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Table of Contents

Human Resource Factors and Employability of Educational Management Undergraduates in Southwest, Nigeria Ojoogun, Kayode Musibau & Ileuma, Senimetu	1-20
Work Experience and Competence as Indicators of Performance Effectiveness of Editors in Book Publishing Firms in Southwestern Nigeria Adigun, Olubunmi Racheal & Akangbe, Clement Adeniyi	21-43
Teachers' Education, Attitude, Beliefs and Effective Classroom Management in the 21st Century Okenwa-Ojo, M. & Yusuff, R.O.....	44-54
Use of Internet Search Engines by Lecturers and Instructors (Academics) In Oyo State College of Education, Lanlate Oladapo, Oludare Samuel	55-71
A Survey of the Impact of Skills Acquisition on Job Creation and Poverty Reduction among Youths In Ondo State, Nigeria Itodo, Simon Ilesanmi; Amosun, Peter Adewale & Morohunmubo, Omosehin Foluke	72-86
Effect of Environmental Factor Variation on Academic Performance of Senior Secondary School Students in Adamawa State, Nigeria Takwate, Kwaji Tizhe & Iranda, Jacob Iranda	87-99
Compensation Management and Teacher Job Effectiveness in Private Secondary Schools in Ogun State Garuba, Qudus Ajibola; Saliu, Muminat Morenikeji Maradesa, Wakeel Olalekan	100-116
Undergraduates' Entrepreneurial Intentions and Contributions of University Entrepreneurial Programme in Oyo State, Nigeria: Implications on Japa Syndrome Gbadamosi, T. V. & Adetunji, A. A.....	117-128

Assessment of Principals' Conflict Management Strategies on Teaching and Learning in Secondary Schools in Oyo Metropolis of Oyo State
Adeyemo, Adekola Oyebamiji & Isola, Aderonke Fausat 129-143

Poverty, Child Labour and Access to Schooling in Oyo State
Adeagbo, Joseph Olusegun & Mosobalaje, Risikat Olaitan 144-166

Volume 24, No. 2, June 2023.....167

School Plant Construction, Home and Teacher Factors as Determinants of Students Academic Performance in Oyo State: Implications for Planning
Ayoola, Olubunmi Adedunke; Oyeromi, Samson Olumuyiwa & Ilesanmi, Morenike 169-181

The Role of Adult Entrepreneurship Education for Poverty Reduction in Post COVID– 19 Era in Nigeria
Okenwa-Ojo, M. & Yusuff, R.O. & Adewole, A.A..... 182-194

Do the Information and Communication Technology (Internet and Phones) Make Earth to Shrink?
Oladapo, Oludare Samuel & Oladipo, Michael Olukayode 195-207

Government Support Services and Teacher Task Performance in Oyo State Public Secondary Schools, Nigeria
Faremi, Sunday James 208-227

Selection Process and Teachers' Job Performance in Public Secondary Schools in Osun State, Nigeria
Ibrahim, Muinat Abiodun & Adebayo, Monsurat Folake 228-239

Effect of Inquiry-Based Teaching Strategy on Junior Secondary School Students' Performance in Mathematics in Odogbolu Local Government Area of Ogun State
Yusuf, Sikiru Adewale & Aminu, Lateef O..... 240-251

POVERTY, CHILD LABOUR AND ACCESS TO SCHOOLING IN OYO STATE

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Abstract

This empirical study investigated the intricate interplay among poverty, child labour, and access to schooling in Oyo State, Nigeria. The study employed self-designed questionnaire to collect the useful information from the respondents. Collected data were analysed using simple frequency counts and Non-Parametric Chi Square statistic. Findings from the results showed that parental neglect and displacement due to natural factors and lack of proper nutrition caused child labour. It was also revealed that child abuse and social vices as source of poverty has positive relationship with child labour. It was finally revealed that poverty has negative effect on schooling. It was recommended that government should create programmes that will improve access to schooling and policy intervention aimed at breaking the cycle of poverty and fostering access to quality education for all children in Oyo State.

Keywords: *Access, Poverty, Child- labour, Inequality, Schooling, Oyo State*

Introduction

Poverty, child labour and access to schooling are interconnected issues that have significant implications for the socio-economic development of a region. In the context of Oyo State, Nigeria, these challenges pose formidable barriers to achieving sustainable development and improving the well-being of its population.

Oyo State is one of the 36 states in Nigeria, situated in the south western region of the country. With a population of approximately 7.8 million people (Nigerian Population Commission, 2021), the state is characterized by a diverse mix of urban and rural areas. While the state has made strides in economic growth and infrastructure development in recent years, it continues to grapple with high levels of poverty and inequality. Oyo State, known for its rich cultural heritage and historical significance, grapples with multifaceted development issues despite its cultural and economic vibrancy. The state's economy, traditionally centered around agriculture, has witnessed some diversification in recent years, but it still faces disparities in wealth distribution and resource allocation.

According to the Oyo State Poverty Assessment Report (OYSPAR, 2020), an estimated 42% of the state's population live below the poverty line, struggling to meet basic needs such as food, shelter and healthcare. This widespread poverty has far-reaching consequences, particularly for vulnerable groups like children. The Oyo State Poverty Alleviation Programme (OSPAP, 2019) also highlighted that a significant portion of the state's population, particularly in rural areas, relies on subsistence farming and informal sector activities. This underscores the need for comprehensive poverty reduction strategies that target both urban and rural contexts.

Child labour remains a pressing concern in Oyo State, with children often engaged in various forms of economic activities to supplement family income. The International Labour Organization (ILO) defines child labour as work that deprives children of their childhood, interferes with their ability to attend regular schools, and is mentally, physically, socially, or morally harmful (ILO, 2020). High poverty rates and lack of access to quality education contribute to the prevalence of child labour in the state. It remains a persistent concern, often resulting from a complex interplay of socio-economic factors. A study by Adeleke and Olufunlayo (2018) underscores how poverty-driven decisions, coupled with limited awareness about the importance of education, compel families to engage their children in laborious activities. The lack of access to quality education perpetuates this cycle, as children are forced to work to contribute to household income rather than attending school.

Access to schooling is another critical aspect affected by poverty and child labour. Despite efforts to improve educational opportunities, a significant number of children in Oyo State still lack access to quality schooling. Limited financial resources, lack of proper infrastructure, and cultural norms often force children into labour at an early age instead of attending school. The Oyo State Ministry of Education (2021) acknowledges the need for greater investment in education to address this challenge. Despite commendable efforts by the government to improve access to education, significant challenges persist.

The global community recognizes the importance of tackling these issues collectively. Nigeria, as a signatory to international conventions such as the United Nations Sustainable Development Goals (SDGs), is committed to eradicating poverty, promoting quality education, and eliminating child labour. However, translating these commitments into effective policies and measurable outcomes at the state level remains a challenge. This empirical study seeks to contribute to the existing body of knowledge by providing a nuanced understanding of the dynamics between poverty, child labour, and access to schooling in Oyo State. Through rigorous data collection and analysis, the study aims to identify causal relationships, patterns, and barriers that hinder progress in these areas. The findings are expected to inform evidence-based policies and interventions, fostering sustainable development, social equity, and improved well-being for the people of Oyo State.

Statement of the problem

The persistent issues of poverty, child labour, and limited access to schooling in Oyo State, Nigeria, pose a formidable challenge to the state's socio-economic development and the well-being of its population. Despite efforts to address poverty, Oyo State continues to struggle with high poverty rates. The Oyo State Poverty Alleviation Programme (OSPAP, 2019) highlights that a substantial portion of the population, particularly in rural areas, live below the poverty line, struggling to meet basic needs. This situation is exacerbated by the lack of diversified economic opportunities and limited access to social services.

Child labour remains a distressing consequence of poverty in the state. Adeleke and Olufunlayo's (2018) study indicated that children in Oyo State are engaged in various forms of labour due to economic pressures, leading to compromised education and overall development. The International Labour Organization (ILO) defines child labour as work that deprives children of their childhood, interferes with their ability to attend regular schools, and is mentally, physically, socially, or morally harmful (ILO, 2020). Furthermore, the challenge of limited access to schooling perpetuates the cycle of poverty and child labour. The Oyo State Universal Basic Education Board (SUBEB, 2022) acknowledges the presence of infrastructural deficiencies and a shortage of qualified teachers, hindering the provision of quality education. As a result, many children are unable to access formal education, which further entrenches their vulnerability to child labour and perpetuates the cycle of poverty.

While various policies and interventions have been implemented to address these issues, there is a lack of comprehensive understanding of the underlying dynamics and causal relationships between poverty, child labour, and access to schooling in Oyo State. This study aims to bridge this gap by conducting a rigorous empirical investigation to uncover the intricate connections between these challenges and provide insights for evidence-based policy formulation and intervention strategies.

Research Objectives

The primary aim of this empirical study is to comprehensively investigate the complex relationships between poverty, child labour, and access to schooling in Oyo State, Nigeria. The following research objectives will guide the study.

1. To examine the causes of child labour in Oyo State.
2. To investigate how poverty-driven decisions and socio-economic factors influence children's participation in labour,
3. To examine the implications of poverty on access to formal education.

Research Questions

1. What are the causes of child labour in Oyo State?
2. How has poverty-driven decisions and socio-economic factors influence children's participation in labour?
3. What are the Implications of poverty on access to formal education?

Significance of the Study

This empirical study holds significant implications for addressing the pressing issues of poverty, child labour, and access to schooling in Oyo State, Nigeria. Its contributions extend to various stakeholders, including policymakers, governmental and non-governmental organizations, educators, researchers, and the broader community.

The study's findings will provide policymakers with a deep understanding of the complex interactions between poverty, child labour, and access to schooling. This knowledge can inform the design and implementation of evidence-based policies and interventions that effectively target the root causes of these challenges, leading to more holistic and sustainable development strategies. Also, by shedding light on the specific forms and causes of child labour in Oyo State, the study can guide child welfare agencies and organizations in formulating interventions to protect children's rights and ensure their well-being. The insights gained can help develop targeted initiatives to prevent and eliminate harmful labour practices.

Understanding the barriers that hinder children's access to education will enable education authorities and institutions to design strategies that enhance educational access and quality. This can lead to improved school enrolment, retention rates, and educational outcomes for children in Oyo State. Through a comprehensive analysis of poverty dynamics, the study can provide valuable insights into the specific areas and demographics most affected by poverty. This information can guide poverty alleviation programmes helping to direct resources to where they are most needed and effectively break the cycle of poverty.

Literature Review**Poverty**

Poverty is a multifaceted and complex concept that encompasses various dimensions of deprivation, including economic, social, and

human aspects. In the context of this study, poverty refers to a state of inadequate access to basic necessities, resources, and opportunities needed for a decent standard of living and overall well-being.

The World Bank defines poverty as living on less than \$1.90 per day, using the international poverty line as a benchmark (World Bank, 2020). This monetary threshold represents extreme poverty and signifies the inability to afford essential goods and services, such as food, shelter, and healthcare. Poverty can manifest in different forms, each with its own characteristics and implications. Some of the key types of poverty include:

- i. **Absolute Poverty:** This form of poverty refers to the inability to meet the basic survival needs necessary for a minimal standard of living. It is often characterized by severe deprivation, lack of access to clean water, proper nutrition, and basic healthcare (Ravallion, 2016).
- ii. **Relative Poverty:** Relative poverty is defined in relation to the living standards of a specific society or community. Individuals or households are considered relatively poor if their income, resources, or living conditions fall significantly below the average or median levels of the larger population.
- iii. **Urban Poverty:** Urban poverty pertains to poverty experienced within urban areas, characterized by inadequate housing, lack of access to services, and limited economic opportunities. Rapid urbanization can lead to informal settlements and slums, exacerbating the challenges faced by urban poor populations (UN-Habitat, 2020).
- iv. **Rural Poverty:** Rural poverty is prevalent in agricultural areas and remote communities. It is often linked to factors such as landlessness, limited access to education and healthcare, and reliance on subsistence farming (FAO, 2020).
- v. **Multidimensional Poverty:** This approach recognizes that poverty is not solely about income, but also encompasses various dimensions, including health, education, living standards, and social inclusion. The Multidimensional Poverty Index (MPI) considers these factors to provide a more comprehensive assessment of poverty.

Poverty Indicators and Measurements

Poverty indicators and measurements are essential tools for quantifying and assessing the extent of poverty within a population. These indicators provide valuable insights into the economic, social, and human deprivations experienced by individuals and households.

1. Monetary Indicators:

- a. **Income Poverty Line:** The World Bank's international poverty line, set at \$1.90 per day, is a widely used benchmark for extreme poverty. Individuals or households living below this threshold are considered to be in extreme poverty (World Bank, 2020).
- b. **National Poverty Line:** Countries often establish their own national poverty lines based on the cost of a basic basket of goods and services necessary for a minimal standard of living within the specific context. Nigeria, for instance, employs its national poverty line to assess poverty levels (National Bureau of Statistics, 2019).

2. Multidimensional Indicators:

- a. **Multidimensional Poverty Index (MPI):** The MPI considers a range of deprivations across health, education, and living standards to provide a comprehensive view of poverty. It identifies individuals who experience multiple forms of deprivation simultaneously (Alkire & Santos, 2014).
- b. **Human Development Index (HDI):** Developed by the United Nations Development Programme (UNDP), the HDI measures human development by combining indicators of life expectancy, education, and per capita income (UNDP, 2020).
- c. **Gender Inequality Index (GII):** The GII assesses gender-based disparities in reproductive health, empowerment, and the labour market, highlighting gender inequalities that contribute to poverty (UNDP, 2020).
- d. **Education and Health Indicators:** Access to education and healthcare services are vital components of poverty measurement. Indicators such as school enrolment rates, literacy levels, and child mortality rates provide insights into human capital development (UNESCO, 2020; WHO, 2021).

Link between Poverty and Child Labour

The relationship between poverty and child labour is well-documented, with poverty often serving as a significant driver of child labour practices. This linkage underscores the complex interplay between economic circumstances and the well-being of children.

Child labour is more prevalent in economically disadvantaged households where families struggle to meet basic needs. As families face financial constraints, children are often compelled to contribute to household income through labourious activities. This phenomenon is commonly referred to as "income poverty-driven child labour" (Dammert & Galdo, 2013). Their study in Vietnam reveals that as household income decreases, the likelihood of child labour participation increases, highlighting the role of economic deprivation in driving children into the labour market.

Moreover, the lack of access to education, which is closely linked to poverty, exacerbates the prevalence of child labour. When families cannot afford education-related expenses or live in areas with limited educational facilities, children may be left with few alternatives other than engaging in labour to contribute to their family's survival. The consequences of child labour, in turn, contribute to a cycle of poverty. Children engaged in labour at an early age are often deprived of educational opportunities, limiting their future prospects for earning higher wages and breaking free from poverty (Ray et al., 2018). This perpetuates intergenerational poverty as children who engage in labour are more likely to continue the cycle by passing down the experience to their own offspring.

The link between poverty and child labour underscores the need for comprehensive anti-poverty strategies that address not only economic dimensions but also social and human development aspects. Effective interventions must consider not only increasing household income but also providing access to quality education, healthcare, and social support systems to break the cycle of child labour and poverty.

Child Labour

Child labour refers to the engagement of children in work that is physically, mentally, socially, or morally harmful and interferes with their right to education and overall development. The International Labour Organization (ILO) provides a comprehensive definition of child

labour as work that deprives children of their childhood, interferes with their ability to attend regular schools, and is mentally, physically, socially, or morally harmful (ILO, 2021).

Child labour can take various forms, each with distinct characteristics and implications:

- i. **Hazardous Work:** This form of child labour involves tasks that are inherently dangerous to the child's physical and mental well-being. It includes work that exposes children to hazardous substances, machinery, extreme temperatures, or strenuous physical activities that can lead to injuries or long-term health problems (ILO, 2019).
- ii. **Forced Labour and Trafficking:** Child labour can involve coercion, deception, or force, where children are subjected to exploitative situations. Children may be trafficked for labour, domestic work, or even commercial sexual exploitation (ILO, 2017).
- iii. **Agricultural Labour:** Children engaged in agricultural work may be exposed to physical hazards, long hours of labour, and exposure to pesticides and other chemicals. They often work in family farms or as hired labour on larger agricultural estates.
- iv. **Domestic Work:** Child domestic workers perform household chores, often in private homes, and may experience isolation, lack of supervision, and vulnerability to abuse. They are at risk of exploitation and have limited access to education and social interactions.
- v. **Street Work:** Children engaged in street work, such as vending, scavenging, or begging, often lack access to education and are exposed to risks associated with living and working on the streets, including violence and substance abuse.
- vi. **Industrial and Manufacturing Labour:** In some cases, children are employed in factories, workshops, and manufacturing industries. They may be exposed to long working hours, unsafe conditions, and lack of proper protective equipment.

These types of child labour often result from a combination of economic, social, and cultural factors that drive families and communities to resort to child labour as a means of survival or income

generation. Efforts to address child labour must involve a comprehensive approach that includes legal and policy measures, social protection programmes and educational initiatives to ensure the protection and well-being of children.

Causes and Consequences of Child Labour

Child labour is a complex issue influenced by a range of economic, social, cultural, and structural factors.

Causes of Child Labour

Poverty: Poverty is a major driver of child labour: Impoverished families often rely on child labour as a source of income, particularly when adults are unable to secure stable employment.

- a. **Lack of Access to Education:** Limited access to quality education, often due to inadequate infrastructure or prohibitive costs, pushes children into labour as an alternative to attending school.
- b. **Cultural Norms and Traditions:** Societal norms that view child labour as a means of skill acquisition or an acceptable way to contribute to family income can perpetuate its practice.
- c. **Weak Labour Laws and Enforcement:** Inadequate legal frameworks and weak enforcement mechanisms fail to protect children from exploitative labor practices.
- d. **Urbanization and Migration:** Rapid urbanization and rural-to-urban migration can expose children to vulnerabilities and push them into hazardous and informal labour sectors (Roggero, 2017).

Consequences of Child Labour

Education Deprivation: Child labour interferes with children's access to education, limiting their potential for personal and economic development.

- **Health Risks:** Hazardous working conditions expose children to physical injuries, illnesses, and long-term health problems, endangering their well-being.
- **Cycle of Poverty:** Child labour perpetuates the cycle of poverty as children miss out on education and skills development, leading to lower earning potential in adulthood.

- **Social Exclusion:** Child labour can isolate children from their peers and social activities, hindering their social development and integration.
- **Interference with Development:** Child labour deprives children of a safe and nurturing environment necessary for their physical and cognitive development (ILO, 2017).
- **Psychological Impact:** Child labour can lead to psychological distress, robbing children of their childhood and causing lasting emotional harm.

Access to Schooling

Access to schooling refers to the opportunity for all children to enrol in and complete a quality education, regardless of their socio-economic background, gender, ethnicity, or other potential barriers. It encompasses not only physical proximity to schools but also factors such as affordability, availability of teachers, curriculum relevance, and a safe and supportive learning environment.

Ensuring access to schooling is crucial for the realization of children's rights and their overall development. The United Nations Convention on the Rights of the Child (CRC) recognizes the right of every child to education, emphasizing that education should be free, compulsory, and available to all on the basis of equal opportunity.

In many parts of the world, barriers to access to schooling persist, particularly in low-income and marginalized communities. Factors contributing to limited access include:

1. **Economic Barriers:** High direct and indirect costs associated with schooling, such as school fees, uniforms, books, transportation, and other related expenses, can hinder access for economically disadvantaged families (Lewin & Sabates, 2018).
2. **Infrastructure and Distance:** Inadequate school infrastructure, lack of nearby schools, and long distances to schools can deter children, especially girls, from attending due to safety concerns and the time required for travel (World Bank, 2014).
3. **Gender Disparities:** Gender norms and biases can lead to differential access to schooling, with girls often facing additional barriers, including early marriage, household

responsibilities, and cultural attitudes that prioritize boys' education (UNESCO, 2019).

4. **Quality of Education:** Poor quality of education, including inadequate teaching and learning materials, overcrowded classrooms, and out dated curricula, can discourage children and families from valuing and pursuing education.
5. **Conflict and Displacement:** In conflict-affected areas or regions with high levels of displacement, access to schooling can be disrupted due to damaged infrastructure, insecurity, and the displacement of families (Save the Children, 2017).

Efforts to improve access to schooling require a multi-faceted approach that includes policy reforms, targeted interventions, and community engagement. This involves measures such as eliminating school fees, providing scholarships, expanding school infrastructure, promoting gender equality, and enhancing teacher training to ensure inclusive and quality education for all children.

Importance of Education in Poverty Reduction

Education plays a pivotal role in poverty reduction by equipping individuals with knowledge, skills and opportunities that can empower them to break free from the cycle of deprivation. Education is not only a fundamental human right, but also a key driver of economic and social development.

Economic Empowerment: Education enhances individuals' employability and income-earning potential. A well-educated workforce contributes to economic growth by fostering innovation, productivity, and entrepreneurship (World Bank, 2018).

Skills Development: Education equips individuals with the skills needed to access better job opportunities and engage in higher-value economic activities. This helps them transit from low-paying, informal work to more formal and productive employment (Becker, 1964).

Human Capital Formation: Education improves people's health, cognitive abilities, and overall well-being. Healthy and educated individuals are better prepared to contribute to their communities and participate in socio-economic activities (Schultz, 2002) Through human

capital formation, problems of shortage in critical skills are solved. (Adeagbo, 2010).

Empowerment of Women: Education is a critical tool for promoting gender equality and empowering women. Educated women are more likely to delay marriage, have fewer children, and make informed decisions about their health and family..

Poverty Prevention: Education enhances people's ability to make informed decisions about family planning, health, and nutrition. This knowledge can help prevent intergenerational poverty by improving maternal and child health outcomes (Bhargava & Singh, 2015).

Social Mobility: Education provides individuals with a pathway out of poverty by opening doors to higher education and better job opportunities. It enables social mobility and helps break down social and economic barriers (Lam & Levison, 2013).

A study by Glewwe and Kremer (2005) examining the impact of education on poverty reduction in Kenya found that increased school enrolment and improved educational quality led to higher earnings and better living standards for individuals. Similarly, Schultz (2002) highlights the positive relationship between education and poverty reduction, emphasizing the importance of investing in human capital to achieve sustainable development. Investing in education, particularly for marginalized and disadvantaged populations, is a powerful tool for addressing the root causes of poverty and promoting long-term economic and social well-being. By prioritizing education and ensuring equitable access to quality schooling, societies can create pathways toward poverty reduction and inclusive development.

Theoretical Review

Cycle of Poverty Theory

The Cycle of Poverty Theory, initially articulated by sociologist and anthropologist Oscar Lewis in the 1950s, offers a profound framework to understand the perpetuation of poverty across generations. This theory posits that poverty is not solely a result of individual circumstances but rather a complex interplay of social, economic and

cultural factors that create a self-reinforcing cycle. At the heart of this theory is the notion that individuals born into impoverished families inherit not only economic disadvantage, but also a set of behaviours, attitudes, and norms that hinder their ability to escape poverty.

According to the Cycle of Poverty Theory, children growing up in poverty-stricken households are exposed to limited opportunities for education, healthcare, and social mobility. The lack of access to quality education and essential resources restricts their ability to acquire the skills and knowledge necessary to break free from the constraints of poverty. Moreover, the stressors associated with living in poverty, such as inadequate nutrition and inadequate living conditions, can lead to negative cognitive and emotional development. These factors collectively contribute to a reduced capacity to seize economic opportunities and make informed decisions.

As children raised in poverty enter adulthood, they are more likely to perpetuate the cycle by passing down the same circumstances and limited resources to their own children. This creates a self-perpetuating cycle of poverty, where the disadvantages of one generation become the starting point for the next. The cycle of poverty theory underscores the importance of addressing not only the economic dimensions of poverty, but also the social and cultural factors that contribute to its persistence. Effective interventions must aim to break this cycle by providing comprehensive support that empowers individuals and families to access education, healthcare, and opportunities for upward mobility, ultimately disrupting the intergenerational transmission of poverty.

Structural Violence Theory

Structural Violence Theory, formulated by Norwegian sociologist Johan Galtung in the late 1960s, offers a critical lens to understand the systematic and institutional factors that contribute to the perpetuation of inequality, suffering and social injustices. Unlike direct forms of violence, which involve physical harm, structural violence refers to the harm inflicted on individuals and communities through unequal social, economic, and political structures. This theory emphasizes that power imbalances, institutional biases, and systemic inequalities creates conditions that prevent marginalized groups from realizing their full potentials and accessing essential resources.

At the core of Structural Violence Theory is the recognition that certain social structures, policies, and norms produce unequal outcomes, often disproportionately affecting marginalized and disadvantaged populations. These structural factors, such as poverty, lack of access to education, and limited healthcare, constrain individuals' agency and perpetuate cycles of suffering. Structural violence is not the result of isolated incidents but rather a result of deeply ingrained inequalities that shape the opportunities and constraints faced by different groups in the society.

The implications of Structural Violence Theory for understanding poverty and child labour are significant. Children born into impoverished families often face structural barriers that limit their access to education, healthcare and basic necessities. They may be forced into child labour due to lack of alternatives and constrained opportunities. Structural violence perpetuates a cycle where economic, social and cultural forces interplay, trapping individuals and communities in a web of disadvantage. Addressing the issues of poverty and child labour necessitates dismantling these structural inequalities through policy reforms, social interventions, and a commitment to social justice.

Methodology

Research Design: This study adopted descriptive survey research design method which afforded the researchers to describe the child labour in accordance with the poverty level in the study area of Oyo State.

Population of the study

The population consisted of all the children of school age within households in Oyo Township consisting of three local government areas (Atiba, Oyo East and Oyo West). The study used 120 respondents with 40 from each local government area.

Samples and sampling Techniques

The sample for this study consisted of one hundred and twenty (120) boys and girls randomly selected from Akeesan, Sabo and Owode markets in Oyo East, Sabo and Oyo West Local Government Areas within Oyo town, while respondents that were selling goods and wares

were interviewed during the hours of 8a.m and 1.30p.m within the school hours.

Instrument

The instrument used for gathering data was a structured questionnaire tagged Poverty Child Labour and Access to Schooling Questionnaire. It was divided into two sections, A and B. Section A featured questions on personal data of the respondents such as gender, age and academic qualification. Section B consisted of fourteen items that measured various aspects of child labour, poverty and access to schooling. The questionnaires were administered with the assistance of field officers. Ten research Assistants were employed to interact with the respondents between hours of 8.00a.m – 1.30p.m.

Data Analysis

All data were analysed through parametric statistic of Chi Square at 0.05 level of significance.

Findings and Discussion

Section A

Table1: Respondents according to Local Government Areas and gender

Local Government	Male	Percentage	Female	Percentage
Atiba	24	20	16	13.4
Oyo East	22	18.3	18	15
Oyo west	25	20.8	15	12.5

Source: Authors' computation from SPSS

Three LGAs were accessed with 120 respondents in all. Seventy one (71) or Fifty-nine per cent (59.1%) of the respondents were male while Forty-nine (49) or (40.9%) were females.

Table 2: Educational Background and Employment categories

	Unem ployed	Perce ntage	Self employed	Percentage	Civil servant	Perce ntage
Educated	25	20.8	62	51.7	22	18.3
Uneducat ed	06	05	05	4.2	00	00

Source: Authors' computation from SPSS

The table shows the respondents in the categories of their employment as well as educational exposure, which is an indicator of child exposure to child labour and poverty level on the family background. More Educated respondents were administered the questionnaire to ensure for proper outcome.

Section B

Research Question 1: What are the causes if child labour in Nigeria

S/N	Items	SA	A	D	SD	Mean	Std. Deviation
1.	Parental neglect	90	12	08	10	29.3750	28.40863
2.	Abandonment	76	30	08	06		
3.	Displacement due to natural factors such as flood, insecurity	50	52	15	03		
4	Lack of proper nutrition	67	23	14	16		

Source: Authors' computation from SPSS

Four major causes were measured for child labour in Oyo Town. The result indicated the significant level of the result. This indicated that those factors identified are the causes of child labour in Oyo Town as the value for mean and Standard Deviation at 29.3750 and 28.40863 are greater than threshold of 2.5 minimum values.

Research question 2: The effects of poverty on child labour

S/N	Items	SA	A	D	SD	Mean	Std. Deviation
1.	Physical abuse	100	15	03	02	30.000	38.20030
2.	Sexual Abuse/ assault	102	08	05	05		
3.	Emotional abuse	111	02	05	02		
4.	Increased social vices	78	23	09	10		
5.	Reduced human capital	56	51	06	07		

Source: Authors' computation from SPSS

Those factors measured really indicated higher significant effect of poverty on child labour at the mean and standard deviation values of 30.0000 and 38.20030 more than the average value of [2.50]

Research question 3: Implication of Poverty on access to schooling

S/N	Items	SA	A	D	SD	Mean	Std. Deviation
1.	Poor access to education is one of the major causes of poverty in Nigeria	100	12	05	03	30.0500	34.37788
2.	Poverty leads to lack of educational resources on poor schools and sometimes could hinder learning	81	24	07	08		
3.	Poverty is associated with substandard housing, hunger, homelessness, inadequate child	72	45	01	03		

	care, unsafe neighborhoods and under resourced schools						
4.	Poverty manifests in hunger and malnutrition, limiting access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision making.	79	35	02	04		
5.	Poverty often leads to children dropping out of schools and subsequently into labour market.	89	20	6	5		

Source: Authors' computation from SPSS

The result shows there is more negative implications of poverty on access to schooling as the result indicated that the mean and standard deviation values 30.0500 and 34.37788 are more than the threshold value of {2.50}.

Conclusion and Recommendations

In conclusion, this empirical study offers critical insights into the complex dynamics of poverty, child labour, and access to schooling in Oyo State, Nigeria. The findings underscore the multifaceted nature of these issues, revealing how they are inextricably linked, shaping the lives of children and families across the state. This is in line with ILO report of 2020 on child labour and interference in child schooling. The qualitative analysis of the study delved deeper into the underlying

social and cultural factors that drive child labour practices and limit access to schooling. It became evident that structural inequalities, societal norms, and economic constraints played pivotal roles in perpetuating these challenges. Moreover, the study illuminated the urgent need for comprehensive policy interventions that address poverty at its roots, promote gender equality, and create an enabling environment for quality education. The finding also reflected Ray et al 2018 and National Bureau of Statistics report of 2019 that there existed link between poverty and child labour.

The following recommendations are proposed:

1. **Poverty Alleviation Programmes:** Implement targeted poverty alleviation programmes that provide financial assistance, vocational training, and access to credit for impoverished households. These programmes should prioritize families with children engaged in labour.
2. **Accessible and Quality Education:** Improve access to quality education by investing in the construction of schools, particularly in rural and underserved areas. Enhance school infrastructure, provide free textbooks and materials, and ensure a safe and conducive learning environment.
3. **Address Gender Disparities:** Promote gender equality in education by implementing policies and programmes that address cultural and social norms limiting girls' access to schooling. Encourage female enrolment, retention, and participation in all levels of education.
4. **Child Labour Monitoring and Regulation:** Strengthen enforcement of child labour laws and regulations. Collaborate with labour unions and civil society organizations to monitor workplaces for child labour violations and ensure penalties for non-compliance.
5. **Adult Education and Skills Training:** Provide adult education and skills training programmes for parents and caregivers in impoverished communities. This can empower them to seek better employment opportunities and support their children's education.
6. **Community Engagement:** Engage communities in discussions about the importance of education and the dangers of child

labour, work closely with local leaders and organizations to raise awareness and change attitudes towards these issues..

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