

CHILD DOMESTIC WORKER AND EDUCATION: THE OGUTA COMMUNITY IN IMO STATE, NIGERIA EXPERIENCE

UCHECHUKWU ANTHONY NWABI (PhD)

**Department of Public Administration,
National Open University of Nigeria**

Email: ucheanwobi@gmail.com

Cell Phone Number: +2348030890173.

Abstract

The study was to examine child domestic worker and child education. Specifically, the study was to find out the extent the practice of engaging child domestic worker in a third party's household has improved child access to schooling. To effectuate the objective of the study the paper adopted public opinion survey research. The accidental sampling technique was used. The sample size was 149 domestic workers. Four point Likert scale and mean scores of the responses were used. The theoretical umbrella was interest theory. The study revealed that there was no child school improvement on going to the library, concert, museum, zoo, ability to read and write, and ability to tell stories regularly in the household and reading a minimum of ten pages per day. The study recommended for building of library period into the time table, school curriculum should have period for concerts, story hours among others.

Keywords: Child Domestic Worker, Third Party Household, Child Education, Oguta Community, Nigeria.

Introduction

A child domestic worker is simply someone below 18 years working in household different from their own. They engage in domestic chore, laundry, dish washing, and child care. They may live with or without their employer, those who are paid or not paid and those whose benefits are in kind such as education, shelter and food among others Gamlin, Camacho, Ong, Guichon, & Hesketh (2013). Explicitly, any child engaged in an excessive domestic work within or outside his/her home is by right seen as being subjected to child labour.

In that context, the presence of child domestic worker was first established in pre-colonial days when children were sent to their relations for a change of environment. That was preceded by the colonial era of civil servants, missionaries and traders. There was surplus labour at that time which led to employment of domestic workers to assist unlike in Europe where it did not exist. Shortly after, administrative jobs were taken over by indigenous people from the Europeans. In line with that, class structure came into being as resources were unevenly distributed among the ethnic groups in Nigeria. Consequently, the domination of one ethnic group over another followed and gave rise to the haves using the have-nots as domestic servants Ibeme (2014). Simply put, engaging children in domestic work outside their homes started several years ago.

Worthy of note is that, the practice of engaging children as domestic workers in third party's household was previously seen as a taboo or avoided in Oguta community. Unfortunately, the economic downturn and poverty associated with households made parents and guardians to engage their children in domestic work outside their household bearing in mind that the third party's household would train the child domestic worker in school and meet their other needs. Similarly, most parents loaned their children to better placed family members to be raised with the hope of continuing education Tade & Aderinto (2012). Again, the busy schedule of some house holders at work also contributed to engaging the services of a domestic servant. Some third party employers in the cities use their relatives or friends at home in Oguta in search of a child domestic worker. Employers who are free also visit home themselves to do the searching. The domestic worker helps in taking the children of the third party's house holder to school, clean and wash in the house, cook and care for the children among other engagements Afolabi (2011).

Statement of the Problem

The contention was always premised on very rare educational opportunities for child domestic workers. In an event of sickness, they don't usually get proper attention Tade & Aderinto (2012). A child domestic worker takes householder's children who are almost his/her age mate to school and retires home to work Blagbrough, Guichon & Brealey (2013). Children were engaged in jobs adults find overbearing which led to body pains. Other challenges include child inequality Agbo (2017). They work extremely longer hours unfed and may have to tolerate sexual abuse at the hands of their employers in return for rewards. That usually enrage the employer either female or male thus the domestic worker had to suffer the consequences of employer's aggression Jones, Presler-Marshall, Cooke & Akinrimisi (2012). In other words, the anticipated reward of a child domestic worker was delayed, reduced or outrightly removed because of their employer's aggression. In the light of that, some of those children were sent back by their employers. Others seized the opportunity of visiting their parents at home during the yuletide season to run away and swear not to go back to their employers because of maltreatment Togunde (2018). Some of these challenges led to the curiosity to seek answers to the following question:

Objective of the Study

The general objective of the study was to examine child domestic worker and child education. Specifically, the study was

- 1 To find out the extent the practice of engaging a child as domestic worker in third party's household will improve child access to schooling.

Research Question

1. To what extent has the practice of engaging a child as domestic worker in third party's household improved child access to schooling?

Conceptual Clarifications

Child's Right

Imperatively, child's right in the words of Nwobi, Enibe, Ugwunnadi, & Husaini, (2019) connote, what a child ought to have so as to have a good start in life. Again, it could be rights of special protection and care afforded to a child, right to protection from economic

exploitative job that may interfere with child's education, health, nutrition and development. In the light of United Nations International Children Education Fund (2007) anybody who is below the age of eighteen years is seen as a child. Such a person is not expected to participate in economic activities. In the same vein, anybody below 18 years of age engaged as domestic worker in a third party's house is considered as being subjected to child labour. Abiodun & Okorouwa ().

Child Domestic Worker

A domestic worker is a house help. In this case, children who live with a family or a third party and engaged in the services of domestic chores such as laundry, cleaning, cooking, washing and shopping among others Ibeme (2014). Child domestic workers are children who assist in household work whether paid or unpaid by their employers. In the same context, child domestic worker is a child engaged in performing domestic tasks in the home of a third party or householder. The worker may or may not be on wage Laila (2019). In the same perspective, they are children who do domestic work whether permissible or not in a householders or employers house. A reasonable house chore in a child's home is allowed. If the work load is excessive or has an interference with a child's education, it becomes child labour. Those in their homes are not domestic workers because they are not under employment anywhere. Again, children in a third party's home are domestic workers although they perform similar functions. In other words, those children below the stipulated minimum age who perform domestic work in third party's household are engaged in child labour Boating & West (2017).

Education

The concept education originates from the words (Educare and Educere) which means to train or mould, bring up or to lead out or to draw. It is the act of bringing out the inward self to the outward. It is the development of a child. Then Educaturn entails the act of teaching Kumar & Ahmad (). In the same perspective, Surbhi (2017) defines education as learning in the classroom to acquire certain knowledge. It entails what a person gains while in school with the primary goal of delivering knowledge about facts, events, values, beliefs, general concepts and principles. Essentially, the lessons learn in the course of education helps someone to face future challenges. Similarly, Education is a basic human need essential for development such as raising the well-being of individuals. It is also a means of reducing inequality in order to satisfy basic needs Vos (1996). In a similar vein, education connotes the act of inculcating moral values, positive thinking, attitude of helping, attitude of giving to the society and ethical value Muskan (2017).

It is worthy to note that, access to education entails enrolment and progression at the right age, regular attendance, consistent learning and achievement of norms, safe learning environment and equitable opportunities to learn. In an event where access to quality of learning and teaching is impaired by child labour such as domestic work, the need for improvement arises in order to ensure equal access Great Schools Partnership (2015). Similarly, having access is the capacity to participate in and receive a good quality education Common Wealth Education Hub (2016). Furthermore, access to education has the following characteristics: school attendance, absenteeism, long and continuous period of absence, repetition, starting school at the appropriate age, school delays, and age of learner per grade

among others Social Survey Africa (2009). In summary, every child according to child's right Act should have adequate access to education.

Empirical Review

The empirical review showed that the paper authored by Owo (2014), titled implications of child abuse on education of primary school students in Nigeria, was aimed at finding out the effects of child abuse on primary school pupil's academic performance in Enugu North Local Government Area. The population was 20,000 but centered on 5 selected primary schools. Frequency, percentages and content data analysis was used. Findings showed that child abuse was on the increase with some adverse effects. Thus the government, families, schools and society generally should assist in curbing its occurrence. The previous study used a population of 20,000 and focused on Enugu whereas, the present study will be in Oguta community, Imo state using a sample size of 149 domestic workers. Again, the paper written by Adegun (2013) investigated practices of child labour among parents in Ekiti State, Nigeria made use of descriptive survey. Multistage random sampling technique was used. The sample size used was 400 parents. Questionnaire, t-test, one way ANOVA and Scheffe post hoc analysis were used. The study revealed a significant difference in the practice of child labour by male and female parents, terms of marital status and employment status of parents and no difference in the practice of child labour among parents of different religion. Multistage sampling was used in the previous study but the present study will use accidental sampling technique.

In a similar vein, the study titled factors influencing primary school non-attendance among children in North-West Nigeria investigated the effects of children, household and state factors on primary non-attendance among children in North-West Nigeria. It was authored by Shehu (2018). Nationality representative database and Nigerian Education Data Survey (NEEDS 2010) was used. A multilevel analysis was used. The result showed that parental education and wealth influenced other factors across children, household and state of children. Again distance had a greater influence on school non-attendance among state factors. The difference between the two studies was that while the previous used a multi level analysis, the present study will employ the mean of the responses. Furthermore, Nuhu & Nuhu (2010) wrote an article on opinions and attitudes of some parents in Ilorin North-Central, Nigeria: Towards child abuse and neglect. The goal was to assess the opinions and attitudes of parents on child abuse and neglect and factors associated with it. It was a survey study. Random sampling method was used. The sample size was 260 parents. The study used questionnaire. The focus was on North-Central Ilorin, Nigeria. Findings revealed that many parents have a proper idea of what causes child abuse but were compelled by socio-economic and cultural factors to indulge in it. The previous study was on Ilorin with 260 sample size while the present will focus on Oguta with a sample size of 149.

Consequently, the paper titled impact of child labour on child education in Ogbomoso area of Oyo state, Nigeria. It was written by Ajagbe & Adegbite (2014) aimed at examining the impact of child labour on child education in Ogbomosho area of Oyo state, Nigeria. Stratified sampling method was used. Data was gathered through interview and questionnaire. The sample size was 200. Ordinary Least Square estimation and conventional descriptive techniques were used for analysis of data. The study revealed that the impact of child labour

on child education was influenced by mother and father education, family income and size, awareness of government policy, and child education. This one studied child labour in general with a focus on Ogbomosho, Oyo state but the present study will specifically deal with child domestic workers.

In consonance with the above literature, there was a work authored by Adesoji (2018) on impacts of child labour on school attendance and academic performance of senior secondary school students in Nigeria. The objective was to investigate the impacts of child labour on school attendance and academic performance of senior secondary school students in Mushin Local Government Area of Lagos State, Nigeria. Simple random sampling technique was used. Questionnaire was the research instrument. Descriptive statistics, frequency, percentage and chi-square were used to analyze data. The academic performance was the focus whereas the present study would dwell on child access to schooling.

Stretching further to work of scholar like Morel (2012) titled the political economy of domestic work in France and Sweden in a European perspective. It was aimed at analyzing the rationale behind public intervention in favour of the development of domestic services to highlight the economic, political and social issues it raises and to see how the policies implemented interact with existing welfare and care system, employment regime and prevailing gender and social norms. The study used France and Sweden. It employed the analysis norms of policy discourse at European Union level and a comparison of the policies implemented and consequences. The study revealed that the care content in France and Sweden led to privatization and re-domestication of care such that care was increasingly provided through private domestic services. That became a transformation at European level but the consequences and intensity of the change varied in different welfare systems. That study was foreign while the present study is local with a focus on Oguta. In another study, situation of child domestic workers in Bangladesh examined the situation of child domestic workers and attitude of child specialist about child domestic worker towards ILO new standards of decent work for domestic workers. The authors were Islam, Mahmud & Rahman (2013). The sample comprised of 135 domestic workers (120 in five areas of Dhaka city and 15 child specialist from five different groups). The study was quantitative and qualitative. The study revealed that educational level of child domestic worker is very poor with an indication that 79.2% did not have access to formal education. 75.83 wished to go to school and continue their study. The focus of the study was on foreign child domestic workers while the present study will be on local.

Gap in Literature

The literature review revealed that most of the domestic workers studied by previous researchers were foreign and focused on Ekiti state, Mushin Lagos, Ogbomosho Oyo state among others. No study was conducted in Oguta community; Imo state. Few related local studies were found to focus on child domestic workers elsewhere. That created the yawning knowledge gap that needs to be filled by studying child domestic worker and child education with emphasis on child access to schooling in Oguta community, Imo state.

Hypothesis

1. There is no significant relationship between the extent the practice of engaging a child as domestic worker in a third party's household and improved child access to schooling.

Theoretical Framework

Interest theory was adopted as the theoretical umbrella for this discourse. It understands phenomena from the point of view of protection. In other words, it is the attention that is given to or received from a child. Implicitly, it is expected that every child legally should be guaranteed maximum protection by the government, parents and guardian. The major proponents of interest theory are Jeremy Bentham (1987), Joseph Raz (1984), Ihering, Austin, Lyons, MacCormick & Krammer (2002) Nsude & Nwanchor (2017). In that vein, interest theory is a function of rights to protect the interest of child domestic worker who has the legal right to be protected. Similarly, it is the duty of the government, parents and guardians to ensure the protection of children.

Tenets of the Theory to the Study

The tenets of the theory are as follows: **(1)** The child has a legal right. **(2)** That right must be practicable, **(3)** universal and appropriate for all children. **(4)** The right must protect the child. **(5)** It should be paramount and **(6)** must be enforced.

Application of the Theory to the Study

Interest Theory is relevant to the study of child's domestic worker because of the relationship it has with child's education which represents the interest of the child that needs protection in line with child's right Act. In a nutshell, interest is the level of attention given to a child by the parents and guardians among others in such area as education. In the same vein, interest theory should be aimed at safeguarding the health, education, nutrition and well-being of the child by protecting their rights against violation from parents, guardian, and the government within the political, social and judicial sphere. Both parents and the government should have ensured that the rights of children are not impinged upon Human Rights Reference (2017).

On the contrary, most children in Oguta were subjected to domestic work in a third party's household because of parents' lack of proper attention on their children. That led to the children become vulnerability and susceptibility to educational challenges. In the same vein, the competition of interest (goals, values and aspirations) between parents, child's protection and their family members over their upkeep intensified lack of protection on the right of the child Groll (2014). The aftermath would be that a child domestic worker in third party's home would not have adequate access to schooling despite the excessive and hazardous work done by those children. In that vein, the attention of the parent's would have been removed from their children. The child would be engaged in excessive work that takes his/her time for school. Even when the child attends school, there would be no time for home work and recreation. The child would become tired as a result of over work which would translate to missing school and lateness to school. To remedy the situation, parents should ensure that their actions and decisions are in consonance with the Child's Right Act.

Research Methodology

Public opinion survey research was used. The total population of the study was 500 child domestic workers in Oguta. A sample size of 149 was drawn using Taro Yamen’s formula $S=N/(1+N \alpha^2)$. Only households with a child domestic worker were permitted to take part in responses to the questionnaire. Accidental sampling procedure was employed. The instruments used were questionnaire and interview while the secondary data was largely adopted from journals, textbooks, newspapers, internet sources and government documents. Quantitative and qualitative methods were used. Data was presented in tables. A four point Likert scale and mean scores of the responses were used.

Data Presentation, Findings and Discussion

Data was presented bearing in mind the objective and hypothesis of the study.

Table 1: Percentage, Decision, Mean Scores and Ranking of Respondents on the Extent to which the Practice of Engaging a Child as Domestic Worker in a third party’s household has Improved Child Access to Schooling on the following:

S/ N	Questionnaire Items	Very High Extent 4	High Extent 3	Moderate Extent 2	Low Extent 1	Mean	Decision	Ranking
1	Presence at school three or more days in the previous month	- (0%)	15(10%)	39(26%)	95(64%)	1.47	Rejected	8 th
2	Time available for schooling	3(2%)	19(13%)	45(30%)	82(55%)	1.61	Rejected	6 th
3	Long and tiring working days	8(5%)	10(7%)	32(22%)	99(66%)	1.45	Rejected	9 th
4	Ability to read and write daily	6(4%)	15(10%)	27(18%)	101(68%)	1.50	Rejected	7 th
5	Hours of home work done per night	10(7%)	23(15%)	37(25%)	79(53%)	1.76	Rejected	3 rd
6	Reading a minimum of ten pages daily	8(5%)	9(6%)	10(7%)	122(82%)	1.34	Rejected	10 th
7	Ability to tell stories regularly in the household	30(20%)	10(7%)	40(27%)	69(46%)	2.0	Rejected	2 nd
8	Going to the library	20(13%)	9(6%)	32(22%)	88(59%)	1.73	Rejected	4 th
9	Engaging in concert	39(26%)	10(7%)	40(27%)	60(40%)	2.19	Rejected	1 st
10	Visiting the museum	-(0%)	-(0%)	29(19%)	120(81%)	1.19	Rejected	12 th
11	Visiting the zoo	-(0%)	-(0%)	49(33%)	100(67%)	1.32	Rejected	11 th
12	Equality with third party householder’s children	15(10%)	17(11%)	27(18%)	90(61%)	1.71	Rejected	5 th
	Total	139	137	407	1105	19.27		
	Grand Mean					1.48		

Source: Nwobi, U. A. (2020) Authors Field Work.

$$\text{Mean } (\bar{X}) = \frac{\sum fx}{N}$$

Data on Table 1: showed that none of the items had mean score above the criterion mean of 2.5. Inversely, all the items 1,2,3,4,5,6,7,8,9,10,11 and 12 had mean scores below the criterion

mean of 2.5. They were therefore rejected. The grand mean of (1.48) was below the criterion mean, which showed that the extent to which the practice of engaging a child as domestic worker in a third party's household improved child's access to schooling was significantly to a low extent. The result of the study confirmed the study hypothesis that there is no significant relationship between the practice of engaging a child as domestic worker in third party's household and improved child access to schooling.

The extent the practice of engaging child domestic workers did not improve child's access to schooling on engaging in concert ranked 1st (mean=2.19) followed by ability to tell stories 2nd (mean=2.0), hours of home work done per night 3rd (mean=1.76), going to library 4th (mean=1.73), equality with other children 5th (mean=1.71), time available for schooling 6th (mean=1.61), ability to read and write 7th (mean=1.50), child's presence at school three or more times in the previous month 8th (1.47), long and tiring working days 9th (mean=1.45), reading a minimum of ten pages daily 10th (mean=1.34), visiting the zoo 11th (mean=1.32) and visiting the museum 12th (mean=1.19). Based on the above presentation of the results of the study, the following findings were decrypted:

1. There was no improvement on child's presence at school three or more days in the previous month.
2. The time available for a child domestic worker to go to school was not improved.
3. Child's access to schooling was not improved because of long and tiring working days.
4. Engaging children in domestic work could not improve their ability to read and write.
5. The hours of home work done per day by children was not enhanced by child domestic work.
6. Child domestic workers could not read a minimum of ten pages on a daily basis.
7. They were denied access to schooling because they did not have the opportunity to tell stories regularly in the household.
8. A child's access to schooling was not enhanced because of their lack of opportunity to visit the library.
9. Engaging in concerts as part of access to schooling was not improved through the practice of engaging children in domestic work.
10. Museums were rarely visited by children engaged in domestic work which was a pointer to lack of improvement on schooling.
11. Children were not given the chance to visit the zoo and that impaired their access to schooling.
12. The child domestic workers were not given the chance to have equal access to schooling like the children of the householders.

Discussion

The findings from the study were discussed bearing in mind the hypothesis. The study revealed in item 1; that children who engaged in domestic work before going to school often miss classes and fail to learn. Item 2: shows that even after school, excessive time spent on domestic work made children unable to have the needed time and energy for their school home work. That was in consonance with Agbo (2017) submission that in most cases child domestic workers were not allowed to go to school. They would miss classes or days at school because of work obligations. Even excessive house chore made them exhausted and

ineffective in carrying out their homework. Householders either sent them to cook, wash, iron, or clean when they were supposed to do their school assignment at home which led to loss of focus. In addition, some domestic workers were sent to old men and women to do their chore.

In the same context, item 3, showed that long and tiring working days reduced child domestic workers access to schooling. To buttress the above point, Noi Polls (2019) maintains that many children were exposed to long hours of work in third party's household, carrying too much responsibility for their age without education, medical care and little food to eat. In essence, it established a cycle of child right violations. In the light of that, the inability of child domestic worker to attend school and have sufficient time to play impaired their mental development. In addition, children physical and mental development was also affected when engaged in long hours of work. Working excessively for long hours made children unable to learn properly because of exhaustion and insufficient time to attend school and study.

The study as shown in item 4 revealed that engaging children in domestic work could not improve their ability to read and write. In the light of that, Tambo (2014) submits that in most cases, a child was not even sent to school at all and barely knew how to read and write. That was a great obstruction to the child's future because they were deprived of academic and personal development. There was usually no time to read and do examinations. You just go home drop your bag in the room, tomorrow morning you take the bag to school and always very late. The child hardly takes part in anything done in school since their employers would always want to keep them apart from school. That led to the inability of child domestic workers to read, write and possessed just a little calculating competence acquired via working in the shop for their employers. Child domestic workers were systematically marginalized and excluded from social organization which led to their inability to express themselves.

It was worthy of note that, item 5 revealed that hours of home work done per day by children was not enhanced by child domestic work. In the light of that, Humanitarian Organization for Migration Economics (2015) substantiated that domestic workers spent an average of 13 hours daily at work and slept for 8 hours each night. In the same perspective, Black (1996) argued that the remarkable feature that differentiates domestic work from other kinds of child labour is its 24 hours nature. The place of work and rest are in the same place. The child domestic worker is liable to be on call day and night, seven days a week. They engage in endless errands such as waking up in the night to nurse a child, open the door for a late arriving member of the family. That denied the child the needed time to attain to home work. More so, children in domestic work typically put in extremely long hours, both in absolute terms and in comparison to other forms of children's employment, working an average of 49 hours a week Ilo, Unicef & World Bank, (2000).

In the same dimension, item 6 revealed that child domestic workers could not read a minimum of ten pages per day. In that vein, most of their employers set aside time each day for their child to read unlike domestic children who infrequently read Rideout (2014). In the same perspective, the employer's children were more than three times likely as non readers (domestic workers) to visit museums, attend play, or concerts, & create artworks of their own. They were also better disposed to play sports, attend sporting events and other outdoor activities Bauerlein (2007).

Child domestic workers did not have the opportunity to tell stories regularly in the household as revealed in item 7. In line with the finding, Nesbitt-Ahmed (2012) avers that despite the enormous work done by child domestic workers in third party's household, they have no clear division between work and private time since working days could run from 5.00am till 1.00am. Besides, most of them were allowed a free time to attend church services on Sundays. The magnitude of domestic workers workload hardly permits them to engage in recreational activities such as telling stories and myriad of others. They usually have a restricted movement and limited social interaction required by a child to develop properly.

One important finding as revealed in item 8 was that child's domestic workers could not adequately access the library. Having access to the library which should be the gateway to useful knowledge, opening windows to the wide world outside could not be accessed by domestic workers because they were not given a breathing space. Even gaming in the library that attracts children to learn in the library was unavailable Wyatt, McQuire, & Butt (2015).

The study as indicated in item 9 brought to limelight that engaging in concerts as part of access to schooling was not improved through the practice of engaging children in domestic work. To buttress that point, Winrock International (2008) explained that participating in activities that aid the growing up of children eluded child domestic workers. They were not allowed to play, engage in concerts, and socialize with their peers in such areas as telling stories among their peers in the household or school. These activities were abandoned in favour of domestic work which made them unable to obtain the basic needed level of education necessary to cope with life. Again, it made the children unable to bond emotionally with others positively.

Furthermore, item 10 revealed that museums were rarely visited by children engaged in domestic work. It was in tandem with Encomium, (2016) submission that child domestic workers were not exposed to artwork education in the museum where they could be taken round for sighting and explanation. The museum which could have served as a source of information to the child on Nigerian history and exposed *via* exhibition in order to appreciate the work of art was not accessible to the domestic worker. Again, it was heart breaking that visiting the museum which could keep a child busy for several hours while enjoying a multitude of educational session was not within the reach of child domestic workers Mahee (2019).

In the same vein, item 11 showed that child domestic workers schooling was impaired. Sadly, most domestic workers were not taken along with children of heads of third party's household to the zoo for recreation activities and educational research. Thus, they were not properly exposed to wide range of animals in the zoo and their names usually displayed right on their cage to help children particularly to identify animals Aniola (2017).

Subsequently, item 12 indicates that child domestic workers were not allowed the opportunity to have equal access to school with children of heads of third party's household. In the same vein, the study conducted by Admassie (2002) revealed that direct children of household are usually eight percent (8%) more likely to attend school than domestic workers who are distant relatives. Heads of household gave better priority to their children than child domestic workers under them when deciding who should attend school and who should perform house

chore or farm duties. Similarly, Tambo (2014) maintains that often employer's children attended school in the morning while child domestic workers attended evening schools. In addition, Black (1996) explained that very few child domestic workers were given the opportunity to attend school in contrast to the children of their employers. Even when domestic workers were allowed to go to school, they must fit their studies around their domestic duties. That led to tiredness and little time for homework to keep up with other children. In the same vein, some domestic servants were allowed to go to school if the training would improve the child's performance at domestic chore. The employers of domestic workers felt that the child could develop other aspirations than serving that household thus the need for domestic workers education was considered irrelevant.

Concluding Remarks

Education was figured as one of the reasons children were engaged as domestic workers in order to better their future. Unfortunately, that aspiration of being educated to enhance their lives was not borne out in reality. On that note, parents, and guardians anticipating to send their children out as domestic workers should desist from such. Parents and guardians should produce the number of children they can care for in order to curtail the menace of child labour.

Recommendations

Based on the findings, the following recommendations were made:

1. There should be improved schooling. This could be done through legislation on free and compulsory education backed by policies that make education accessible, affordable and relevant alternative to child labor.
2. Employers, parents, guardians should encourage reading by keeping print books in the home for domestic workers to read themselves.
3. Ample time should be set aside each day for child domestic workers to read.
4. Library period should be built into the school time table such as two periods per week. Librarians and teachers should use this period to match children domestic workers inclusive with books of their interest and monitor them to ensure that records of books they read should be kept to help in knowing the minimum number of pages read per day.
5. Story hour should be organized for child domestic workers. Pleasurable stories of novels should be narrated to encourage them. The story should omit vital parts in order to keep the child in suspense. Thus the child should find out how the story ended *via* reading the novel.
6. There should be introduction of local museums in our communities and visiting the museum should be included in the school curriculum as a compulsory subject to improve schooling.
7. The school curriculum should have a period for concerts which must be compulsory for all students. Children should be encouraged to explore music via singing, moving and playing instruments. That would influence them positively and make a child bond emotionally with others.
8. To ensure equality, the child domestic worker should be allowed to attend the same regular school with the children of their employ.
9. Social protection schemes should be introduced. Families should be assisted and income generated. There has to be Programme transferring cash targeted at poor families with a

condition that the children must attend school. This could be done through contributions into social protection systems and the payment of taxes.

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