relationship could influence

how well children do in school. McClelland and Pilon (1983) propose that, parents promote the need for achievement by providing support and encouragement to their children. This implies that students seem to be highly motivated to achieve if they are made to realize their goal and what they stand to gain from school endeavour.

Burger (1997) observes that, it is important that parents provide enough support to allow their children to develop a sense of personal competence without robbing the children of independence and initiative. Parents must reward their children's accomplishment but too much involvement might leave the child with an undermined sense of accomplishment. In addition, students tend to perform more whenever, they perceive support from parents. This can be linked to the assertion of Mau and Bikos (2000) that opine, students' perceptions of parents support for learning have strong impact on their achievement motivation.

Mgbodile (1999), frowns at parents who do not buy textbooks outside the recommended texts for their children. A home where books are conspicuously absent is certainly not conducive to the development of the achievement motivation of their children. Stage and Brandt (1999) observe that, when students see that their parents are able to successfully provide for

them and make the school system work in their favour, such student(s) begin to believe that they have control over their success or failure.

Interest in School:

Interest is a tendency to become absorbed in an experience and continue it, (Herbor-Peter, 2002). It is the zeal to participate in an activity from which one derives some pleasure. Interest is an important variable in learning because when one is interested in an activity, one is likely to achieve highly in that activity, (international Journal of Arts and Technology Education). Studies on interest are concerned with identifying different approaches in teaching that may be used to generate and sustain students' interest for higher achievement.

Interest has been defined by Different authors in various ways. Obodo (2002) described interest as the attraction which forces or compels a child to respond to a particular stimulus. This pointed out the facts that a child develops interest if a particular stimulus is attractive, arousing or stimulating. This is to say that he or she is bound to pay attention as a lesson goes on if he is interested in that particular lesson. This reveals that interest comes as a result of eagerness or curiosity to learn not by force.

Taylor (1999) opined that interest enabled individual to make a variety of choices with respect to the activities in which he engages. This

means that if a student has positive interest toward a particular subject he will not only enjoy studying it but will also derive satisfaction from the knowledge of the subject. The websters' encyclopedia dictionary of English Language conceptualized interest as the feeling of one whose attention, concern or curiosity is particularly engaged by something. To create and sustain interest becomes one of the most important task of teachers at all level of education.

Motivation

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behaviour. Motivation is based on your emotions and achievement – related goals. There are different forms of motivation including extrinsic, intrinsic physiological and achievement motivation.

Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means and are driven to succeed for varying reasons both internal and external. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the

way a person performs a task and represent a desire to show competence (Barron, carter and Elliot, 1997).

These basic physiological motivation derives affect our natural behaviour in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviours, actions, thoughts and beliefs are influenced by our inner drive to succeed. Brunstein and Maier (2005).

Achievement Motivation:

Murray described achievement motivation as the desire to accomplish something difficult.....to overcome obstacles and attain a high standard; to excel oneself (1938,P.164) achievers are moderate risk takers, have an energetic approach to work, and prefer jobs that give them personal responsibility for outcomes. McClelland and Pilon (1983) proposed that parents promoted the need for achievement by providing support and encouragement. It is important that parents provide enough support to allow the child to develop a sense of personal competence without robbing the child of independence and initiative (Burger, 1997). This means that parents

must reward their children's accomplishments but too much involvement might leave the child with an undermined sense of accomplishment.

A great deal of research suggests that the quality of the parent-child bond and the degree of warmth in the parent-child relationship affect many different facets of children's development, (Bretherton and Walters, 1997). Parent warmth, involvement and support are related to moral reasoning development. According to Morrison, (2003), the quality of the parent-child relationship influences how well children do in school. Positive parent-child relationship in terms of support whereby the parent conveys warmth, sensitivity and encouragement, appropriate instruction based on the child's development and characteristics and respect for the child's growing autonomy is necessary for the child's social and cognitive competence.

Gender

Gender in this context can be referred to as what culture makes of sex (Rennie, 1998). Gender issues in education are complex and have to do with ethnicity, class, religion, race and other variables as well. Gender is seen as a socially ascribed attitude which differentiate feminine from masculine. Difference in academic achievement due to gender has caused a lot of concern to educationists. Gender interacts with language and socio-economic status. Evidences abound with regard to gender inequality in

science enrolment, achievement and interest. While more males have been found in Maths and Physical Science courses, both sexes are almost equally represented in biological science (Sell, 1978; Institute for Science Education, 1984). Furthermore, fewer numbers of women were found in science careers and training programmes in schools (Vetter, 1982) while Beeker (1989), Okoro and Foin (1997) noted consistent gender differences, which favour boys more than girls in sciences.

Gender differences in achievement and interest have attracted some debates. Some researchers link the differences to the way lessons are being taught in schools. For instance, Baker and Leary (1995) see the conventional teaching method as being the impediment to female interest in science. Lagoke, Jegede and Oyebanji (1997) have suggested that these differences in achievement and interest could only be resolved if only science education practitioners re-examine the way science is being taught in our schools. Other researcher like Levin, Sabar and Libman (1991), Jegede, Agbolor and Okebukola (1996), see such differences as arising from socio-cultural factors. The way and manner in which people stereotype different occupation affects young boys and girls in their choice of careers. Getty and Cann (1981) also observed that two and half year old children could even differentiate careers for men from those of the women.

Theoretical Framework:

In this subtitled, the following theories will be reviewed.

- David C. McClelland theory of achievement motivation (1961, 1985).
- Social learning theory of Albert Bandura (1977).
- Abraham Maslow's hierarchy of needs (1908-1970)
- Social Exchange theory of Edward (1974)

Theory of Achievement Motivation.

David C. McClelland theory of achievement motivation (1961, 1985). In his research in motivation, McClelland identified three socially developed motives. They are power, affiliation and achievement. A person with a high need for power has a great concern for exercising influence and control. Such an individual seeks positions of leadership and strives to gain power over others. The affiliation motivated individual usually derives pleasure from being loved and tends to avoid being rejected by a group. An achievement motivated individual has a general tendency to strive for excellence in a field for the sake of achievement rather than for reward. Such people are said to be high in the need for achievement.

Ames, (1986), Salancik and Pfeffer (1978), the way a person respond to a task and his or her decision to invest the time and energy

necessary to succeed in accomplishing it is dependent upon a complex blend of present thought and previous experience according to them. In reviewing the research literature on the topic of self as it relates to motivation, Maehr and Braskamp (1986) have identified three areas in which self-concept plays an important role. The three areas are self-consistency, self-confidence and self-determination.

This concept involves an individual's proclivity to behave in a manner consistent with his or her self-image. Once a self-image has been formed, an individual begins to perceive circumstances and respond to them in a way that reinforces that self-image. The opinions of significant others are especially powerful at various critical stages in a person's life; self-image is often formed during the early stages of an individual's development and can be very difficult to overcome. This plays an obvious role in educational settings, where a student might well appear to be motivated in order to maintain a sense of consistency with a self-image shaped by the experience of having been labeled as a "failure", Maehr and Braskamp (1986).

Researchers have often confirmed the notion that a person's sense of self-confidence is a critical variable in achieving success and in becoming motivated to attempt certain task (Atkinson and Feather, 1966, Vroom, 1964). Experiments by Weiner (1979, 1983, and 1984) demonstrated that

when individuals with a low sense of self-confidence succeeded in carrying out a task, they often attributed their achievement to luck or to the lack of difficulty of the task rather than to their own skill. On the other hand, individuals with a high level of self-confidence usually took full credit for accomplishing the task successfully. As an extension of self-image, levels of self-confidence are often established in the early stages of a person's development. Studies have shown that significant others also play an extremely important role in shaping an individual's self-confidence (Maehr, Mensing, and Nafzinger 1962, Hass and Maehr 1965;).

Recent work on self-determination has pointed out the importance of cultivating a sense of ownership or of control over a situation before individuals will become motivated to act (deCharms 1984, Deci 1980, Hackman and Oldham 1980). In a school setting, a sense of self-determination could well be a critical element in engendering motivation among students. Children's motivation to perform adequately in academic domain of classrooms has been identified as one of the primary goals to achieve at school. The models of achievement motivation most often attribute children's academic motivation to cognitive processes according to Bandura, (1986).

Social motivation of classrooms should not in any way be excluded from the model of achievement motivation, (Wentzel, 1996 and 1998). For children to succeed in school requires them to achieve two outcomes of education, learning and social adjustment. People who have investigated this issue suggest that children's efforts to behave in socially responsible ways in classrooms are complimentary and support the learning process. In order to achieve in school, the quality of the parent-child bond and the degree of warmth in the parent-child relationship must be encouraged, (Walters, and Bretherton 1997).

Social Learning Theory of Albert Bandura (1977).

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviours, attitudes and emotional reactions of others. Albert Bandura is considered the leading proponent of this theory. He states that most human behaviours are learned observationally through modeling. From observing others one forms an idea of how new behaviours are performed and on later occasions this coded information serves as a guide for action. Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. The theoretical standpoint is that people are more likely to imitate the behaviour of others if they particularly admire and

identify with them. Children follow models for undesirable as well as desirable behaviours. In the school system, the children see their teachers as the replica of their future life style and begin to demonstrate these behaviours which they meet. The teacher should never in any way tell the pupils to do what they (teachers) say, not what they (teachers) do.

Children acquire the act of hawking and their moral standards by observing and imitating models. Children do what they see other people do such as their parents, older siblings, family friends, peer group, television characters provided that what these people do does not lead to punishment, Kohlberg, (1991). Children adopt the standard of behaviour and emotional characteristics of people whom they admire and want to be like, Ray, (1995). Particularly parenting skills are learned by children through modeling. Many behaviours such as cooking, farming, hawking, cheating and others are learned from parents and friends, peer groups through observation, Faller, (1998).

Social learning theorists (Bandura, 1977, Kohlberg, 1991, Ray, 1995, Faller, 1998) believe that motivation is a product of an individual's expectations of reaching a goal and the value of that goal to the individual. If one observes another's behaviour and believes that one can achieve it and

the outcome is important and rewarding to the individual, one is motivated to imitate the behaviour.

Abraham Maslow's hierarchy of Human Needs (1908-1970)

Abraham Maslow theorized that for every human being, there exist needs arranged in a hierarchy or satisfaction levels. Physiological needs include the needs for food, water, warmth, rest and sexual contact. Deprivation of physiological needs causes illness while pre-occupation with these needs as a result of difficulty in satisfying them, hinders growth. When these needs are not satisfied, they dominate behaviour and the higher ones are pushed into the background.

Safety needs include the need for security, dependency, structure, freedom from fear and long-term stability. Order and discipline are approaches to the satisfaction of safety needs. If the classroom is a fearful, unpredictable place and students seldom know where they stand, they are likely to be more concerned with security than with learning. The school should therefore ensure that pupils are not bullied or harassed by older pupils. There should be adequate protection within the school against any form of security or threatening factors.

Achievement needs is what Abraham Maslow (1943) referred to as human desire for great personal strength, for adequacy, for confidence, and for independence and freedom. This need can be said to have been attained when the individual earns and enjoys respect from other people based on his demonstration of real capacity. It is this need that motivates and fuels human curiosity and continuing human struggles for knowledge and technology, for exploration and for mastery of our immediate environment and beyond.

Self-esteem Needs: Humans normally experience strong desire for reputation and prestige, for recognition and attention, and for feelings of being important, useful and appreciated by the society. If this need is satisfied, the effect is the positive and salutary feeling of self-confidence and high self-esteem. Failure to gratify this needs brings about feelings of inferiority, weakness and helplessness. Most cases of bizarre traumatic behaviour (neurosis) can be traced to thwarted self – esteem needs.

Aesthetic needs: Ideally, human beings show strong attraction towards beauty, decency and orderliness. They wish to admire and possess beautiful things. Huge investments on interior and exterior decoration of private homes and public institutions are testimonies and responses of this psychological goal.

Self actualization is the pinnacle of the hierarchy of needs and can only be fulfilled if the other needs have been satisfied. People tend to aspire toward rare heights and to achieve distinction and eminence. There is the desire to break new ground. Maslow observed that self actualizing individuals are “filled with feelings of ecstasy, wonder and awe” leadership qualities, good reputation and eminence are pointers to self actualization, otherwise called self realization. On a more general scale, individuals who have successfully developed and applied their talents and potentials effectively in any field of human endeavour are said to have actualized themselves.

In other words, the concept of self actualization according to Maslow implies “doing what one is fitted for”. It is a unique sense of self fulfillment, self actualization drive is known to take different forms in different individuals. For example, Maslow (1943) said that in some people it may take the form of a desire to be an ideal mother, in some it may be an intention to excel in athletics while yet in some other person it may be demonstrated in making inventions and discoveries.

Social Exchange Theory.

According to Edward (1974), the theory holds that social behaviour consists of an exchange of activity between at least two people that are perceived as being more or less rewarding or costly to one or the other. It therefore, follows from this theory that an activity between people will only continue if it is profitable to both parties, relative to alternative activities. The basic tenet of this theory is that individuals enter into social exchange because they derive reward from doing so. This theory enlarges the behaviourists theory of learning to include the process by which people satisfy one another's needs and by which they reward and punish one another.

This theory views child labour as any form of socialization whereby children are groomed to become thrifty and industrious. Child labour is seen as a way of socializing children into adopting adult's roles that are rewarding. Moreover, child labour is seen as a form of mutual dependence between adult and children (Achilow, 1980). The theory insists on the need for everybody to participate in economic activities and therefore see it as nothing bad.

Empirical Studies.

Child labour and academic performance.

Fubara, Green and Imoh, (1986) carried out research of 30 children in Diobu, Port-Harcourt and their interest was on street hawking (as an aspect of child abuse and neglect) using stratified quota sampling technique. They discovered that street hawking slowed down the educational progress of children engaged in the activity. Street hawkers performed extremely below their age mates. While the average terminal age of primary school children these days is about eleven years. Street hawkers of seventeen years were still attending primary schools. The same trend was also seen in secondary schools.

Dyorough (1984) looks at child-labour as “any physical or mental exertion of the body undertaken wholly or in part by any person below the age 15years with a view to some reward which could be in cash or in kind for the person or for any other person”. In a study conducted by the same author, within the University of Jos Campuses, it was found that 34 children were involved in hawking, and as kiosk attendants. The incidence of child labour according to Dyorough tends to be more pronounced in the urban centres than in the rural areas.

In an empirical study carried out by Vinolia (1986) on stress hawking as an aspect of child abuse and neglect in Diobu Port Harcourt, 30 children were used as subjects. The ages ranged from 7 to 19 years. The major data collection method adopted was personal interview using structured and unstructured interview schedule. Information was sought on family background, parent's occupation, motivation and the types of experiences encountered. The findings of the study revealed that family size has influence on the decision to hawk. While a total of 23.2% of the respondents came from family sizes of 4 and 5 persons, the remaining 76.8% came from families whose size ranged from 6 to 10 persons. Subsequently, 40% of the street hawkers lived with cousins and sisters/brothers. Parents' occupation of hawkers revealed that 50% were traders. Economic situation was the major factor in street hawking with 80% parents, and 10% child's wish respectively.

Obikeze (1986) conducted a study on the magnitude and prevalence of child labour in Anambra State Nigeria. The aim was to determine the magnitude and prevalences of child labour in Anambra State. He used a survey design method. All the children between the ages of 5 to 14 years were used. The data showed that during 1977/78 as many as 298,000 children were engaged in family agricultural labour. This represents about

23% out of all children aged 5-14years in that state and they included boys and girls.

Audu (1994) conducted a study on 300 juvenile labourers in Benin City, Edo State. The survey design was used for the study. The result shows that children of the age 5-14years were engaged on the following economic activities, 70% artisans, 27% car washers, 32% bus conductors and 33% street hawkers or traders.

Parental Support and Achievement in Reading

Fakeye (2008) carried out a study on parenting style and Primary School pupils Reading Achievement in South-western Nigeria. The purpose of the study was to investigate/ establish what types of parenting style and the consequent level of parental support are related to Primary pupils Achievement in reading in Nigeria. The study involved 2400 primary five pupils from 20 randomly sampled public primary schools in south-western Nigeria. Two instruments were used, namely, parenting style questionnaire and Reading Achievement Test. From the findings the study revealed that the type of parenting style determines the level of parental responsiveness and support. And consequently, that the level of parental support determines to some good extent the achievement of Primary school pupils.

In a study carried out by Onuka and Arowojolu (2008) on “An Evaluation of Parent’s Patronage of Private Primary schools in Abeokuta, Nigeria”, the purpose of the study included

- (a) To determine why most parents patronize private primary schools despite their high cost
- (b) To establish that it is the parents’ readiness to support the pupils that influence the readiness of some parents to spend so much for their education.
- (c) To determine if parental support influences pupils interest and achievement in school. The purposive sampling technique was used. There were 210 respondents: 100 parent (42 male, 58 female); 100 primary school teachers, 10 school administrators. Three questionnaire types (PPSPD, PPSTQ and PPSAQ) were used with the checklist as SFC. The analysis employed that private schools are highly patronized in spite of high fees charged and that parents who patronized them are influenced by their readiness to support their children and provide for them early opportunities for good training. The findings also revealed that pupils who receive high level of parental support by taking them to such schools got more interested and also achieve better in their schools.

Interest in School Subjects

Lorraine, Connel and Tulipi, (2008), carried out research on students' interest in biology. The research was conducted using students from local secondary schools to investigate student relative interest in biology during the year prior to ten. Students from year 1,3,5,7 and 9 were interviewed using an innovative constructivist in the technique and results show that interest in the subject appears to be evenly distributed throughout all-years. The report revealed that the success of the innovative constructive techniques to accommodate all students' interest especially those from younger year level.

Thomas (2005) studied students' interest in biology and the relationship between traditional and constructivist teaching in college biology. Two large sections of introductory biology for non majors in biology were given the same course information with two different teaching styles. One group (N=86) was presented material in the traditional teacher-centered manner of lecture method while course information was given to the second group (N=98) in the students' centered constructivist method. Learning was assessed in both groups with the same evaluative instrument and the results compared. The analysis revealed that the experimental group did significantly better than the control group. The students in the experimental

group maintained a better attitudes, interest and enjoyed the introductory course more than the students in the control population.

Reinders, Joslin, Treagust, David and Lindaver (2008), Studies science teachers' use of analogies as one of the constructivist model observation from classroom practice. The study was design to examine the effectiveness of analogies as one of the constructivist model in teaching biology for students' interest to comprehend scientific concepts. A total of 40 lesson taught by 7 different teachers were observed and analyzed using an interpretive research methodology to develop for generalized observation.

In this study, teachers have a view of learners as being responsible for constructing their own knowledge and have interest in construction rather than being passive recipient of teacher presented knowledge.

Studies on Gender and Academic Achievement

On the influence of gender on achievement, Obioma and Ohuche (1984) studied the influence of sex and environment on the achievement of secondary school students in Mathematics. The 40 items they used as instrument was based on the WAEC syllabus, 360 students were randomly selected from 12 rural and urban secondary schools. Their result showed that the males scored significantly higher at ($P < 0.05$) than the females. Meanwhile, Mansaray (1988) had a different view. He studied sex-related

differences in six verbal concepts attainment in social studies. Using 610 students, he employed a t-test analysis. His result showed girls performed significantly better than the boys at two of the 3 defined levels of attainment. These findings of this study appear to agree with that conducted by Tansley (1994) who examined sex differences in attitude and achievement and concluded based on data available that girls perform better in linguistic and verbal studies.

Okpara (1995) carried out a study to ascertain the effect a non-material reinforcement training programme among primary school teachers would have on their pupils' achievement in mathematics. The study applied a quasi experimental research design. Purposive and simple random sampling techniques were used to select the 700 subjects for the study. Two validated instruments and lesson plans were used for the study. The data obtained from the administration of the instruments were summarized and analyzed using mean scores, standard deviations and analysis of covariance (ANCOVA). Major results included that the use of non-material reinforcement enhanced pupil's academic achievement in Mathematics. Males' mean achievement was higher than females but the difference was not significant.

Obioma (1982) undertook a pilot study in which he administered a 60 item diagnostic Mathematics achievement test on a random sample of 1000 class three students in Benue State. Proportional sampling technique was applied in selecting the sample for the study. The results of the study revealed that male students performed significantly better than females. Based on the finding, he concluded that girls appear to be more deficient than boys in the various content area of Mathematics.

Some researchers on gender issues have proposed that gender differences on academic achievement are related to how well define a problem is. Results of such studies indicate that female students do better on problems that are well defined and for which the method of solution is straight forward while male students tend to do better on problems that are not well defined and which require less standard types of solution.

SUMMARY OF LITERATURE REVIEW.

The review was done under conceptual framework, theoretical framework and empirical studies. The conceptual framework was done under the following sub-headings: Child Labour, Parental support, interest in school attendance and achievement motivation. Under theoretical framework, David C. McClelland theory of achievement motivation, social

learning theory of Albert Bandura, Abraham Maslow's hierarchy of human needs and social exchange theory of Edward were reviewed in this work.

The review of these theories enabled this work to have or adapt an eclectic approach.

The review presented a conceptual analysis of child labour and parental support and how these could influence children's achievement motivation. From the above literature reviews one could find out that child labour has a terrible and devastating impact on children. The effect is not only intellectual but on the totality of the child's personality. The review also presented the influence of gender stereotyping on the students achievement motivation.

This study therefore intends to determine the influence of child labour and parental support on male and female pupils' interest in school attendance.

CHAPTER THREE

RESEARCH METHOD

The following sub-headings will be discussed in this chapter: Design of the study; Area of the study; Population; Sample and sampling techniques; Instrument for data collection; Validation of the instrument; Reliability of the instrument; Method of Data Collection; Method of Data Analysis.

Design of the Study

The study is an ex-post factor research design. It seeks to determine the influence of child labour and parental support on pupils' interest in school attendance and their achievement motivation. The researcher cannot manipulate child labour/parental support. Since they are constant independent variables and have already taken place or existed.

Area of the Study

The area of the study is Nsukka central in Nsukka Local Government Area of Enugu State. The strategic role of the area as the commercial heart beat of the Nsukka senatorial district makes it vulnerable to child labour practices. Located within this area is the University of Nigeria, Nsukka, National College of Education Nsukka and other private and public establishments. These have attracted many people who are resident in the area and have created a perpetual pattern of movement into and out of the

area on daily basis. Nsukka Central is surrounded on every side by villages whose inhabitants throng the Nsukka central for menial jobs and other means of survival. It is on these backgrounds that the commercial strength of the area has made it possible for child labour activities to flourish.

Population of the Study

The population of the study is made up of 1915 primary five pupils in the 48 primary schools in the Nsukka central (see Appendix 92). Elementary five pupils have a good number of them in trading/farming and parents believe they do not have much of school work to do. They can also supply information needed for this research and are within the age range of children who engage in business.

Sample and Sampling Techniques

The sample for this study is 331 pupils. This is obtained by applying the multistage sampling technique in two stages. At the first stage, 25 percent of the 48 primary schools was selected which gave 12 primary schools. The twelve schools were selected using the table of random numbers.

At the second stage, 40 percent of the total number of pupils in primary five in each of the selected primary schools were selected. This gave a total of 331 primary five pupils sampled for the study.

(see Appendix 87).

Instrument for Data Collection

The instrument for the collection of data is a structured questionnaire (Structured influence on Child Labour, Parental Support, Children's Interest in School Attendance and Achievement Motivation Questionnaire). The instrument is divided into four clusters, A to D, of 15 items each. Cluster A contains items on the influence of child labour on the pupils. Cluster B contains items on the influence of parental support on the pupils interest in school attendance, Cluster C, contains items on interest in school attendance while Cluster D contains items on pupils' achievement motivations. The instrument contains a total of 60 questionnaire items.

Validation of the Instrument.

The following procedures were used in establishing the validity of each of the instruments. Face validation was used. For the face validity the items in the questionnaire were submitted to three experts two in the Department of Educational Foundations (Educational Psychology) and one in Department of Science Education (Mathematics Education) at the University of Nigeria Nsukka. The experts were required to examine the instrument with regard to:

- The suitability of language.

- Non-ambiguity of language.
- The extent to which each of the instrument assess behaviour.
- Coverage of items in describing behaviour.

Reliability of the Instrument.

The instruments for data collection were trial tested to ascertain their reliability. A sample of 20 students were randomly selected from Obukpa primary school, Nsukka and twenty copies of the instrument on pupils' interest in school attendance were administered to them. Another twenty copies of the instrument on influence of child labour were administered to another set of 20 students.

The completed questionnaires were collected and the data analysed using Crombach Alpha technique for test of reliability. The following reliability coefficients are obtained, 0.93 and 0.87 for interest in school attendance and influence of child labour, respectively. The grand reliability of the instrument is 0.89. (See Appendix 83). These results show that the instruments are reliable.

Method of Data Collection

Copies of the instrument will be administered by the researcher through the class teachers to the pupils. The completed instruments will be collected on the spot.

Method of Data Analysis

Research questions 1 to 6 will be answered using means and standard deviations. Since four point scales is used in the instrument, the cut off point is 2.5 obtained as

Strongly Agree = 4

Agree = 3

Disagree = 2

Strongly Disagree = 1

$$\frac{10}{4} = 2.5$$

Any mean value from 2.5 and above will be accepted as agree while any mean value below 2.5 is considered as disagree. Z-test technique for hypothesis testing will be used to test hypothesis 1 to 6 at 0.05 level of significance.

CHAPTER FOUR

RESULTS OF DATA ANALYSIS

In this chapter, the results of the analysis of the data collected using the research instruments are presented in order of the six research questions and the six hypotheses.

Research Question One

What is the influence of child labour on pupils' interest in school attendance?

The mean responses of these groups of respondents on the influence of child labour on the interest of the respondents in school attendance are presented in Table 2 below.

Table 2: Mean Responses of Laboured and not Laboured Pupils on Interest in School Attendance

Respondent	N	Mean	Std Dev.	Remark
Laboured	154	3.28	0.57	Agreed
pupils	129	2.88	0.65	Agreed
Not laboured				
pupils				

The results in Table 2 show that the pupils that are laboured had a mean scores of 3.28 while those who are not laboured had a mean scores of 2.88 greater than the cut-off mark of 2.50 which indicates that the two groups of pupils agree that child labour influences the pupils interest in school attendance. Yet the laboured pupils' interest in school attendance is more severely influence by child labour as indicated by the high mean score.

Research Question Two

To what extent does child labour influence pupils' achievement motivation?

The results are presented in Table 3 below.

Table 3: Mean Responses of Laboured and not Laboured Pupils on Achievement Motivation

Respondents	N	Mean (\bar{x})	Std. Dev.	Remark
Laboured	184	2.64	0.81	Agreed
pupils	129	3.49	0.23	Agreed
Not laboured				
pupils				

Table 3 reveals that the mean score of the pupils that are laboured is 2.64 while the mean score of those that are not laboured is 3.49. These scores are above the cut-off of 2.50 which implies the pupils that are laboured and those that are not laboured agreed that achievement motivation of pupils is influenced by child labour. However, the pupils who are under child labour are less motivated and encouraged for meaningful academic achievement.

Research Question Three

What is the influence of parental support on pupils interest in school attendance?

The mean responses of these two groups of respondents on their interest in school attendance are obtained and recorded in Table 4.

Table 4: Mean Scores of Pupils under Parental Support and Pupils not under Parental Support on Interest in School Attendance

Respondents	N	Mean (\bar{x})	Std. Dev.	Remark
Parental support	151	2.94	0.67	Agreed
No parental support	162	2.66	0.59	Agreed

The data in Table 4 show that mean scores of 2.94 and 2.66 are obtained for pupils under parental support and pupils not under parental support, respectively. These mean values being above 2.50 indicates that both pupils agreed that parental support influences interest in school attendance. These results imply that parental support plays significant role in encouraging pupils' to be regular in school. The pupils who lack parental support are not thus encouraged and therefore have less interest in school attendance.

Research Question Four

To what extent does parental support influence pupils' achievement motivation?

The data are presented in Table 5 below.

Table 5: Mean Responses of Pupils on the Influence of Parental Support on Achievement Motivation

Respondents	N	Mean (\bar{x})	Std. Dev.	Remark
Parental support	151	3.25	0.21	Agree
No parental support	162	2.61	0.68	Agree

From Table 5 above, the mean score of pupils with parental support is 3.25 while the mean score of 2.61 is for those with no parental support.

These means scores are above the cut-off mark of 2.50 which shows that both categories of pupils agreed that pupils' achievement motivation is influenced by parental support. The pupils having parental support is manifested in the high achievement motivation being experienced by the pupils. The case is not the same for pupils who lack parental support.

Research Question Five

What is the influence of gender on pupils' interest in school attendance?

The data are presented in Table 6 below.

Table 6: Mean Responses of Male and Female Pupils on Interest in School Attendance

Respondents	Mean (\bar{x})	Std. Dev.	N	Remark
Male	2.02	0.64	171	Agreed
Female	2.09	0.38	142	Agreed

The data presented in Table 6 above show that the mean scores for both male female respondents are 2.02 and 2.09, respectively. These results imply that both the male and female pupils disagreed that gender has influence on their interest in school attendance.

Research Question Six

What is the influence of gender on pupils' achievement motivation?

The data are presented in Table 7 below.

Table 7: Mean Responses of Male and Female Pupils on Achievement Motivation

Respondents	N	Mean (\bar{x})	Std. Dev.	Remark
Male	171	2.29	1.04	Agreed
Female	142	3.10	0.99	Agreed

From Table 7 above, the mean scores of both female and male respondents are 3.10 and 2.29, respectively. The mean score for the females being above the cut-off point of 2.50 indicates that the female pupils agreed that achievement motivation is influenced by gender. On the other hand, the male pupils have mean score which is less than 2.50 showing that they disagreed that gender influences achievement motivation.

Hypothesis One (H_{01})

There is no significant difference between the mean scores of pupils under child labour and those not under child labour on the pupils' interest in school attendance.

The results are presented in Table 8 below.

Table 8: T-Test Analysis on the Influence of Child Labour on Pupils' Interest in School Attendance

Respondents	(\bar{x})	SD	T-value	d.f	Sig. value	Remark
Laboured pupils	3.28	0.57	2.19	311	0.034	Sig.
Not laboured pupils	2.88	0.65				

The data in Table 8 show that the calculated t-value of 2.19 at 311 degree of freedom shows a significant influence at 0.034. This is less than 0.05 at which level the hypothesis is being tested. This means that the influence of child labour on pupils' interest in school attendance is significant. The null hypothesis is therefore not accepted.

Hypothesis Two (Ho₂)

There is no significant difference between the mean scores of pupils under child labour and those not under child labour on the pupils achievement motivation.

This hypothesis was tested using the t-test statistics and the results are presented in Table 9 below.

Table 9: T-test Analysis of Hypothesis Two

Respondents	(\bar{x})	SD	T-value	d.f	Sig. value	Remark
Laboured pupils	2.78	0.81	-2.92	311	0.018	Sig.
Not laboured pupils	3.49	0.23				

The result in Table 9 reveals that the significant value of the t-test is 0.018 which is less than the 0.05 level of significance. This means that there is significant difference between the mean responses of the pupils under child labour and those not under child labour. The null hypothesis is therefore not accepted which implies that the influence of child labour on pupils' achievement motivation is significant.

Hypothesis Three (H₀₃)

There is no significant difference between the mean scores of pupils with good parental support and those with poor parental support on the pupils interest in school attendance.

The t-test statistics was used in testing this hypothesis and the results are presented in Table 10 below.

Table 10: The T-test Analysis of Hypothesis Three

Respondents	\bar{x}	SD	T-value	d.f	Sig. value	Remark
Parental support pupils	2.94	0.67	1.99	311	0.044	Sig.
No parental support pupils	2.66	0.59				

The data in Table 10 shows that the t-test has a significant value of 0.044 which is less than the 0.05 level of significance. This result indicates that there is significant difference between the mean responses of pupils that have good parental support and those that have poor parental support regarding their interest in school attendance. It means that the influence of parental support on the pupils' interest in school attendance is significant. The null hypothesis is therefore rejected.

Hypothesis Four (H₀₄)

There is no significant difference between the mean scores of pupils with good parental support and those with poor parental support on the pupils' achievement motivation.

The t-test statistic was used in testing this hypothesis and the results are presented in Table 11 below.

Table 11: T-test Analysis of Hypothesis Four

Respondents	N	(\bar{x})	SD	T-value	d.f	Sig. value	Remark
Parental support	151	3.25	0.21	2.41	311	0.023	Sig.
No parental support	162	2.61	0.68				

From Table 11, the significance value of the t-test is 0.023 which is less than the 0.05 level of significance. It means that there is significant difference in the mean responses of both groups of pupils on the influence of parental support on their achievement motivation. Therefore parental support has significant influence on the pupils' achievement motivation. The hypothesis of no significant difference is therefore not accepted

Hypothesis Five (Ho₅)

There is no significant difference between the mean responses of male and female pupils on the pupils interest in school attendance.

The results of the t-test analysis are presented in Table 12.

Table 12: T-test Analysis of Hypothesis Five

Respondents	N	(\bar{x})	SD	T-value	d.f	Sig. value	Remark
Male	171	2.02	0.64	1.36	311	0.26	Not sig.
Female	142	2.09	0.38				

The data presented in Table 12 shows that the significance value of the t-test is 0.26 which is greater than the 0.05 level of significance. It then means that there is no significant difference between the mean responses of the male and female pupils on pupils' interest in school attendance. This

result implies that gender does not significantly influence the pupils' interest in school attendance. The null hypothesis is therefore not accepted.

Hypothesis Six (Ho₆)

There is no significant difference between the mean scores of Male and female pupils on the pupils' achievement motivation.

The results of the t-test analysis of hypothesis six are presented in Table 13.

Table 13: T-test Analysis of Hypothesis Six

Respondents	N	(\bar{x})	SD	T-value	d.f	Sig. value	Remark
Male	171	3.10	1.04	1.09	311	0.713	Not sig.
Female	142	3.29	0.99				

The results in Table 13 reveal that the t-test has a significance value of 0.713 which is greater than the 0.05 level of significance. This indicates that there is no significant difference between the mean responses of the male and female pupils on the influence of gender on their achievement motivation. Hence, gender does not significantly influence pupils' achievement motivation. The null hypothesis is therefore not accepted.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION AND RECOMMENDATIONS

The summary of the findings of the study are represented in this chapter. These findings are discussed and conclusions are drawn based on the findings. Recommendations are therefore, made for further studies. The implications of the study as well as the limitations are also stated.

Summary of Findings

The findings of the study are:

1. The pupils' interest in school attendance is significantly influenced by child labour. .
2. The achievement motivation of the pupils is significantly influenced by child labour. Those that are not laboured are more motivated.
3. Parental support influences pupils' interests in school attendance.
4. Parental support has significant influence on the pupils achievement motivation, pupils who have poor parental support are not as achievement motivated as those who have got parental support
5. Gender has influence on the pupils interest in school attendance but the influence is not significant.
6. The pupils achievement motivation is also significantly influenced by gender, females are more motivated than the male pupils.

Discussion of Findings

The study revealed that child labour influences pupils' interest in school attendance as well as their achievement motivation. Table 2 and 3 show that the pupils who are experiencing child labour have dwindled interest in going to school and lack motivation to achieve. Their ambitions may have been affected. This is in line with UNICEF report of 1996 which states that children working for long hours with low wages assume premature adult roles which damages their physical and psychological health and also derail their opportunities for good education and development.

Child labour, therefore, should be seen as mechanism for exploitation and agent of deprivation. This is obvious from the views of Okpara (1986) who described child labour as an index of poverty, neediness, subsistence living and general deprivation. Children whose interest in academics is derailed and are deprived of achievement motivations have bleak future.

According to the finding of the study, parental support influences pupils' interest in school attendance and their achievement motivation. This finding gives credence to the assertion of Mau and Bikos (1999) that students' perception of parents' support for learning have strong impact on their achievement motivation. Parental support is a success platform for any child to excel. This echos the observations of Stage and Brundt (1999) that

when children see that their parents are able to successfully provide for them and make the school system favourable, they begin to believe that they have control over their success or failure. On this stance, parental support borders on the provision of academic, social, psychological, moral, emotional and physical needs of a child. This parents excellent atmosphere for a child to develop interest in academic activities and have mind set on achievement goals.

Contrary to these views, the study has shown that many students lack parental support, and this has affected their interest in school/attendance and undermined their sense of accomplishment. It is an indication that the basic platform for excellent academic interest and achievement is seriously lacking. That is why Mgbodili (1999) frowns at parents who do not buy textbooks for their children as such homes are not conducive for the development of the achievement motivation of a child.

It is also revealed by the study that gender has a very slight influence on the pupils' interest in school attendance. It then means that the interest of both male and female pupils in school attendance are not vary different. This is contrary to popular views that males are more inclined and opportuned than the females in academic enrolment and participation. For instance, Okoro and Foin (1997) noted that there is consistent gender

differences between the boys and the girls in sciences which favours the boys more.

On a different note, the study has shown that the achievement motivation of the pupils is significantly influenced by gender. This can be attributed to the repositioning of parents and guardians towards the education of the girl child as against what is obtainable in the nineties and earlier before then. It is an indication of increasing quality of the parent-child bond and degree of warmth in the parent-child relationship suggested by Bretherton and Walters (1997). This view, of course, is supported by the opinion of Morrison (2003) that the quality of the parent-child relationship influences how well a child does at school.

Therefore, conveying warmth and care by rewarding the child's good performance, appreciating and encouraging efforts made by the child, showing approval of a child's remarkable participation in academic and social activities, provision of adequate and conducive learning environment; showing concern for a child's emotional and psychological expressions, are motivational approaches parents have adopted to enhance the pupils' achievement. This agrees with the opinion of Burger (1997) who pointed out that it is important that parents provide enough support to allow their

children develop a sense of personal competence and that parents should reward every accomplishment by the child.

The finding revealed that there is significant difference on the influence of child labour on the pupils' interest in school attendance as well as their achievement motivation. This indicates that the pupils who are under child labour are the most affected. Their interest in school attendance has been severed. Consequently, there is no motivation for quality and sound academic achievement. This, as can be observed from the analysis is not the case with the pupils who are not under child labour. They are either slightly or not influenced at all by the labour. Hence, they are better positioned for better achievement.

Interest in school attendance and the achievement motivation of pupils' under good parental support are significantly different from those of the pupils that are not experiencing reasonable parental support, as revealed in the study. This explains the wide margin between the mean responses of the two groups of pupils on their interest in school attendance and achievement motivation. As shown in the analysis, the pupils with good parental support are more interested in going to school than those with poor parental support. They are also more motivated to face and prevail over academic challenges. Not only this, they may be better disposed and

encouraged to be socially and psychologically balanced. They easily fit into the society where they feel welcomed.

On the other hand, the pupils who lack adequate parental support may be going through a lot of challenges and may often feel intimidated and rejected. They could be socially, psychological and academically affected. Hence, the loss of interest in school attendance which marginalizes and limits the achievement drive.

The findings also revealed that the level of males achievement motivation is not significantly different from the females level of achievement motivation. It then means that both males and females receive the same level of motivation for academic achievement.

Implications of the Study

The findings of this study have some implications for the government, parents, teachers, guardians, education psychologists and the pupils.

Recommendations

The following recommendations are made based on the findings of the study:

- (1) The government and non-governmental agencies should mount serious campaign to discourage child labour in our society. Seminars, workshops, symposiums, radio and television programmes,

handbills, billboards, etc are available instruments that can be used to fight against child labour.

- (2) Policies with strict sanctions should be imposed by the government to discourage and eradicate the menace.
- (3) Severe economic hardship was identified as one of the reasons for getting involved in child labour. The government should make economic policies that are more people friendly to alleviate the hardship that many families are being subjected to.
- (4) Parents should be encouraged to have the interest of the child as top priority in their programmes. There should be no gender discrimination in the execution of this duty.
- (5) Enlightenment programmes and workshops should be inculcated for parents

Limitations of the Study

The study has successfully accomplished the purposes it was designed for. However, the following limitations exist:

- (1) Lack of literature on interest in school attendance as it relates to child labor.
- (2) The difficulty in getting the pupils to respond correctly to the questions as a result of their age and level of academic exposure.

Suggestions for Further Study

- (1) It is not yet certain if type of parenting style has anything to do with label “child labour” this needs to be investigated.

Summary

This study was carried out to determine the influence of child labour and parental support on the pupils’ interest in school attendance and achievement motivation. Gender is also one of the factors considered in the study. The research was guided by six research questions and six hypotheses.

Related literature on interest, motivation, parental support, child labour, gender, and achievement were reviewed. Also, the theoretical framework and the empirical study were equally explored.

The population of the study is made up of 1915 primary five pupils in the 48 primary schools in Nsukka central, which is the area of study. A sample of 331 pupils was selected using the multistage sampling technique. The information was collected from this sample using structured questionnaire.

Mean, standard deviation and t-test statistic were used to analyse the data and the results led to the following conclusions:

- (1) Pupils' interest in school attendance is significantly influenced by child labour.
- (2) There is significant difference in the achievement motivation of pupils who are under child labour and those who are not.
- (3) Parental support has significant influence on the willingness of the pupils to attend school.
- (4) Lack of parental support has significantly undermined pupils achievement motivations.
- (5) The pupils interest in school attendance is not significantly
- (6) influenced by gender except for their achievement motivation.

REFERENCES

- Ali, A. (1990): Students' study habits and research Reports. Education. 3 (2) 95-152.

- Ames, C. (1987). The Enhancement of student motivation. In *Advances in motivation and Achievement*, vol. 5: Enhancing Motivation, Edited by Martin L. Maehr and Douglas A. Kleiber. Greenwich, Connecticut: Academic Press.
- Audu, F. (1994). Labour Preversion: The Paradox of Unemployed Adult and child labour in Benin city. *Africa Network for the prevention and protection against child Abuse and Neglect ANPPCAN. Journal 1*, (3,), 27-31.
- Azikiwe, U. (2006). Gender issues and Education in Nigeria. Implications for Growth and Development. Paper presented at the 11th Annual International Management Conference, organized by Makerere University Business School, Kampala, Uganda.
- Baker, D & Leary, R. (1995). Letting Girls speak out science”. In T.A. Aramonla-green field and field A. (1997). Improving science Teaching and Mathematics 7 (7), 377-386.
- Bandura, A. (1995) *Self Efficiency: The Exercise of control*. New York. Freeman.
- Barron, Carter & Elliot (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and social psychology*,_ 72, 218-232.
- Beeker, B.J (1989). Gender and Science Achievement, A, re-analysis of studies from two meta-analysis. *Journal of Research in Science Teaching* 26 41-169.
- Burger, J.M. (1997). *Personality* Pacific Grove, C.A: Brooks/Cole P.U.
- Brooks-Gunn, J. (1986). The relationship of maternal beliefs about sex typing to maternal and young children’s behaiour.
- Dyorough, A. (1994). *The problems of child labour and Exploitation in Nigeria:*_ A paper presented at the African Network for the prevention and Protection Against Child Abuse and Neglect (ANPPCAN) conference, Enugu.

- Eccles, J.S. (2005). Subjective Task Value and the Eccles et al. *Model of Achievement Related choice*. http://www.regd.Isr.Umrich.edu/garp/articles/eccles_o5d.pdf.
- Fakeye, D.O. (2008). « Parenting and Primary School pupils Reading Achievement in south-western Nigeria ». *Pakistan Journal of social Sciences* 5(2): 209-214.
- Fubara, M.S.W. (1987). Street hawking as an aspect of child abuse and neglect in child Labour in Africa, Proceedings of the first International workshop on Child abuse in Africa, Chuika Press, Enugu.
- Glasser, W. (1990). The quality school management students without coercion. New York: Perennial Library.
- Gonzalez, A. (2006). The Relation between perceived parenting practices and achievement motivation in mathematics. *Journal of Research in Childhood Education*. http://golliath.ecnext.com/coms_2/sumary_0199-6167252-ITM.
- Gesinde. A.M (2002). *Motivation*. In Z.A.A.. Omideyi (Editor) *Fundamental of Guisance and cunselling* Ibadan: Kanead Publishers.
- Hiddi, S. and Anderson, V. (1992). Situational interest and its Impact on reading and expository in writing. In K.A. Reminger, S. Hiddi and Krapp, A. (Eds.). *The role of Interest in Learning and development*. Hidsale, N.J. Erribaum.
- Hossler, D. & Stage, F.K (1992). Family and High school Experience influence on post secondary educational plan of 9th grade students. *American Educational Research Journal*. 29pp 425-451.
- Harachiewicz, J.C, Barron, K.E, Carter, S.M , Elliot, A.J, Lehto A.T (1997). Predietors and consequences of achievement goals in the college classroom: Maintaining interest and making degrade. *Journal of Personality and social psychology*. 73, 1284-1295.

- Ilo, (2002). Every child counts: New Global Estimates on child labour, international programme on the Elimination of child labour, international labour office, Geneva.
- Ilo, (2000). Combating Trafficking in Children for labour Exploitation in West and Central Africa. The International Programme on Elimination Of Child Labour (IPEC), International labour office; Geneva.
- Lorraine, E. Connel, D. O., Tulip, D. (2008). Children's Interest in biology. International Journal of science Education. 24 (1), 331-337. Retrieval June 12, 2008 from http://www.Springerlink.com/content_b03673j37224487r/
- International Labour Office (1985). Children and the Young Persons under Labour London, p.s. King and son, Ltd.
- Jegede, O.J (1996) collateral learning, and the eco-cultural paradigm in science and mathematics education in Africa. Studies in science Education 25, 101-108.
- Lagoke, A.B & Jegede, O.J & Oyebanji, P.K (1997). Towards on Elimination of the gender gulf in science concept achievement through the use of environmental analogs. International Journal of Science Education 19 (4), 365-380.
- Mccelland, D.C & Pilon, J. (1983). The development of Achievement. A theoretical Analysis. *Development Review*.
- McClelland, D.C., Atkinson, J.W., Clark, R.A and Lowel, E.L (1976). The achievement motive. New York: Irvington Publishers, Inc.
- Mgbodile, T.O (1999). M.Ed Lecture Notes on Skills in Language Acquisition. Unpublished Material, UNN.
- Obayi, J.I (1997). The impact of social Background on the learning of English language by senior secondary students in Nsukka Education Zone. Unpublished M.Ed thesis: UNN.
- Obikeze, D.S. (1986) Agricultural child labour in Nigeria: A case study of Anambra state. In P.O. Ebigbo, (eds.). *Child labour in Africa*. (pp 39-45). Enugu: Chuka Printing Co.

- Oakley A. (1970), *Sex, gender and society*. London Routledge and Kegan Paul.
- Obioma, G.C.(1982). Development and validation of Diagnostic Mathematics Achievement Test. (DAMAT) For Nigeria secondary schools. Unpublished M.Ed Thesis Nsukka: UNN. Library.
- Obodo, G. (2002). Developing positive attitude and Interest of Mathematics Students in Nigeria Secondary Schools. A paper presented at Abuja during the workshop.
- Odinko, M.N. and Adeyemo, D.A. (1999). Socio-psychological factors as correlates of senior secondary school students' attitudes towards English Language. In Obemeato, J.O. Ayodele, S.O and Araromi, M.A. (ed.) *Evaluation in Africa*, Ibadan: Stirling Horden publisher (Nig.) Ltd.
- Odinko, M.N. and Adeyemo, D.A (1999b). Students' Socio-Psychological factors as predictors of achievement in senior secondary school English Language. *African Journal of Educational Research*, 5, 1, 126-133.
- Okoro, C.A & Foin W. (1997). Gender Enrolment paradigm shift in Nigerian Educational system: Implications for National development. *Journal of quality Education*. 4 183-193.
- Okpara, E. (1986). *Child labour as a significant index of poverty in Nigeria*. Implication for social policy, child Labour in Africa. 52-63.
- Okpara, S.N. (1995). Effect of non-material reinforcement on pupils achievement in mathematics. Unpublished Ph.D Thesis. University of Nigeria, Nsukka.
- Onuka, Adamu, O.U & Arowojolu, A. F. (2008) "An evaluation of parents' patronage of private primary schools in Abeokuta, Nigeria" *International Journal of African studies*. V11 (2): 58-70.
- Paulson, S.E (1996). Maternal employment and adolescent achievement revisited: An ecological perspective. *Family Relations*, 45, pp.201-208.

- Ray, J.J (1981). Achievement motivation and Authoritarianism in Manila and some Anglo-Saxon Cities. *Journal of Social Psychology*. 115, 3-8).
- Rani, S. (1998) A. study of public school children's psychological development in relation to Home environment. *Journal of Indian Education*. 16-23.
- Reinders, D, Joslin, P, Treagust, T, David, F. Lindauer, I. (2008). Science teachers use of analogies: Observation from classroom practice. *Journal of Research in science Education*. 14 (4), 413-422. Retrieved June 12, 2008 from <http://www.is.ilo.no/English/rose/network/countries/Isrtrumpersei 2006. pdf>:
- Rennie, L.J. (1998). Gender equity: Toward clarification a research Director for science teacher education. *Journal of research in science teaching*. 35 (8)
- Schiefele. U. (1991). Interest learning and motivation. *Educational Psychologist*, 26 299-323.
- Sell, L.W. (1978) Mathematic. A critical filter. *Science teacher* 45 (2), 28-29.
- Taylor, P.C. (1999). Whose interests are being serve in cross-cultural science education? Retrieved January 5, 2008, from <http://www.oulk.edu.wk/cridal/misc/osteculture.Htl>.
- Thomas, R.L. (2005). A comparison between traditional and constructivist teaching in college biology. *Journal of Innovative Higher Education*. 21 (3), 197-216. Retrieved June, 12, 2008 from <http://www.springerLink.com/content/p83884077079066/>
- Unger, R. (1979). Toward a re-definition of sex and gender. *American psychologist* 34, 1085-1094.
- UNICEF (1986). Child Labour in Africa.

Woolfolk, A.K. (1998). Educational Psychology (7th ed.) Boston: Allyn and Bacon

Woolfolk, A.E. and Nicolich, L.M. (1990). EDUCATIONAL Psychology for Teachers. Englewood Cliffs, N.J; Prentice-Hall.

APPENDICES

Department of Educational foundations

Psychology of Education

University of Nigeria, Nsukka.

18th November, 2008.

Sir/Madam,

VALIDATION OF RESEARCH INSTRUMENT

I hereby humbly forward my research Instrument to You for Validation in order to determine the technicality and relevance of the items in relation to the project topic, research questions and hypothesis.

I am a Post Graduate of Educational Psychology in the above department carrying out a research on the influence of child labour, parental support on children's interest in school attendance and Achievement Motivation among Primary School Pupils.

Attached to the instrument are my research questions and hypotheses to be validated in line with the instrument.

Thank you for your anticipated co-operation.

Yours faithfully,

Ezenwa George Mary (Sr.)

Department of Educational Foundations

Psychology of Education

University of Nigeria, Nsukka.

18th November, 2008.

Dear Sir/Madam,

**LETTER OF APPEAL OF REQUEST TO RESPOND TO A
QUESTIONNAIRE.**

I am a Post Graduate Student of the above named Institution. This questionnaire is designed to elicit information that will be useful for carrying out a research on the influence of child labour, parental support on children's interest in school attendance among primary school pupils in Nsukka.

You are please requested to respond to the items as objective as possible.

Every information supplied will be treated as confidential and will be used strongly for academic purpose. I, therefore appeal to you, do kindly spare part of your time and complete the questionnaire.

Thanks.

Yours faithfully,

Ezenwa George Mary (Sr.)

QUESTIONNAIRE FOR CHILD LABOUR

Please kindly go through the following questions and indicate the one that is true of you, there is no right or wrong answer. Tick [] against the information as appropriate as possible to you.

Name of School:

Class: Primary 5 []

Sex: Male [] Female []

PART TWO: Request for your opinion on the items using the scales provided for each item, you are please requested to tick [] against your response in the column provided. Information supplied is for academic purposes only and will be treated as confidential.

Level of agreement is as follows:

Strongly agree (SA) 4 Points

Agree (A) 3 points.

Disagree (D) 2 Points.

Strongly Disagree (SD) 1 Point.

Instrument for measuring the influence of child labour.

CLUSTER A

SA A D SD

1	I work on people's farm to get money for my family.				
2	I sell firewood to get money for my family support.				
3	I make brooms, local fans and other crafts to support my family and sustain Myself in school.				
4	I wash plates, fetch water in a nearby restaurants to get money for the entire family				
5	I serve as waiter or waitress in a hotel after school to earn money for a living.				
6	I hawk around the neighbourhood with ready made food every morning before going to school.				
7	I look after people's babies in other to get money for my family.				
8	I serve as manson apprentice or carpenter to sustain myself in school.				
9	I move around occasionally with the handicapped to beg for money.				
10	I help neighbour to wash their clothes, fetch water for money to maintain myself in school and help my siblings too.				
11	I run a couple of errands for people daily to get money for myself .				
12	I peel groundnut for business people to get money for my school.				
13	I scrub the rooms for people so as to get money for my self and siblings.				
14	I wash peoples cars so that I can get money for myself.				
15	I sell newspapers before coming to school.				

**QUESTIONNAIRE FOR MEASURING THE INFLUENCE OF
PARENTAL SUPPORT**

Instrument for measuring the influence of parental support

CLUSTER B		SA	A	D	SD
16	My parents pay my school fees on time				
17	My parents supervise my school work				
18	My parents help me to prepare for school on time				
19	My parents arrange extra lesson for me				
20	My parents make sure I eat before I leave for school				
21	My parents wake me up to prepare for school on time				
22	My parents do not over labour me before I go to school				
23	My parents allow me to rest after school to enable me get up on time for school				
24	My parents help me do my assignments given to me by teachers				
25	My parents visit me in school when there is need to do so				
26	My parents attend Parent Teacher Association (PTA) meeting.				
27	My parents buy textbooks and other writing materials for me.				
28	My parents take me to school and bring me back when necessary.				
29	My parents make sure that anything that can distract me from reading after school is minimized.				
30	My parents reward me whenever I perform very well in my exams.				

QUESTIONNAIRE FOR MEASURING PUPILS' INTEREST IN SCHOOL ATTENDANCE

Instrument for measuring interest in school attendance

Cluster C

	ITEMS	SD	D	A	SA
31	I hate going to school early.				
32	I like being in classroom before first lesson.				
33	I always wake up very early so as to go to school on time.				
34	I wish Monday to Wednesday should be the only school day in a week.				
35	I wish Saturday should be included in school days.				
36	I enjoy staying at home alone while others have gone to school.				
37	I want the government to extent the school hours from afternoon to evening time.				
38	I always like to be present in class when our teacher is calling attendance.				
39	I enjoy watching films than going to school.				
40	I will like to win the prize of most punctual student of the year.				
41	I enjoy going to school more than doing any other work at home.				
42	I enjoy playing or sleeping than going to school.				
43	Our headmaster flogs very well and that scares me from going to school.				
44	My mother flogs me when I don't go to school.				
45	I don't like to be flogged because of lateness to school.				

INSTRUMENT FOR MEASURING ACHIEVEMENT MOTIVATION

CLUSTER D

N/S	ITEM	SA	A	SD	D
46	I like hard work because it is a challenge				
47	I work on problems to learn how to solve them.				

48	I like difficult problems because I enjoy trying to figure them out.				
49	I like to learn things on my own that interest me				
50	I ask questions in class because I want to learn new things.				
51	My parents reward good grades.				
52	My parents question my performance in school that is why I am attentive in the class				
53	I do well in Examination because my parents show approval				
54	I study for long hours at home because my parents feel pleased.				
55	I am regular to school because my parents insist I should do so.				
56	I do well in my extra-curricular activities because my parents feel proud of me.				
57	I make good grades in the school because I engage in group discussion with my mates				
58	I actively participate in extra-mural lessons because they help me perform better in class work.				
59	The words of encouragement I receive from my parents make me participate fully in class work				
60	The gifts I get from my parents make me work harder.				

Reliability for Interest in School Attendance

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.925	.901	20

Item Statistics

	Mean	Std. Deviation	N
item1a	3.4500	1.09904	20
item2a	3.7000	.80131	20
item3a	2.9500	.39403	20
item4a	3.7500	.85070	20
item5a	3.7000	.65695	20
item6a	3.6000	.88258	20
item7a	3.7500	.63867	20
item8a	2.9500	.22361	20
item9a	3.7000	.65695	20
item10a	3.0000	.32444	20
item11a	3.6000	.88258	20
item12a	2.9500	.22361	20
item13a	3.6500	.74516	20
item14a	3.0500	.22361	20
item15a	2.9000	.30779	20
item16a	3.7000	.65695	20
item17a	1.9500	.39403	20
item18a	2.9000	.30779	20
item19a	3.8000	.52315	20
item20a	2.0500	.22361	20

Reliability for Influence of Child Labour

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.872	19

Item Statistics

	Mean	Std. Deviation	N
item1b	2.8500	.36635	20
item2b	3.7500	.55012	20
item3b	1.2500	.63867	20
item4b	2.0500	.22361	20
item5b	2.9500	.22361	20
item6b	1.3000	.65695	20
item7b	2.1000	.30779	20
item8b	2.7000	.57124	20
item9b	1.5000	1.10024	20
item10b	2.1000	.44721	20
item12b	2.1000	.55251	20
item13b	3.6500	.74516	20
item14b	2.1000	.44721	20
item15b	3.6500	.58714	20
item16b	2.9000	.44721	20
item17b	1.4500	.75915	20
item18b	2.0000	.32444	20
item19b	2.7500	.55012	20
item20b	2.8000	.76777	20

Grand Reliability Coefficient

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.890	.892	39

Item Statistics

	Mean	Std. Deviation	N
item1a	3.4500	1.09904	20
item2a	3.7000	.80131	20
item3a	2.9500	.39403	20
item4a	3.7500	.85070	20
item5a	3.7000	.65695	20
item6a	3.6000	.88258	20
item7a	3.7500	.63867	20
item8a	2.9500	.22361	20
item9a	3.7000	.65695	20
item10a	3.0000	.32444	20
item11a	3.6000	.88258	20
item12a	2.9500	.22361	20
item13a	3.6500	.74516	20
item14a	3.0500	.22361	20
item15a	2.9000	.30779	20
item16a	3.7000	.65695	20
item17a	1.9500	.39403	20
item18a	2.9000	.30779	20
item19a	3.8000	.52315	20
item20a	2.0500	.22361	20
item1b	2.8500	.36635	20
item2b	3.7500	.55012	20
item3b	1.2500	.63867	20
item4b	2.0500	.22361	20
item5b	2.9500	.22361	20
item6b	1.3000	.65695	20
item7b	2.1000	.30779	20
item8b	2.7000	.57124	20
item9b	1.5000	1.10024	20
item10b	2.1000	.44721	20
item12b	2.1000	.55251	20
item13b	3.6500	.74516	20
item14b	2.1000	.44721	20
item15b	3.6500	.58714	20
item16b	2.9000	.44721	20
item17b	1.4500	.75915	20
item18b	2.0000	.32444	20
item19b	2.7500	.55012	20
item20b	2.8000	.76777	20

Table Showing Sample for the Study

	School	Male	Sample	Female	Sample	Total	Total sample
1	AGU Achara Primary School Nsukka	40	16	41	17	81	33
2	ERPS I Ihe Owere	30	12	38	16	68	28
3	C.P.S. Nguru Nsukka	25	10	17	7	42	17
4	Township School I Nsukka	15	6	23	9	38	15
5	U.P.S. I Nsukka	25	10	29	12	54	22
6	C.P.S. Onuiyi Nsukka	24	10	23	10	47	20
7	C.S. Lejja	35	14	22	9	57	23
8	Udoka Primary School Akpotoro	19	8	16	7	35	15
9	Model Primary School I Nsukka	85	34	61	25	146	59
10	Model Primary School II Nsukka	69	28	65	26	134	54
11	ERPS II Ihe Owere	35	14	35	14	70	28
12	Ugbelenabor Primary School Uwani	22	9	18	8	40	17
	Total	424	171	388	160	815	331

Results of first school leaving certificate Examination

Session	Total Pupils	Males	Females	No that scored below 40%
2002/2003	5257	2593	2664	> 2000
2003/2004	5306	2545	2761	1596
2004/2005	5533	2733	2800	2433
2005/2006	5414	2700	2714	2544
2006/2007	5682	2901	2701	2622
2007/2008	5532	2900	2632	2582
2008/2009	5438	2705	2733	1490

Research Question One

Group Statistics

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Interest in School Attendance	Laboured	154	3.2818153	.5659531	.1461285
	Not Laboured	129	2.883877	.6466102	.1669540

Independent Samples Test for Hypothesis One

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Interest in School Attendance	Equal variances assumed	.914	.347	2.193	281	.034	.0427400	.2218720	-.4117442	.4972242
	Equal variances not assumed			.193	27.517	.849	.0427400	.2218720	-.4121037	.4975837

Research Question Two

Group Statistics

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Achievement Motivation	Laboured	154	2.6377538	.8113210	.2094822
	Not Laboured	129	3.492387	.2285277	.0590056

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Achievement Motivation	Equal variances assumed	19.693	.000	-2.91	281	.018	-.417000	.2176337	-.8628025	.0288025
	Equal variances not assumed			-1.91	16.208	.073	-.417000	.2176337	-.8778831	.0438831

Research Question Three

Group Statistics

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Interest in School Attendance	Parental Support	151	2.933680	.6711784	.1732975
	No Parental Support	162	2.662047	.5879464	.1518071

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Interest in School Attendance	Equal variances assumed	1.134	.296	1.99311	281	.044287	.0716333	.2303854	-.400289	.5435564
	Equal variances not assumed			.311	27.523	.758	.0716333	.2303854	-.40065	.5439250

Research Question Four

Group Statistics

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Achievement Motivation	Parental Support	151	3.250313	.2137169	.0551815
	No Parental Support	162	2.607087	.6798355	.1755328

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Achievement Motivation	Equal variances assumed	14.939	.001	2.409	281	.023	.4432267	.1840020	.0663156	.8201378
	Equal variances not assumed			2.409	16.740	.028	.4432267	.1840020	.0545571	.8318962

Research Question Five

Group Statistics

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Interest in School Attendance	male	171	2.0233680	.6411784	.1732975
	female	142	2.092047	.3879464	.1518071

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Interest in School Attendance	Equal variances assumed	1.134	.296	1.361	281	.713	.0716333	.2303854	-.4002897	.5435564
	Equal variances not assumed			.311	27.523	.758	.0716333	.2303854	-.4006584	.5439250

Research Question Six

Group Statistics

	Respondents	N	Mean	Std. Deviation	Std. Error Mean
Achievement Motivation	male	171	3.10313	1.042137169	.0551815
	female	142	2.2890708	.985500000	.1755328

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Achievement Motivation	Equal variances assumed	14.939	.001	1.091	281	.713	.4432267	.1840020	.0663156	.8201378
	Equal variances not assumed			2.409	16.740	.028	.4432267	.1840020	.0545571	.8318962

Parents are primary educators of children as they have the greatest influence on them right from childhood to adulthood. Teachers's roles come in to play when the children start schooling. In this sense, both the parents and teachers are the important educators in a child's life. They help to develop the child's intellect and social life. Help With Assignments. To have a good parental support for child's education, parents should be interested in their wards's school works, help with assignments and provide financial support when necessary. Conducive environment and time for study should be provided. Trustworthy and experienced tutors should be employed in cases where the parents are busy or not capable to help the children. Seminar on child labour, education and youth employment Understanding Children's Work Project Universidad Carlos III de Madrid Madrid, 11-12 September 2008. Abstract Child labour is one of the obstacles on the way to the Millennium Development Goal of universal primary education. This finding lends strong support to the hypothesis that poverty is the root cause of child labour. The paper concludes with recommendations for targeted cash transfers as a means to increase school attendance and reduce child labour. 2. Household survey data on child labour and school attendance. The present study examines data from two types of household surveys, Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS). There is significant influence of parent child relationship on students academic achievement in English. KEYWORDS: Motivation Parent-Child Relationship, Motivation to Learn, Achievement, Mathematics. INTRODUCTION. Parent-child relationship could be referred to as the interaction existing between the parents and their children that influences the child's socialization and learning, either positively or negatively. According to Bee (2005), parent-child relationship is defined as a set of observable behaviour that acts as an indicator of a growth of a secure attachment or an emotional bond in which a sense of security is associated with the relationship between the parents or the caregiver and the child.