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TEACHERS' PERCEPTION OF CHILD LABOUR AND EDUCATION DEVELOPMENT OF PRIMARY SCHOOL PUPILS IN AWKA LOCAL GOVERNMENT AREA, ANAMBRA STATE

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ABSTRACT

This paper focused on the teachers' perception of child labour and education development of primary school pupils in Awka North Local Government Area of Anambra State. Survey research design was adopted for the study. Total sample size of 218 students was randomly selected out of 480 teachers in Awka North Local Government Area of Anambra State. The research instrument was tagged "Child Labour and Education Development Survey Questionnaire" (CLEDSQ), structured in a four point likert format was administered for data collection. In order to ascertain the validity of the instrument for the study, the researcher ensured that the questionnaire covered the research questions of the study and was given to experts for scrutiny. This was trial tested and a reliability coefficient of 0.80 was obtained. The data was collected and analyzed using frequency counts and mean. The findings showed that there was significant relationship between the causes, effects, as well as remedies/solutions of child labour (i.e., eradicating poverty, parents sending their children to school instead of working sites, etc) and education development of primary school pupils in Awka North Local Government Area. Based on the findings, it was recommended that the government at all levels should occasion effective strategies to uproot the causes of child labor, which will not be possible without eradicating poverty. It was further recommended that the government and school management should embark on aggressive enlightenment in the educational platforms and media through jingles, while holding or organizing political/education stakeholders' forums to educate parents about their duties and obligations, as well as make them realize the importance of education as the most powerful weapon one can use to change the world. Finally, the government at all levels should broaden the policy and strengthened the enforcement of child Labour to ensure the effective functioning of the system.

Keywords: Teachers' perception, Child labour, Causes, effects, Remedies, Educational stakeholders, Education development.

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Introduction

Child labour forms an intrinsic part of pre-industrial societies, where children often begin to actively participate in activities such as child rearing, hunting and farming as soon as they are competent. In many societies, children as young as 13 are seen as adults and engage in the same activities as adults. The work of children was important in pre-industrial societies, as children needed to provide their labour for their survival and that of their group. Pre-industrial societies were characterized by low productivity and short life expectancy; preventing children from participating in productive work would be more harmful to their welfare and that of their group in the long run (Isong, 2019). In pre-industrial societies, there was little need for children to attend school. This is especially the case in non-literate societies. Most pre-industrial skill and knowledge were amenable to being passed down through direct mentoring or apprenticing by competent adults. Child labour is the exploitation of children through any form of work that interferes with their ability to attend regular school. Such exploitation is mentally, physically, socially and morally harmful (Okwelle, 2013). The exploitation is prohibited by legislation worldwide, although these laws do not consider all work by children as child labour; exceptions include work by child artists, family duties, supervised training, and some forms of work undertaken by Amish children, as well as by Indigenous children in the Nigeria.

Education is an investment that results in growth. As Nelson Mandela once stated, "education is the most powerful weapon you can use to change the world." It teaches people how to be better citizens, how to acquire a better-paying job, and how to tell the difference between good and wrong. Education teaches us the value of hard effort while also assisting us in growing and developing. Education is a multifaceted process that fosters not only personal development but also the enrichment of society and nation. It is the foundation of any nation's progress. The primary goal of education is to give people the chance to acquire knowledge and skills that will allow them to reach their full potential and become effective members of society.

Poverty according Kanu (2001) is the most significant driver of child labour in Nigeria. He points out that families living in poverty often have no choice but to rely on their children's labour to make ends meet. Oranu (2004) view is that parents struggling to provide basic necessities, such as food, shelter, and clothing see child labour as a means of economic survival. For him, families burdened with economic pressures due to unemployment, underemployment, or mounting debts may resort to child labour as a means of supplementing their meager income. This is often a heartbreaking choice made out of sheer desperation. The absence of quality education is a significant barrier to breaking the cycle of child labour. Many children in Nigeria do not have access to proper schools, or if they do, the quality of education may be subpar. When quality

education is not accessible, children are more likely to enter the workforce prematurely (Herbert, 2008). A lack of awareness about the detrimental effects of child labour perpetuates the problem. Some families may not fully comprehend the physical, psychological, and emotional toll that child labour takes on their children. Conflict situations and mass migrations, whether due to internal strife, natural disasters, or economic instability, disrupt families and expose children to the harsh realities of labour (Adetore, 2021). In such situations, children often find themselves without a proper support system. Gender disparities are a significant contributor to child labour, as girls, in particular, often face discrimination and are more likely to be engaged in unpaid domestic labour (Michaei, 2017). This deprives children of the opportunity to receive an education and enjoy their childhood.

According to Chukwu (2020), natural disasters, including floods, droughts, and other climate-related events, disproportionately affect marginalised communities. When families lose their livelihoods due to environmental factors, children are pushed into labour to support their families. The demand for cheap labour in various industries, including agriculture, manufacturing, and domestic work, perpetuates child labour. Employers seeking to cut costs may exploit children who are often unaware of their rights or unable to defend themselves. Weak or poorly enforced legislation allows child labour to persist. India has made progress in enacting laws to combat child labour, but gaps remain, and enforcement can be lax. In certain cases, adolescent children are drawn to the labour market due to the perception that it offers them an opportunity to earn money, and they may be enticed by the prospect of independence (Evans, 2014).

No controversies can be drawn regarding the fact that children are the future of a nation. As legally defined in the UN Convention of the Rights of the Child, a child means every human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier. Though, the Universal Declaration of Human Rights (UDHR) has ensured children's right to free employment and conducive working conditions, child labor violates such due rights. However, not all tasks performed by children are identified as child labor. As emphasized by Khanam & Rahman (2008), child's age and performed task are the key indicators in defining child labor. Therefore, International Labor Organization (ILO) has defined "work that deprives children of their childhood, their potential, dignity, and that is harmful to physical and mental development" as child labor (ILO, 2018).

A wide range of related themes from causes to consequences has been explored in literature on child labor. First, as highlighted by Hussain et al. (2017), child labor has been practiced in commonplace, basically in developing and underdeveloped nations. ILO (2018) declares that agriculture is the sector, which represents highest share of child laborers. Momen (2020) has excavated more and has identified how child labor is

deep rooted in the cycle of poverty. Moreover, he emphasizes how child laborers are subjected to all forms of child abuse. Giri (1965) has viewed this social problem in two perspectives. On one hand, his economic perspective has identified how children from lower social level are compelled to become child laborers in order to uplift the family's income. On the other hand, his social perspective has analyzed the social evils that the child laborer is exposed to. According to a research conducted in Pakistan, Hussain et al. (2018) have found parental illiteracy and unawareness as a leading cause of child labor. In addition, the contribution of unaffordability of education and dropping out from schools has been well explored by Zaman et al. (2014). In addition to that, National Policy on Eliminating Child Labour in Sri Lanka (2017) has identified the inadequacy of labor laws too causes child labor. Boyden, Ling & Myers (1998) have drawn an interesting point that even certain children consider child labor as a way to get ready to future careers and enthusiastically participate in. Finally, as identified by Tang et al. (2016) child labor the negative consequences of child labor are obvious both at micro and macro levels; not only to the child, but also to the society at large.

As indicated in the above statistics, child labor is prevalent as a key social pathology. Therefore, to uproot that, undermining the root causes of this multifaceted social problem is quite essential. As mentioned above, poverty is the most decisive factor of child labor today. When the income is not sufficient to fulfill basic human needs, some parents tend to utilize even their children as a source of income. Parental illiteracy accompanied by their negative attitudes towards education too makes this social problem more severe (Evans, 2014). Since illiterate parents do not know the importance of education in upward social mobility, they don't perceive their acts as darkening their children's future. Moreover, population growth is also another cause for child labor. According to the Malthusian theory, though population growth is in a geometric progression, production is always in an arithmetic progression. Owing to this gap, poverty in enhanced. As mentioned earlier, poverty is the most compelling reason for child labor. Taken from an economic point of view, one can argue that since child labor is a cheap source of labor and they do not demand for higher working conditions, many employers tend to employ children in their enterprises. Furthermore, two surprising points need to be drawn. First, as identified by ILO, certain popular beliefs like child labor develops child's skills and character, as well as girl child does not deserve education rights too causes child labor. Second, as some children consider child labor as an opportunity to get ready to future careers, they tend to participate in enthusiastically. After assessing above points, one can visualize the multifaceted nature of this social problem (Evans, 2014).

According to Chukwu (2020), child labor compels the child to work under intolerable pressure, disgusting conditions while damaging his self-esteem. Again, it restricts

every possible opportunity to continue education. On one hand it hinders child's personal development, while on the other hand owing to such uneducated children, quality of a country's human resources decreases. Thus, child labor can be recognized as an obstacle in the path towards development. Thus, by being compelled to worst forms of child labor, the innocent child may become vulnerable to many health issues like asthma and tuberculosis (Davis, 2011). Specially, such risks are common when working in underground, with machineries and in atmospheres concentrated with harmful particles. Next, the possibility of being neglected or abused physically, sexually, or mentally too is high. Moreover, unemployment too may become broadened as well. Owing to the fact that child labor is a cheap source of labor cost of production is much lower when utilized. This may drive employers to employ children instead of the people who should be there at the labor market. But the culmination becomes obvious only when the vicious cycle of poverty is continued. Since a child labor is denied of education, the only possible way to break that too is missing. Hence, the always exploited child laborer can't even imagine of a life with optimum quality of life (Chukwu, 2020).

If such negative consequences are occurring, what should be done to solve the issue? Even though adequate quantity of related law is there, is it properly implemented in practical usage? Hence, an attitude change is much needed. Also, implementing a minimum age for compulsory education is obviously effective. Further, observing whether the set minimum age limits in certain professions are practiced is also essential (Aliyu, 2018). If poverty is the root cause of child labor, uprooting the tree called child labor will not be possible without eradicating poverty. Therefore, ending child labor should be made a key concern in all poverty eradication programs. Thus, the government ensuring an adequate level of family living conditions will aid to shed a positive light on the journey towards ending child labor (Fafunwa, (2016). Since a positive correlation is obvious between education marginalization and child labor, allocating more for provisions to the education sector and ensuring compulsory education is essential. There, both the government and parents should be responsible to send their children to school instead of working sites, during the due age. Moreover, incorporating convention no.182 of ILO to local constitutions and defining both worst and hazardous forms of child labor too will be an effective solution. Without limiting themselves to the passing of bills, relevant stakeholders should be vigilant whether they are observed in practical level. Finally, if authorities can publicize the enterprises and forbid the products in where child labor is utilized, employers might a step backward and will think twice before employing a minor. To end child labor in agriculture sector, bringing down the rate of child laborers to zero can be incorporated to Good Agricultural Practices (GAP) as well. Even in implementing its key strategies, including

a broader policy and strengthening enforcement, National Policy on Eliminating Child Labour in Sri Lanka (2017) has clearly outlined the importance of institutional structures, district level coordination and private-public partnership. Therefore, it is quite evident that a holistic and cross disciplinary approach is essential to end child labor in the years to come.

Statement of the Problem

To provide a comprehensive understanding about how persistent this social problem is, some numeric representations are also incorporated. Hence, the latest global estimates by ILO and UNICEF (2021) indicate that at the beginning of 2020, there were 160 million children as child laborers, accounting for almost 1 in 10 of all children worldwide (Awka North L.G.A., in Anambra State inclusive). The report further states that nearly half of all in child labor were performing hazardous works which make them vulnerable to various dangers. A recent report by ILO Country Office (2017) declares that, even in the Sri Lankan context, despite a sizable decline owing to the substantial measures taken, there were still 43,714 children (1%) in child labor as of 2016, of which majority were engaged in hazardous labor forms. Moreover, the report has identified key sectors where children are employed in; elementary occupations (43.8); service and sales (23.0%), plant and machine operators and assemblers (14.5%), craft (12.5%), and others (6.1%). Unfortunately, a look at Awka North L.G.A., of Anambra State shows that among those who take up elementary occupations, many are involved in hazardous tasks like hawking, construction and manufacturing, etc. As indicated in the above statistics, child labor is prevalent as a key social pathology. Therefore, to uproot that, undermining the root causes of this multifaceted social problem is quite essential. As mentioned above, poverty is the most decisive factor of child labor today. When the income is not sufficient to fulfill basic human needs, some parents tend to utilize even their children as a source of income. Parental illiteracy accompanied by their negative attitudes towards education too makes this social problem more severe. Since illiterate parents do not know the importance of education in upward social mobility, they do not perceive their acts as darkening their children's future. Moreover, population growth is also another cause for child labor. According to the Malthusian theory, though population growth is in a geometric progression, production is always in an arithmetic progression. Owing to this gap, poverty in enhanced. As mentioned earlier, poverty is the most compelling reason for child labor. Taken from an economic point of view, one can argue that since child labor is a cheap source of labor and they do not demand for higher working conditions, many employers tend to employ children in their enterprises.

Purpose of the Study

The broad objective of this study focused on the teachers' perception of child labour and education development of primary school pupils in Awka North Local Government

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Area of Anambra State. The specific objectives are:

1. To find out the teachers' perception on the causes of child labour negating education development of primary school pupils in Awka North Local Government Area.
2. To find out the teachers' perception on the effects of child labour negating education development of primary school pupils in Awka North Local Government Area.
3. To analyze the teachers' perception on the remedies/solutions of child labour to enhance education development of primary school pupils in Awka North Local Government Area.

Research Questions

The following research questions were posed for the study:

1. What are the teachers' perceptions on the causes of child labour negating education development of primary school pupils in Awka North Local Government Area?
2. What are the teachers' perceptions on the effects of child labour negating education development of primary school pupils in Awka North Local Government Area?
3. What are the teachers' perceptions on the remedies/solutions of child labour to enhance education development of primary school pupils in Awka North Local Government Area?

Research Hypotheses

The following hypotheses were postulated to guide the conduct of the study:

Ho1: There is no significant relationship between cause of child labour and education development of primary school pupils in Awka North Local Government Area.

Ho2: There is no significant relationship between effect of child labour and education development of primary school pupils in Awka North Local Government Area.

Ho3: There is no significant relationship between remedies/solutions of child labour (i.e., eradicating poverty, parents sending their children to school instead of working sites, etc) and enhancing education development of primary school pupils in Awka North Local Government Area.

Research Method

The study adopted a survey research design. The population of the study consisted of all the teachers of the (40) primary schools in Awka North Local Government Area of Anambra State. The (40) primary schools were clustered into 4, 10 primary schools for each and (218) respondents were randomly selected out of (480) teachers from the clustered primary schools in Awka North Local Government Education Authority of Anambra State. A questionnaire titled "Child Labour and Education Development Survey Questionnaire" (CLEDSQ), structured in a four point likert format was administered for data collection. In order to ascertain the validity of the instrument for the study, the

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researcher ensured that the questionnaire covered the research questions of the study and was given to experts for scrutiny. This was trial tested and a reliability coefficient of 0.80 was obtained. The data was collected and analyzed using frequency counts and mean. The decision rule for interpretation of the results of the data analysis was that of a mean score of 2.5 and above, which was regarded as agreed/ accepted while, below 2.5 was disagreed/ rejected.

Presentation of Results

Research Question 1: What are the teachers' perceptions on the causes of child labour negating education development of primary school pupils in Awka North Local Government Area?

Table 1: Mean Response on Teachers' Perceptions on the causes of child labour and Education Development of Primary School Pupils. No. of Questionnaires Returned = 200

S/N	ITEMS	SA	A	D	SD	FX	MEAN	DECISION
1.	Poverty is the most significant driver of child labour in Nigeria.	66(33.0%) 264	52(26.0%) 156	44(22.0%) 88	38(19.0%) 38	546	2.73	Agreed
2.	Families burdened with economic pressures due to unemployment, underemployment, or mounting debts may resort to child labour as a means of supplementing their meager income.	64(32.0%) 256	54(27.0%) 162	47(23. 5%9) 94	35(17.5%) 35	547	2 .74	Agreed
3.	When families lose their livelihoods due to environmental factors, children are pushed into labour to support their families.	70(35.0%) 280	60(30.0%) 180	40(20.0%) 80	30(15.0%) 30	570	2.85	Agreed
4.	Pupils are drawn to the labour market due to the perception that it offers them an opportunity to earn money, and they may be enticed by the prospect of independence.	59(29.5%) 236	53(26.5%) 159	46(23.0%) 92	42(21.0%) 42	529	2.65	Agreed
	Grand Mean						**2.74**	Agreed

Source: Survey Data, 2024.

Table 1 revealed that the respondents in all the items; 1, 2, 3 and 4 with mean scores above 2.50 agreed that the teachers' perceptions was that, the causes of child labour negated education development of primary school pupils in Awka North Local Government Area. Meanwhile, the grand mean for research question 1 is 2.74, which shows that the causes of child labour negates education development of primary school pupils in Awka North Local Government Area.

Research Question 2: What are the teachers' perceptions of the effects of child labour on education development of primary school pupils in Awka North Local Government Area?

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Table 2: Mean Response on the teachers' perceptions on the effects of child labour and education development of primary school pupils. No. of Questionnaires Returned = 200

S/N	ITEMS	SA	A	D	SD	FX	MEAN	DECISION
5.	Child labour deprives pupils the opportunity to receive an education and enjoy their childhood.	63(31.5%) 252	55(27.5%) 165	48(24.0%) 96	34(17.0%) 34	547	2.74	Agreed
6.	Employers seeking to cut costs may exploit children who are often unaware of their rights or unable to defend themselves.	65(32.5%) 260	51(25.5%) 153	47(23.5%) 94	37(18.5%) 45	544	2.72	Agreed
7.	By compelling pupils to worst forms of child labor, the innocent child may become vulnerable to many health issues like asthma and tuberculosis.	75(37.5%) 300	55(27.5%) 165	45(22.5%) 90	25(12.5%) 25	580	2.90	Agreed
8.	Child labour leads to the neglect or abuse pupils physically, sexually, or mentally.	80(40.5%) 320	70(35.0%) 210	30(15.0%) 60	20(10.0%) 20	610	3.05	Agreed
	Grand Mean						**2.85**	**Agreed**

Source: Survey Data, 2024.

Table 1 showed that the respondents in all the items; 1, 2, 3 and 4 with mean scores above 2.50 agreed that the teachers' perceptions was that, child labour adversely affected education development of primary school pupils in Awka North Local Government Area. Meanwhile, the grand mean for research question 1 is 2.74, which indicates that the effect of child labour negates education development of primary school pupils in Awka North Local Government Area.

Research Question 3: What are the teachers' perceptions on the remedies/solutions of child labour to enhance education development of primary school pupils in Awka North Local Government Area?

Table 3: Teachers' Perceptions on the Remedies/Solutions of Child Labour to Enhance Education Development of Primary School Pupils **No. of Questionnaires Returned = 200**

S/N	STATEMENTS	SA	A	D	SD	FX	MEAN	DECISION
9.	If poverty is the root cause of child labor, uprooting the tree called child labor will not be possible without eradicating poverty.	72(36.0%) 288	61(30.0%) 183	43(21.5%) 86	24(12.0%) 24	581	2.91	Agreed
10.	There should be broader policy and strengthening enforcement of Child Labour.	68(34.0%) 272	54(27.0%) 162	40(20.0 %) 80	38(19.0%) 38	552	2.76	Agreed
11.	Parents should send their children to school instead of working sites	66(33.0%) 264	52(26.0%) 156	44(22.0%) 88	38(19.0%) 38	546	2.73	Agreed
12.	The child law in Anambra State is properly implemented.	42(21.0%) 168	46(23.0%) 138	53(26.5%) 106	59(29.5%) 59	471	2.36	Disagreed
	Grand Mean						**2.69**	**Agreed**

Source: Survey Data, 2024.

Table 3 revealed that the respondents in items 9, 10 and 11 with mean scores above 2.50 agreed on the teachers' perceptions that the remedies/solutions of child labour (i.e.,

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If poverty is the root cause of child labor, uprooting the tree called child labor will not be possible without eradicating poverty; parents should send their children to school instead of working sites; there should be broader policy and strengthening the enforcement of Child Labour, etc.) to enhance education development of primary school pupils in Awka North Local Government Area. While only the respondents in item 12 with mean score below 2.50 disagreed. Furthermore, the grand mean for research question 3 is 2.69 which underscored the fact that the teachers agree on the remedies/solutions of child labour, as capable of enhancing education development of primary school pupils in Awka North Local Government Area.

Testing of Research Hypotheses

Ho1: There is no significant relationship between the cause of child labour and education development of primary school pupils in Awka North Local Government Area.
To test the hypothesis one, data in table 1 was used.

H1	There is significant relationship between cause of child labour and education development of primary school pupils in Awka North Local Government Area	Pearson Correlation= 0.87 Sig = 0.05 N = 200 Grand mean = 2.74	**VALID**

The table above shows that the Pearson product moment correlation is 0.87 which indicates that there is significant relationship between causes of child labour and education development of primary school pupils in Awka North Local Government Area.

Ho2: There is no significant relationship between the effect of child labour and education development of primary school pupils in Awka North Local Government Area.
To test the hypothesis two above, data in table 2 was used.

H2	There is significant relationship between effect of child labour and education development of primary school pupils in Awka North Local Government Area.	Pearson Correlation= 0.89 Sig = 0.05 N = 200 Grand mean = 2.85	**VALID**

The table above shows that the Pearson product moment correlation is 0.89 which indicates that there is significant relationship between effect of child labour and education development of primary school pupils in Awka North Local Government Area

Ho3: There is no significant relationship between remedies/solutions of child labour (i.e., eradicating poverty, parents sending their children to school instead of working sites, etc) and enhancing education development of primary school pupils in Awka North Local Government Area.

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For the test of hypothesis three, data in table 3 was used.

H3	There is no significant relationship between remedies/solutions of child labour (i.e., eradicating poverty, parents sending their children to school instead of working sites, etc) and enhancing education development of primary school pupils in Awka North Local Government Area.	Pearson Correlation= 0.86 Sig = 0.05 N = 200 Grand mean = 2.69	**VALID**

The table above shows that the Pearson product moment correlation is 0.86 which indicates that there is no significant relationship between remedies/solutions of child labour (i.e., eradicating poverty, parents sending their children to school instead of working sites, etc) and enhancing education development of primary school pupils in Awka North Local Government Area.

Discussion of Findings

Test of hypothesis one revealed that there was significant relationship between the cause of child labour and education development of primary school pupils in Awka North Local Government Area. In the view of Kanu (2001), Poverty is the most significant driver of child labour in Nigeria. He pointed out that families living in poverty often have no choice but to rely on their children's labour to make ends meet. Supporting the result, Oranu (2004) observed that parents struggling to provide basic necessities, such as food, shelter and clothing, see child labour as a means of economic survival. For him, families burdened with economic pressures due to unemployment, underemployment, or mounting debts may resort to child labour as a means of supplementing their meager income. This is often a heartbreaking choice made out of sheer desperation. Corroborating the finding, Chukwu (2020) held that natural disasters, including floods, droughts, and other climate-related events, disproportionately affect marginalized communities. In his opinion, when families lose their livelihoods due to environmental factors, children are pushed into labour to support their families. In addition to that, National Policy on Eliminating Child Labour in Sri Lanka (2017) has identified the inadequacy of labor laws too causes child labor.

For hypothesis two, it was revealed that there was significant relationship between the effect of child labour and education development of primary school pupils in Awka North Local Government Area. In consonance with the finding, Okwelle (2013) observed that child labour is the exploitation of children through any form of work that interferes with their ability to attend regular school. Such exploitation is mentally, physically, socially and morally harmful. The exploitation is prohibited by legislation worldwide, although these laws do not consider all work by children as child labour; exceptions include work by child artists, family duties, supervised training, and some forms of work undertaken

by Amish children, as well as by Indigenous children in the Nigeria. As identified by Tang et al. (2016), child labor has negative consequences on children both at micro and macro levels; not only to the child, but also to the society at large. Davis, 2011 finally acknowledged that basically, child labor compels the child to work under intolerable pressure, disgusting conditions while damaging his self-esteem. Again, he noted that it restricts every possible opportunity to continue education. Thus, child labor can be recognized as an obstacle in the path towards development. By compelling pupils to worst forms of child labor, the innocent child may become vulnerable to many health issues like asthma and tuberculosis (Davis, 2011).

For hypothesis three, it was discovered that there was significant relationship between remedies/solutions of child labour (i.e., eradicating poverty, parents sending their children to school instead of working sites, etc) and enhancing education development of primary school pupils in Awka North Local Government Area. In support of the finding, (Afunwa (2016) posited that the government ensuring an adequate level of family living conditions will aid to shed a positive light on the journey towards ending child labor. The result has been corroborated Aliyu (2018) when he pointed out that even though, adequate quantity of related laws are there, are they properly implemented in practical usage? Hence, an attitude change is much needed. He also noted that, implementing a minimum age for compulsory education is obviously effective. Furthermore, he observed that the set minimum age limits in certain professions are practiced is also essential.

Conclusion

It has been meaningful focusing on the teachers' perception of child labour and education development of primary school pupils in Awka North Local Government Area of Anambra State. Education is an investment that results in development. It is the most powerful weapon one can use to change the world. It teaches people how to be better citizens, how to acquire a better-paying job, and how to tell the difference between good and wrong. Education teaches us the value of hard effort while also assisting us in growing and developing. Education is a multifaceted process that fosters not only personal development but also the enrichment of society and nation. It is the foundation of any nation's progress. The primary goal of education is to give people the chance to acquire knowledge and skills that will allow them to reach their full potential and become effective members of the society.

Most of the dimensions of child labor are explored. To end this social pathology, all the causes mentioned need to be addressed. Without waiting for others, each and every responsible citizen should voice against this and do whatever thing he or she can do. Hence, it is the prime responsibility of everyone to ensure the innocent children's right to a standard way of living and a brighter future.

Recommendations

Based on the findings, the following recommendations are made that:

1. The government at all levels should occasion effective strategies to uproot the cause of child labor, which will not be possible without eradicating poverty. Again, parents should send their children to school instead of working sites.
2. The government at all levels should embark on aggressive enlightenment in the political platforms and media through jingles, while holding or organizing political stakeholders' forums to educate Nigerians about their duties and obligations, as well as make parents realize the importance of education as the most powerful weapon one can use to change the world.
3. The government at all levels should broaden the policy and strengthening enforcement of child Labour to ensure the effective functioning of the system. Again, the role of Nigerian government should include the formulation of policies and laws that could help improve the economic and social wellbeing of Nigerians.

Contribution to Knowledge

This study has contributed to knowledge by focusing on the teachers' perception of child labour as it affects the education development of primary school pupils in Awka North Local Government Area of Anambra State which covers the causes of child labour, the effects and remedies/solutions of child labour negating education development of primary school pupils. This study has contributed to knowledge by focusing on teachers' perception of child labour and education development. The study also used Awka North Local Government Area of Anambra State a focal point which is a contribution to knowledge. This study has contributed to knowledge by utilizing distinct research methodology from what has not been used by past researches. Hence, survey research design was used and data were collected through primary source (questionnaire). The data was analyzed using simple percentage, mean statistics and PMCS.

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