

**AN INVESTIGATION OF THE IMPACT OF CHILD LABOR ON ACADEMIC
PERFORMANCE OF PUPILS IN SELECTED SCHOOLS IN NADUNGET
SUB-COUNTY, MOROTO DISTRICT, KARAMOJA
SUB REGION, NORTH EAST UGANDA**

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**RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES AND
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INTERNATIONAL UNIVERSITY**

AUGUST, 2017

DECLARATION

I, **MARAKA ARAFA** do declare that this research report is my original piece of work and has never been submitted for the award of any degree in any University.

Signed..........

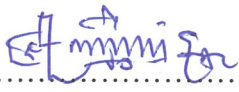
Date..........

APPROVAL

I do approve that this research report was done under my supervision and it is now ready for submission for examination.

SUPERVISOR

Mr. ACHODA DENNIS

Signed.....

Date.....5.10.17.....

DEDICATION

I do dedicate this work to my sisters Dowan Norah and Nangiro Fatuma for their support during my education. Also my father Dowan Max for his support and encouragement in my entire life.

ACKNOWLEDGEMENT

With great and deep pleasure I wish to extend my sincere gratitude to God my creator in his trinity for endless and unconditional love, grace and help in everything that I have achieved in the way that no man can do and no man you will do except by you father.

To you God I say my destiny and life is in your hands and surrender my knowledge, ability, privilege and everything I have to you to use for your Glory and for serving humanity in my life time as your son.

I extend my appreciation to my supervisor Mr. Achoda Dennis for his parental guidance and support during the course of the development of this research report

Finally, this acknowledgement goes to the orphan, single parent children, child soldiers, refugees, street children, children from extreme poor families, homeless and displaced children all over Africa I just want to tell you that I was, I am and I will be one of you ageless and it you whom I want to serve throughout my life earth as this is part of body and life. God bless and truly love you.

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ABSTRACT

This study assessed the impact of Child labor on academic performance of pupils in selected primary schools in Mpigi town council in Mpigi district. Four specific objectives, four research questions were formulated with four null hypotheses associated. Survey research design was adopted. The population for the study was 37,700 drawn from the three educational zone of Niger States.

A sample of 600 respondents from classes 4, 5, and 6 were randomly selected for the study. The instruments used for data collection were a self design questionnaire, school attendance register and report cards. Frequency distribution and percentages were used to analyze the data obtained from the respondents. All the four null hypotheses were tested at 0.05 level of significance and all were rejected. The findings revealed that children exposed to labor activities had very poor school attendance, were mostly females. The findings, also showed child labor affect pupil's academic performance as was revealed on the poor academic achievements by pupils exposed to labor were mostly females, compared to their male counterparts.

The study recommended among others that children exposed to labor should be given equal right to attend school regardless of any engagement in labor activity. It also recommended that government/parents should develop strategies to reduce or eradicate child labor activities.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

The study will be carried out to investigate the impact of child labor on academic performance of pupils in selected schools in Nadunget sub-county in Moroto district. This section will present the background of the problem, purpose of the study, research objectives, research questions, significance of the study, the scope, limitations and the way forward.

1.1 Background of the Study

Child labour is a severe violation of the children's rights. It is both harmful and dangerous to them and often leads to permanent injuries, accidents or even to death. Working children also get deprived from their right to education (UNICEF; 2011).

Oghuvbu, (1999) and Alio (2003) looked at motivation of pupils or students attendance through family status and positive educational attitude of parents as well as a right geographical location of schools with appropriate facilities. The researcher observed that in Niger state even when tuition fee is free, uniforms, books, sandals and transport fare has to be provided. This decreases the probability of school attendance and increase the probability of work.

According to Jensen and Nielson, (1997) and Ray (2000), an increase in the returns to education increases the number of children, increases the probability of school attendance and decreases the probability of work condition as the number of children decreases.

In Uganda, more than one in three children 5 to 14 years old (36%), are involved in child labor (NCC - National Council for Children; 2009). This makes the country to be among the countries leading in child exploitation in the world.

Child labour is one of the obstacles to universal education as well as achieving the Sustainable Development Goals (SDGs). Since the 1992 UN Conference on Environment and Development, countries have been engaged in outlining important challenges that need to be addressed to improve the wellbeing of current generations without compromising the welfare of generations to come. Most recently, in the outcome document of the UN Conference it was agreed to establish an Open Working Group to develop a set of sustainable development goals (SDGs) for consideration as a key element in the adoption of the post-2015 development agenda for

Uganda is a country in the East African region and is still listed among the Least Developed Countries (Uganda Bureau of Statistics: 2014).

Moroto is one of the districts in north eastern region of Uganda with the sub-counties of Nadunget, Rupa, and Katikele with the town councils of municipality. In addition there are three divisions within the Municipality which includes kakoliyenakepelimen and south Division.

Child Labour is identified and rampant in Moroto due to its nature of urbanization and industrialization characterized by mining minerals, rock quarrying, children engaged in the street vending among other activities which are in a the child labour bracket.

Like in many countries, both developing and developed, child labour has been identified as a big problem and a threat to the sustainable development in the community which affect Children adversely and on long time suffering and restrict them in acquiring opportunities for their effective growth and development.

Child labour continues to be a great concern in many parts of the world. In 2008, some 60% of the 215 million of boys and girls were estimated to be child laborers worldwide, major engagements are in Agriculture sector, followed by Fisheries, Aquaculture, Livestock and Forestry. In addition to work that

interferes with schooling and is harmful to personal development, many of these children work in hazardous occupation or activities that are harmful.

Incidentally, 96% of the child workers are in developing countries of Africa, Asia and South America with respect of the child workers at the age of 5-14, Asia make 61% of child workers in developing countries while Africa has 32% and Latin America 7%.

Furthermore, while Asia has the highest number of child workers, Africa has the highest prevalence of Child Labour of 40% (World Labour Report; 2008).

Child labour is a persistent problem throughout the world, especially in developing countries. Africa and Asia together account for over 90 percent of total child employment.

Child labour is especially prevalent in rural areas where the capacity to enforce minimum age requirements for schooling and work is lacking.

Children work for a variety of reasons, the most important being poverty and the induced pressure upon them to escape from this dilemma.

In Africa, one child in three is at work and in Latin America one child in five works. In both these continents, only a tiny proportion of child workers are involved in the formal sector and the vast majority of work is for their families, in homes, in the fields or on the streets. (UNICEF's 2009 State of the World's Children Report).

A majority of working children in both developed and developing countries are employed in agriculture. Of nearly 2,46million children engaged in child labour around the world, the majority of about 70 percent, or some 171 million-are working in agriculture. In some developing countries, children may comprise up to a third of the agricultural workforce. Studies in Brazil, Kenya and Mexico, for example, have shown that children under 15 make up between 25

and 30 per cent of the total labour force in the production of various commodities.

In India, Human Rights Watch looked at bonded child laborers working in agriculture as part of a larger study of bonded labour. There are as many as 15 million bonded child laborers in India, most of who are untouchables. More than half, and possibly as many as 87 percent of these bonded child laborers work in agriculture, tending crops, herding cattle and performing other tasks for their “masters” A study by the same organization in Egypt examined the cotton industry-the country’s major cash crop- where over one million children work each year to manually remove pests from cotton plants.

In the United States, Human Rights Watch looked at conditions for the estimated 300,000 children who work as hired laborers in large scale commercial agriculture, planting, weeding, and picking apples, cotton, cantaloupe, lettuce chilies and other crops. In Guatemala, the agriculture sector with more than 500,000 children (about 56 percent) employs the largest number of child laborers .This is almost two thirds of children aged 7-14 year

According to the Child Labor Report (2014), In Uganda, a child is legally defined as a person below the age of 18. It is estimated that there are about 2.7 million working children in Uganda, giving an overall participation rate of 34.2 percent. More than half of the working children (54 percent) are aged 10-14 years, with about one third of them being less than 10years of age. The number of working children aged 5-17 years who were currently attending primary school was estimated to be about 1.9 million, with more than 300,000 in the same age bracket having no formal education.

According to ANPPCAN Uganda Chapter report of 2001, there are two types of child laborers identified in Uganda. The first category comprises of boys and girls who are exploited by adults, to provide cheap labour, whereas the second categories are those who are forced into child labour due to harsh conditions and desperation.

The regional distribution of child labour in Uganda indicates that eastern region has a relatively higher proportion of working children aged 5-9 years and reveals the highest number of working children compared to other regions of the country. This is as a result of high levels of poverty where parents cannot afford to look after their children thus engaged in child labor.

Meers, (1987) stated that education performance reflects the total involvement of a child or youth in the school environment which includes social and emotional development, communication and participation in the classrooms as well as out of class activities. Poor performance means a child does not conform to a required standards i.e. late arrival, dodging lessons, poor examination achievement. When the academic performance of pupils in Pakwach Town Council was looked at, it gave a sign for justification of existence poor performance among the pupils. It was viewed in terms of late arrival, absenteeism, examination results.

According to data obtained from North East Uganda, specifically in Nebbi District; out of 2307 pupils who sat for Primary Leaving Examination from 2005 to 2010

Prevalence and Sectoral Distribution of the Worst Forms of Child Labour, Children in Uganda are engaged in the worst forms of child labour, primarily in dangerous forms of agriculture and domestic service. It is estimated that the majority of children who work in Uganda are found working in agriculture, to produce tobacco, coffee and tea. Children who work on tobacco farms in Uganda are exposed to health hazards and risk developmental defects due to long working hours, exposure to tobacco fumes and the risk for respiratory diseases.

Limited evidence also suggests that the worst forms of child labour are used in the production of maize, rice and sugarcane neglecting going to school in Uganda. Children working in agriculture may use dangerous tools, carry heavy loads and be exposed to harmful pesticides. Many children in Uganda are also

engaged in the worst forms of child labour as domestic servants not because they want but as a result of poverty where parents cannot afford school fees and other scholastic materials. Child domestic servants in Uganda commonly lack clear terms of service, work long hours with little or no pay, lack opportunities for education, are given insufficient food, and risk sexual exploitation and physical abuse from their employers. Children in Uganda work in fishing. These children may lack safety equipment and risk death from drowning. These children also receive little or no pay, work long hours processing and smoking fish, and risk injuries from burns and fatigue.

In some cases, Ugandan children have been trafficked to Rwanda, Burundi, the Democratic Republic of the Congo (DRC), Kenya and Sudan for commercial sexual exploitation and forced labour. Children from Burundi, the DRC, Kenya, Rwanda and Tanzania are also trafficked to Uganda for commercial sexual exploitation and agricultural work. There are reports of ongoing abductions of children by the Lord's Resistance Army (LRA) in the neighboring countries of the Central African Republic, the DRC and South Sudan. However, there were no reports during the year that the LRA had abducted and conscripted children within Uganda.

The ILO child labour statistics for the year 2004 indicate that 246 million children are child laborers worldwide. Of these, 73 million working children are less than 10 years old. No country is unaffected or protected; there are 2.5 million working children in the developed economies, 2.5 million in transition economies. Every year, 22,000 children die in work-related accidents. The largest number of working children (127 million) happen to be age 14 and under, and is in the Asia-Pacific region (ILO, 2004 report).

Sub-Saharan Africa has the largest proportion of working children (48 million children); nearly one-third of these children is age 14 and under (ILO, 2004). Most children work in the informal sector, without legal or regulatory protection. There are 70% working children in agricultural production,

commercial hunting and fishing or forestry, there are 8% in manufacturing and 7% in community, social and personal service such as domestic work (UNICEF, 2014).

According to the Uganda Bureau of Statistic (UBOS, 2016), in Kampala district the capital city of Uganda, child labour is still high. Child labour in Uganda is standing at about 2.7 million children engaged in child labour, of this in the district of Jinja; Busedde Sub-county is rated at 79%and Kakira Town Council at 57%. According to the same source about 8,400,000 children are trapped in slavery trafficking, debt bondage, prostitution, pornography and other illegal activities.

1.2 Problem Statement

In 2011, Uganda made a minimal advancement in efforts to eliminate the worst forms of child labour. The Government created a Counter Trafficking in Persons (CTIP) Office and an inter-ministerial Task Force to coordinate anti-Trafficking efforts. However, gaps continue to remain in laws and enforcement efforts. The legal framework lacks protection for boys from prostitution, and labour inspections are not carried out in rural areas. In the Karamoja region of Uganda for example, children herd cattle and may fall victim to involvement in cattle rustling. These children risk being attacked by armed men, they are isolated from their communities for long periods of time, and they are exposed to extreme weather conditions and are denied access to schooling (Watson, 1997: 11).Children in Uganda also reportedly work in the production of charcoal, bricks and stone quarries.

In spite of Uganda being signatory to the UN Convention on the Rights of the Child 1989, the African Charter on Rights and Welfare of the Child and having ratified the ILO Convention No. 138 (Minimum Age Convention) and ILO Convention No.182 on the Worst Forms of Child Labour, with a constitution that provides for protecting children's rights, child labour is still in a widespread situation throughout the country and still poses a significant

developmental challenge. Several factors account for this phenomena/scenario (child labour). In Uganda alone, the number of working children has grown to 2.7 million (MGLSD, 2015: 12). In Moroto District, Nadunget sub-county alone carries 79% and Moroto Town council about 57% of Child Laborers according to Daily Monitor dated 16th August, 2016.

The elimination of child labour has not made much significance especially in 3rd world economies. In the rural economies, children are still playing a significant role to support the family subsistence. Fetching water, collecting firewood, grazing cattle, caring for younger children and supporting parents in the fields are most common work of children in the rural areas. Besides, they also extend support as family bread winners working as domestic workers. Therefore the researchers interest in the study to establish the impact of child labour on school performance in selected schools in Nadunget sub county, Moroto district, Karamoja sub region.

1.3 Purpose of the Study

The study will be carried out purposely to analyze the impact of child labour on academic performance of pupils in selected schools in Nadunget sub-county in Moroto district. The study can also be used by different stakeholders in the fight against child labour in Moroto district and the entire Northeastern Uganda.

1.4 Objectives of the Study

1.4.1 General Objectives

An investigation of the impact of child labor on academic Performance of pupils in selected schools in Nadunget Sub-county, Moroto district, Karamoja Sub region, north east Uganda

1.4.2 Specific Objectives

Specifically, the study is intended to realize the following objectives;

To establish the characteristics of respondents in Nadunget sub-county, Moroto district, Karamoja sub region.

To analyze the causes of Child Labour on academic performance of pupils in selected schools of Nadunget Sub-county, Moroto district.

To establish the relationship between child labor and academic performance of pupils in the selected schools in Nadunget sub-county

To find out the effects of child labor on academic performance of pupils in selected schools in Nadunget sub-county.

1.5 Research Questions

The research questions are to be as follows;

What are the causes of child labour in Nadunget sub-county in Moroto district?

What is the relationship between child labor and academic performance of pupils in selected schools in Nadunget sub-county in Moroto district?

What are the effects of child labor on academic performance of pupils in selected schools in Nadunget sub-county in Moroto district?

What interventions are in place by various stakeholders in combating child labor in Nadunget sub-county?

1.6 Scope of the Study

1.6.1 Geographical Scope

This research study will be conducted in Nadunget Sub-county and the neighboring places within Moroto District relating it with the National Child Labour Prevalence and statistic.

1.6.2 Content Scope

This area is selected because in this area there are many activities where young children are employed such as mining of minerals, collecting of fire, burning charcoal, stone quarrying and local alcohol brewing. In addition it is also selected because there are many people who are in low-income status and many children are exposed to child labour within the sub-county coverage. In its most extreme forms, it involves children being enslaved, separated from

their families, exposed to serious hazards and illness or left to fend for themselves on the streets of large cities – all of this often at a very early age.

The study will focus on the kind of child labour considered negative, the child labour that manifests most extreme forms like child trafficking, stone quarrying and child soldiers among others will determine the boundary of this research study a case study Nadunget Sub-county in J district of Eastern Uganda.

1.6.3 Time Scope

The study will be conducted between May and September 2017

1.7 Significance of the Study

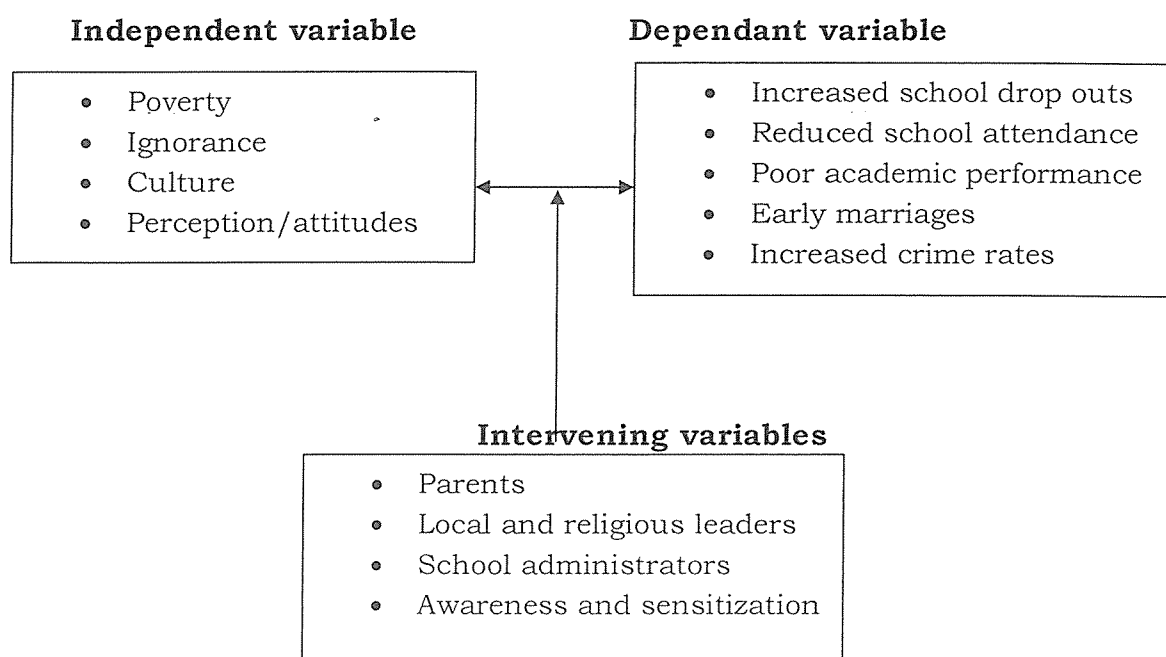
The study is intended to investigate the recurring causes of child labour, impacts on academic performance of pupils in Nadunget sub-county in Moroto district, challenges faced in the process of combating child labour and the role played by different stakeholders and policy makers.

It will also be used by Libraries, local Policy Makers, Nadunget, other Researchers, and NGOs in the Child labour field as well as MGLSD during planning process.

The study is significant in a way that it's a partial fulfillment to attainment of bachelor's degree of social work and social administration of Kampala International University.

1.8 Conceptual Frame Work

Figure 1: Diagrammatic Representation of Research Variables



Source: Conceptualized By the Researcher, April, 2017

Figure 1 shows the conceptual frame work of the study indicating child labor as an independent variable and academic performance as a dependant variable all are being united by the interconnecting variables.

When school fees, scholastic materials, clothes and food are provided to the children, there is reduced demand for work by children so as to earn some money to sustain their studies thus reduced child labor which motivates children to go to school thus improving the school attendance and academic performance.

When all the school requirements and the necessities are provided to the children, school drop outs are reduced, school attendance improves and academic performance improves as well. This is attributed to the efforts by the interconnecting variables. That is; parents, local and religious leaders, school

administrators, sensitization and awareness of the communities about the dangers of child labor.

1.9 Definitions of Key Variables

Child: is a human being male or female person under eighteen years of age, who is in the developmental stage of childhood and is ready to start his/her fundamental basic education.

Labor: Apply to the range of activities which children do like domestic work, to work in the household, farms, hawking or begging that deprive them to their rights to attend School and acquire their educational background

Child Labor: is any work that the child under the age of eighteen years is engaged in, that have effect on the child's right to attend school or acquire the required educational standard. Also for the purpose of this study, the concept of "child labor" will be defined as children under the age of eighteen years who are involved in economic activities for cash, kind or non-wage incentives.

School Attendance: is a vital and administrative record requirement used by school authority and parents to monitor and control annual school attendance. It is measured by multiplying the number of children divided by the number of days the school opens.

Academic Performance: is the pupil's ability to study and remember facts, being able to communicate knowledge verbally or written down on a paper. The academic performance of a primary school entitles scores from continuous assessment and the examination of pupils for the academic session.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlights several reports, presentations, documents and literature evidence written on Child labour, both at international level and national context (in Uganda). The focus of the literature review is on, causes, effects (impacts), interventions by different stakeholders on child labour and some issues for further consideration. This section will investigate the recurring causes of child labour as well as its effects, roles of different stakeholders put in place to combat this vice (Child Labour). It also reviews the challenges faced in a bid to combat child labour in Uganda and interventions from different stakeholders.

2.1. A Child and Child Labour

A Child by Uganda's Constitution is defined as any person below the age of 18 Years (MGLSD, 2006:1)

Child labour refers to work that is mentally, physically, or morally harmful to children (MGLSD, 2006:2); It can negatively affect their mental, physical, or social development and interferes with their schooling; by depriving them of the opportunity to attend school; by obliging them to leave school prematurely or by requiring them to attempt to combine school attendance with excessively long and heavy work. Child labour Rights and that affects their physical, psychological and social development.

According to ILO (2003) Child labour is work performed by children under the International minimum workings age that undermining or harms children's well being and hinders their education, development and future livelihoods which, by its nature harms, abuses and exploits the child or deprives their development, mentally, physically and socially. Often child laborer's starts work at an early age of 4 to 5 years onwards. The study by UNICEF (2006) reported different forms of Child labour in Nigeria including street vendors,

beggars, shoe shiners, car washers, mining workers, apprentice mechanic, iron or metal workers, carpenters, hairdressers or barbers, caterers, domestic servants, farm workers, scavengers and dancers.

However, corporate insiders point out that in many nations, the use of child workers is almost institutionalized, ingrained in local cultures through years of poverty, poor education and lack of strict law enforcement systems (Saha and Webb, 2005).

Generally, working children have no time, money or energy to go to school for example in Moroto Municipality which is full of expensive schools. In other parts of Africa for instance Nigeria about six million working children, equally split between boys and girls, do not attend school at all, while one million children are forced to drop out due to poverty or because of parents' demand to contribute to the family income.

Missing out on education makes it impossible to break the cycle of poverty and exploitation and prevents children from having a better life and a safer future (UNICEF, 2012). According to Saha and Webb (2005) further noted that many dishonest (or desperate) farm and factory owners and managers, the low level of their revenues can lead to the employment of cheap labour in form of children. Child labour experts say companies should address this on a basic level by raising their suppliers' profit margins and pushing them to employ adults, using audits to verify progress. Child labour is work perceived to be harmful or potentially harmful to the child.

According to Bachman (2000) child labour has been a concern of the formal, industrial economy since the beginning of the industrial age and by the end of the World War II, most developed countries had passed laws against child labour, at least in industry. It was one of the central concerns of the International Labour Organization (ILO) from its inception, given that two child instruments were among the six adopted at the First Session of the International Labour Conference in 1919.

2.2 Causes of Child Labour

Some common causes of child labour are poverty, parental illiteracy, social apathy, ignorance, lack of education and exposure, exploitation of cheap and unorganized labour. The family practice to inculcate traditional skills in children also pulls little ones inexorably in the trap of child labour, as they never get the opportunity to learn anything else. (<http://www.childlabour.in/?p=41>).

Alex (2010) asserts that poverty is the leading reason; families need additional sources of income. And unfortunately their poverty-stricken way of life makes them so ruthless that they sell their children as commodities to exploitative employers. Most such employers pay a swelling sum for the child and then keep him or her imprisoned within the factory unit till the child cannot work due to deteriorating health as a result of harsh living and working conditions. Most traditional families believe that a child is born to them to earn more money for the family and just another source of income. Traditional business families, in fact, put the child into the business rather than sending them to school. Under the pretext of training them, they make them work long hours, sometimes resorting to physical torture in case the child makes mistakes. There are various factors that contribute to Child Labour, both at Local and National levels. The research will identify the factors that pushed and pulled children in different forms of child labour in the community. However, in addition to what the research is going to explore, the causes of Child Labour as discussed below;

Poverty is one of the greatest factors that push and pull children into child labour. Generally, poverty in Uganda is defined as the ‘lack of basic necessities and services such as food, clothing, beddings, shelter, basic health care, roads, markets, education, information and communication” according to 2002 Participatory Poverty Assessment (PPAI) Report. Therefore Uganda being among the least developed countries, it is knotted amidst numerous socio-economic problems in terms of low gross national income (GNI), weak human

assets and their high degree of economic vulnerability. Children are most vulnerable when people lack essentials like food, water, sanitation and health care among others. Generally the situation is made worse by poverty. Therefore, this condition forces children to be as child laborers as they tend to look for ways of survival and their well-beings. It is common in the family headed by the children or child headed family. According to Dogde Anne (1998) Participatory Training for Development, mentioned that poverty is mainly growing among children and the youth.

Several findings have showed that majority of the child laborers are from the large families that are probably unable to cope with the numbers and therefore, the situation always requires children to work in order to supplement the family incomes. In addition, the parent takes the advantage by using them as cheap labour for the production of food in the family and sustain hunger and negative associated factors, for instance in a large family full of adult, child labour is the order of the day.

It refers to the situations which result from the death of one or both of the parents of the child. In Uganda, the appropriate age for orphan hood is between 0-17years old. The results showed that death of parent(s) of children makes them vulnerable to child labour. The findings showed that most of the orphans drop out from schools and expose them to hazardous work at the younger age, hence the prevalence of child labour. However, some dropout from School and may not join heavy work but go on the streets as they fight the battle of surviving, therefore making them more vulnerable to the harsh conditions and treatment by others.

This is a marital problem which results from separation of the parents of the child. Separation of parents was also identified as one of the factors that forces children to drop out school and end up into child labour. Some parents are negligent to the point of refusing to provide basic scholastic materials or even sending them to school and thus they end up working. In the process of

struggling to get the requirements, it makes them addicted to heavy work and eventually contributes to child laborer status.

This is the common mistakes in the rural areas or villages in which most families cannot see the danger of children working as they regard it as a form of skills training. Parents urged that they do not have money to send them to secondary education after completing primary on the UPE program; therefore they should start work at early age to gain skills.

Gender discrimination played a role in the creation of child laborers as girls are more likely than boys not to complete their primary education and to become involved in child labour. Both boys and girls are affected by child labour. However, the girls have special vulnerabilities. The life of girls does revolve around the home in domestic chores such as child care and looking after the sick. Boys are further attracted to do some work in invisible activities such as, fishing, crushing stones, making bricks, construction work, drugs and illegal trafficking of goods. In some parts of the country where cattle is a form of employment and a source of wealth, the boys look after the animals throughout their childhood without going to school at all (MGLSD,2010).

There is no serious penalty that can be given to parent or other stakeholders who leads children to child labour. The situation is characterized by inadequate policy and weak laws. In addition, what is in place is not appropriate at all and this puts the rate of child labour high. To make the matter worst, some community takes child labour normal especially associated with the cultural beliefs.

This is where children are exposed to child labour in domestic and hidden occupation without other stakeholders witnessing that it is happening. In developing countries, child labour is an invisible phenomenon; invisible because children work in hidden occupations such as domestic work and armed conflict. Work for young people is regarded as an opportunity rather than exploitation.

Low house hold income is usually a push factor for children to go looking for employment to supplement household incomes. This is common with child headed households, children with a sick parent(s) and children from generally poor families. Even where families are engaged in small and medium sized enterprises (SMEs), such businesses face financing challenges.

Cultural beliefs have also affected certain sections negatively for instance, some believe that a girl does not have to go to school but support her parents until she is married to the benefit of her parents in order to fetch them dowry. So, the girl-child always ends up suffering at the danger of being a young woman by doing domestic work and working on subsistence agriculture in preparation for her house work.

According to the Uganda National Child Labour Policy, one of the factors that influence child labour in Uganda is the high rate of population growth rate, 3.3% per annum, (MGLSD, 2006). Uganda now reportedly has the largest youngest population in the world (Larry/FNDC, 2007). The total fertility rate (TFR) has persistently remained high in Uganda among women in the age bracket of 15- 49 years. This has resulted into very large family sizes especially among the poor households and consequently this widens the dependency burden for such families. Uganda's population has remained characteristically young. Almost 56% of the populations are below the age of 18 years. This large segment of population will in future have major implications for the nation's overall development, welfare of children and provision of social services.

Statistics indicate that in 1948 Uganda's population was 4.96 million people; in 1991 the population had raised to 16.67 million people, in 2002 to 24.7 million people and the recent census indicates that there are over 35 million Ugandan. Children carry the largest percents of the population age bracket. The country's population density is much higher than that of many African countries namely; Kenya, Zambia, Ethiopia, Eritrea and Tanzania (UBOS: 2014).

Armed conflict forces many families to vacate their homes and live in camps. The girls and boys suffer from abduction and forced conscription by armed forces. Thus, children who have been displaced are at great risk of exploitation (MGLSD, 2006: 6). Furthermore, life in the camps jeopardizes children's education and career development. Limited facilities and sufficient teachers leave many children streaming into hazardous and criminal activities. As a result of the above, some children have ended up engaging in armed conflict as child soldiers either forcefully by abduction or voluntarily. However, this is the common practice in the war zone areas like what have happened to northern Uganda and can be extended to the nearby areas or countrywide.

According to MGLSD (2006: 7), child labour cannot be approached separately from the issue of education. This is compounded by the age for starting primary education, which is six years under the ordinary primary school enrolment. Where this is practiced children complete their primary education before they have attained the age of 14, the minimum age for admission to employment provided for in the labour legislation. Owing to limited opportunities for education, such children start work at a tender age.

Employment The state of gainful engagement in any economic activity usually sends children in search for work. It is rather regarded as an opportunity and not a threat on their own future. More often payment was in kind and in form of food, shelter and sometimes, old and used clothes (MGLSD, 2006: 13).

Other sources for child labour manifest in polygamous families where many forms of violence including drunkenness, battering and neglect of the family threaten family stability and harmony. Polygamous families tend to be too large with constrained resources and limited capacity to provide for basic needs for each child. Such circumstances posing a great risk of driving children into exploitative labour to meet survival needs (MGLSD, 2006: 10).

In Uganda, agriculture is the key sector of the economy, providing 80% employment and a livelihood to the majority of the poor in the rural areas. Most

of the agricultural activities are carried out on small holder farms using rudimental tools and implements. Both food and cash crops, such as, coffee, tobacco and cotton are labour intensive and they demand a lot of family labour. Children represent a substantial part of the labour force in agriculture. Because of the rural setting and higher value attached to children's contribution to the family survival, they have to participate in some way or another even if it means pulling a child out of school (MGLSD, 2006: 10).

2.3 The Impact of Child Labour and Pupil Performance

Child labour leads to dropping out of school and can have a profound effect on a young person's life and performance in general. The relative earnings of school dropouts are lower than those who complete high school and/or college. Similarly, school dropouts experience more unemployment during their work careers. For example, young women who drop out of school are more likely to become pregnant at young ages and more likely to become single parents (Snyder and Sickmund, 1995).

In 1992, the unemployment rate among those dropping out of school was 11%, compared with 7% for those who graduated from high school but did not attend college. The median income among dropouts who were employed full time was only half that of high school graduates. While the real income (income adjusted for inflation) of college graduates have increased during the past 20 years, the real income of dropouts has declined dramatically (Snyder and Sickmund, 1995). These are sobering statistics when contrasted with the reality of a workplace that continues to require increased literacy, more education, enhanced technical skills, and the ability to embark on careers that require lifelong learning. Without the skills and training that schooling should provide, those who do not complete their education face a lifetime of limited opportunities or even possibly a life of delinquency and crime.

The following data evaluation shows how certain risk factors affect children's ability to achieve high school graduation. Although 4-H programs are not

directly responsible for a child's academic performance, extension programs have a similar goal. The mission of 4-H Youth Development education is to create supportive environments for culturally diverse youth and adults to reach their fullest potential (Colorado 4-H Youth Development Hand book, 2003). Learning to identify proven risk factors in their high school members is the first step in designing successful 4-H programs to meet the needs of older youth.

Child labour also affects the mental well being of the child because of handling work and study at the same time, such children involved in child labour tends to perform poorly in academics and do not perform their duties as children because they take up responsibilities at an early age. In society, they do not get time to interact or share with the rest of the children, because the work tends to isolate them from the rest (Ministry of Gender, Labour and Social Development (MGLSD) Report on the situation of children and Women in Uganda 2005).

Academic performance is all the performance reflected on the education of the child. Meers, (1987) stated that education performance reflects the total involvement of a child or youth in the school environment which includes social and emotional development, communication and participation in the classrooms as well as out of class activities. Poor performance means a child does not conform to a required standards i.e. late arrival, dodging lessons, poor examination achievement. When the academic performance of pupils in Pakwach Town Council was looked at, it gave a sign for justification of existence poor performance among the pupils. It was viewed in terms of late arrival, absenteeism, examination results.

According to data obtained from North Eastern Uganda, specifically in Nebbi District; out of 2307 pupils who sat for Primary Leaving Examination from 2005 to 2010, only 21 pupils passed in Division 1, 176 in Division 2 and 278 failed in Division U. Many of the school going age children are being seen by the road side either selling food items or loitering, despite all the efforts

being put by the government to combat child labor. Child labor has been rampant in Nebbi District, especially after the Northern insurgency caused by LRA war.

The war disrupted peace in Northern region of Uganda and led to influx of people from Acholi sub-region to neighboring, especially Pakwach town council. Many parents lost their lives leaving behind a number of orphans. Some parents were abducted by LRA making many people to flee the war -torn zone for their safety. Condition of living became difficult, education of pupils was disrupted; most children resorted to cheap labor like fetching water and selling small items by the roadside. Pakwach being gateway to west Nile, Democratic Republic of Congo and Northern Sudan; many young girls resorted to commercial sex to earn a living for their families. The impact of the LRA war is still being felt in Northern region including Nebbi District as many people refused to go back to their base due to trauma caused by the war. People of Pakwach town council in Nebbi District depend on fishing in the river Nile. However, the number of fish in the river has reduced tremendously due to overfishing and the small sized fishing nets being used. The people, consequently, have resorted to using their children for petty business and cheap labor for survival.

Abraka (2010) found that 22% of student's academic performance was influenced by attending classes in secondary schools of Delta State of Nigeria. He therefore identified that increase in attendance will also increase academic performance of students.

Child labor is a facet of poverty their connection is well entrenched in the empirical literature. The dilemma is whether this child labor is efficient from economic point of view and whether it is a hindrance on the child achievement at school and personal development. The conventional argument for government intervention in child labor market is based on the existence of externalities-parents do not fully internalize the positive externalities

accruing from higher educational attainment to their children and hence under provide In terms of education for their offspring, Annabel (2008).

Many children were abducted by LRA; some of them managed to escape and came back, but could not continue with education due to the trauma they went through. According to US department of state, country report (2006), the orphans drop out of school to work to survive and to fend their siblings. Children from northern Uganda and Southern Sudan were abducted by (LRA) and trafficked to Eastern Republic of Congo and other areas within Northern Uganda and Southern Sudan. Upon being abducted, they are forced to become cooks, porters, agricultural workers, soldiers and guards. Many were also beaten, raped and repaired to participate in the murder of other children who attempt to escape.

Child labor is perceived to be a serious problem, as it is believed to be destructive to children's intellectual and physical development especially that of young children. The danger is exacerbated for those children who work in hazardous industries. This is the theory behind the child labor trap. If a child is employed all through the day, the child remains un-educated and subsequently has low productivity as an adult. So child labor can directly contribute to adult un-employment in developing countries. A major caveat is that there is very little treatment of such long term dynamic consequences of child labor, (Annabel 2008).

2.4 Effects/Consequences of Child Labour on Children

The effects or consequences of child labour are gradual but in long-term which damage children their future and they don't only affect individuals who are the core victims but also affect the community, nations, and the whole world in terms of socio-economic development. This is derived from the common slogan that children are the greater future of every Nation in the world. The effects are both immediate and gradual states as seen below;

There are an increased number of children living on the streets. Children are involved in begging, cleaning of vehicles, drug abuse and sniffing of fuel and scavenging. For as long as children are forced to work and/or prevented from attending school, they will remain powerless and trapped in a vicious circle of poverty for generations to come since they do not have a bright future to look forward to.

One of the damaging and most wide spread risks that children face when they work prematurely is the denial of education. Lack of education is damaging because prosperity in life depends on intellectual competence starting with fundamental literacy. These children are sometime exposed to child labour at the early age 5yrs before even going to school, yet according to UNICEF on U-reporter (September,2016) states that the most important age for child growth and development through Education is between 0-8years old. Therefore if they miss this opportunity of early child growth and development, their future can be at a mess.

It promotes vicious cycle of poverty and exploitation. Another grave consequence of child labour is poverty at family level and at community level. This is because when children are affected it means all the community is nearly affected. Poverty forces children to work to earn a living and to look after families. Their poverty situation is scaled by exploitation through underpayment, payment in kind or no pay. The lack of bargaining power and skills undermines the children's position further. With no bargaining power and skills, they are condemned to continuous exploitation and poverty. It affects Child Growth and Development

According to UNICEF (2016), the most important age for children growth and development is between 0-8years. Therefore if they affected at the early age, it affect their growth and development. The other concern is the physical, psychological and emotional damage caused by child labour. The effects of hazardous work on children can restrict their physiological and emotional

development. Child labour can harm children's sense of self-worth. Child labour also exhausts children physically, which can limit their ability to learn. It should be noted that some effects on the health of children appear in the long term. Exploitative labour also damages the children's cognitive development.

It exposes children at the Risk of acquiring HIV/AIDS; Child labour has a multiplier effect on HIV/AIDS. Children especially girls, may find that the only source of income is commercial sex. This exposes them to a higher risk of being infected with HIV/AIDS. ILO (2007) reported that child labour get children easy access to the disease if they get engaged in those activities at their early age.

2.5 Roles/Measures and Interventions by Various Stakeholders

The Government of Uganda has put in place the followings as the measures of combating Child Labour in the country;

This provides for the protection of children from hazardous and exploitative work. The constitution of the Republic of Uganda clearly spells out the different rights of children; Example Children are entitled to be protected from social and economic exploitation and shall not be employed in or required to perform work that is likely to be hazardous or to interfere with their education, to be harmful to their health or physical, mental, spiritual, moral and or social development (Uganda, 1995: 34). The convention on the rights of the child acknowledge children's status and enhance their priority in national development plans or political agendas continue to fall short (Barrow & Ince, 2008: 1).

There exists the employment decree of 1975 that limits employment of children between 12-18 years prevents or prohibits it for children below 12 years (Part IV Section). The decree however, restricts employment for those aged between 12 and 18years and empowers labour inspectors to monitor compliance. The employment decree section 50, sets the minimum age for employment at 12

years, except for light work as prescribed by the minister of labour by statutory order (Uganda: 1975).

The children's statute of 1996 spells out the rights of a child and the welfare principles that guide the rights for children. Part 2, Section 9 states "A child has a right not to be made to work or take part in any activity whether for pay or not which is likely to injure the child's health, education, mental, physical or moral development. For example, all children have to help out in household work, but they must do so according to their age and ability". In addition, a child in Uganda has a right to the following (Uganda: 1996):-

- A right to live with his or her parents.
- Provision is also made in instances where the child and parent are separated,
- Right to education and guidance,
- Right to be protected from violence,
- Ill-treatment and behavior that might show a lack of care or interest in the child.
- Right to be protected from any form of discrimination.
- Right to be protected from any social or customary practice that is dangerous to the child's health.
- Putting in place the Ministry of Gender, Labour and Social Development (MGLSD)

This department has initiated a number of interventions in form of policies and has also set up institutions that are indirectly aimed at eliminating child labour. These include but are not limited to Universal Primary Education (UPE), Poverty Eradication Action Plan (PEAP), National Council for Children (NCC) and the child labour unit in the MGLSD. A national steering committee on child labour has been constituted with the MGLSD providing the secretariat. In addition, MGLSD is the government ministry housing the child labour unit. The major task of the unit is to advocate for the elimination of child labour and

the promotion of general public awareness of national policies on child labour. The ministry works with the Local Governments in different districts within the country and the Community Development Workers (CDWs)

The UPE implemented since 1997, and it is the chief government's education priority programme. The UPE programme aims among other things at enhancing enrolment and retention of children in primary schools and improving attendance and making instructional time more effective. The programme has come with numerous advantages:

The provision of free primary education delays and discourages children from entering the labour market at an early age. This is because the program keeps the children at the school for a long period of time.

Besides above, the children with disabilities have an opportunity to access free primary education that draws them away from vulnerable circumstances like streets and isolation. More so, the programme not only removes the financial constraints to access and provision of facilities, but it also improves the quality of education through the provision of basic learning materials, training of teachers and expansion of post primary opportunities in all the Government headed schools in the country more especially in the rural areas.

The ILO convention NO.138 of 1973 on the minimum age for admission to employment urges member states to ensure success of the National Policy and to effectively abolish child labour. The convention also urges countries to progressively extend the minimum age for admission to employment to a level consistent with the physical and mental growth of young persons. The convention sets the minimum age at 14 years for developing countries (and 15 for developed countries) and urges countries where the cut- off is not possible to fix the minimum age for all employment.

The convention urges member states to aim at eliminating the worst forms of child labour. The convention, targets practices like child slavery, forced labour,

prostitution, pornography, and children in armed conflict, use of children for illicit activities such as trafficking in drugs, engaging children in work which is likely to endanger their health, safety and morals and various forms of hazardous and exploitative work.

This Calls for guaranteeing the basic human rights including survival, development, full participation and protection rights in order to ensure their individual growth and well being. Article 32 urges state parties to protect children from economic exploitation and from any work that is likely to be hazardous or to interfere with the education or to be harmful to the child's health, or physical, mental or social development.

IPEC is the arm of the ILO that works on the ground to combat child labour in Uganda. In Uganda IPEC is fighting child labour through partner organizations. Through their action programmes implemented by partner agencies, IPEC is able to prevent and withdraw children from child labour. The Government of Uganda (GoU) has been a member of ILO –IPEC since 1998. The Ministry of Gender, Labour and Social Development (MGLSD) established a child labour unit to develop policy on child labour and promote coordination and networking among the key stake holders, this is in collaboration with IPEC.

2.6 The Challenges of Combating Child Labour in Uganda

There is lack of adequate information on the statistics per district and yet child labour is highly practiced. The lack of comprehensive data and information on child labour constitutes a serious gap in the effective implementation of the programme. Even the available figures vary from report to report. Therefore there is no clear information on the grounds of what ways can be used to combat child labour in the country.

There is so much ignorance by both parents/guardians and the children themselves on the consequences of child labour and they simply look at the existing economic advantage and disregard the impact on tomorrow's next

generation. Therefore they look at the child labour as normal as children are suppose to work in order to please their parents or Guardians.

In ability to acquire the basic needs of life forces parents to send children to the heavy and hazardous work to provide family income to reduce the levels of suffering in the family. Yet the activities they got engaged in ruin their future. The effects of poverty can follow children from birth through adulthood (Gunn, Duncan& Corcoran, 1997:398-399).

This is the situation where children lost their parents at the early age due to HIV/AIDS. Compounding the problems of poverty and under development in LDCs is the impact that the HIV/AIDS pandemic continues to have on their economies and social fabric. Children are often forced or drawn into the labour market. When an adult family member falls ill or dies, often one or more children are sent away to extended family members to ensure that they are cared for. However, as the number of orphans grows and the number of potential caregivers shrinks, traditional coping mechanisms are stretched to their braking points. Children are therefore often forced to drop out of school, become heads of households and enter the labour market to contribute to the family income or to take care of their own survival.

Civil conflicts and humanitarian crises are also depriving children of the right to education. Whereas boys are prone to becoming child soldiers, girls often bear the brunt of these problems. Girls being considered the weaker sex generally, are the first to be withdrawn from school and especially if the family needs to be cared for in situations of pervasive insecurity. Example what happened in Northern Uganda by Lord Resistance Army (LRA) and in Western Uganda by Allied Defense Forces (ADF). They abducted children and giving them heavy works.

Sub-Saharan Africa remains the greatest challenge to the development community, as the least on track to reach the MDGs. The region also has the highest incidence of working children and has made the least progress - due in

part to its staggering population growth, where the population doubles every generation. The region is characterized by large household sizes which automatically increase the child population – and are a major cause of child labour in Uganda.

2.7 Research gap

Worldwide, researchers make great effort on studying child labour so as to inform policy makers especially the government about the incidence (Saha and Webb, 2005; Brown et al., 2002; Ranjan, 2001; Moehling, 1995; Duryea, 1998). In Uganda, various researches has been done for instance; “Mapping Exercise Of Households And Children Exposed To Child Labour To Benefit From Primary Education Support, Vocational Training And Income Generating Activities In Kampala And Moroto District by African Network For The Prevention And Protection Against Child Abuse And Neglect Uganda Chapter (ANPPCAN) and many other studies. However, such studies mainly focus on the impact of HIV/AIDS on child labour (Semkiwa et al., 2003); association between poverty and child labour (2011) as well as incidence of child labour (UBOS, 2014). Still, there is inadequate information concerning the contribution of law enforcement in combating child labour, roles of different stakeholders in combating Child labour in Uganda. Therefore, the study is intended to bridge the information gap by assessing the contribution of law enforcement in combating child labour, exploring the existing and planned initiatives by different stakeholders in fighting child labour in Uganda, using Nadunget sub-county as a case study in Moroto District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses thoroughly the research design, description of the study, sample size and selection, how data is to be collected, and data presentation, method of data analysis in the areas study.

3.1 Research design

The study used a cross-sectional research design which was used in assessing respondents' views towards the effects of child labour on the performance of pupils in primary schools in Nadunget sub county, Moroto District. This type of research design utilizes different groups of people who differ in the variable of interest, but share other characteristics such as socio-economic status, educational background etc. Cross-sectional research design was designed to look at a variable at a particular point in time and focuses on finding relationships between variables at a specific point in time.

3.2 Study Area

Moroto is one of the 13 municipalities and the largest town Karamoja in Uganda. It is located closely 457 km north east of Kampala the capital city. The town serves a catchment area of about 1 million people. The 2007 Uganda Population and Housing Census Analytic Report Uganda Bureau of Statistics (UBOS, 2005) put Moroto Municipality's total population to 71,213, of which 36,325 are males and 34,888 are females. Of this, 51% were still dependants below 18 years thus, making it the biggest population of children nationally.

3.3 Population of the Study

Population is the large pool of sampling element in the study. The target population for the study is child laborers. Target population is the specific population to be studied.

3.4 Sample selection and sample size

The particular area of study in Moroto district is Nadunget sub-county however the study may extend to nearby and Rupa sub-county and Katikekile. The local council and other stakeholders will be visited so as to assist in identifying the children to be interviewed.

Target Population	Frequency	Percentage
Children	20	40
Parents/Guardians	15	30
Local Leaders	10	20
NGOs and CBOs	05	10
TOTAL	50	100

Source; Primary Data, May, 2017

The sample size considered during the study is about 20 children and 15 different stakeholders (making a total of 50 participants, including 10 NGOs and CBOs in the child labour and children welfare fields, Police in the Child Protection Units and also 05 from the Local Government especially in community Development officer (Nadunget sub-county), Probation and Welfare office (Moroto District Local Government). These among NGOs and CBOs include but not limited to; Save the Children, Uganda Youth Development Link (UYDEL), and Africa Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) and other Community Based Organizations (CBOs) and Faith Based Organization (FBOs) within Moroto district. This is because these organization works mainly for the children affairs and well-beings.

3.5. Sampling Techniques

This is because it does not aim to draw statistically represented result as it tends to generalized research result. Therefore purposive sampling has to be used. This is the method where the researcher select the individuals who bared the characteristic he/she looking for, for instance for this research I will identify the families and children who suffers from child labour.

This is an urban area and therefore affected by rural – urban migration, poverty and poor social facilities. Both primary and secondary data has been used. For this qualitative method of data collection, semi-structured interview guide to be used on the participant who cannot write like for children and semi-structure Questionnaire for those who can read and write like with NGOs officers, Police, CDWs among others.

3.6 Sample Procedure

The study used both simple random sampling and purposive sampling procedures. Purposive sampling was used to select different activities in the area of investigation in order to get the required data and information. Simple random sampling was used because respondents have equal chances of being selected; also, stratified disproportionate sampling was used to select the respondents from each stratum.

3.7 Data Collection Tools/Methods

According to Creswell (2005) no single technique or instrument may be considered to be adequate in itself in collecting valid and reliable data. Therefore two major tools are to be used to obtain adequate and reliable information for this study. These will include interviews and questionnaires of both structured and semi-structured nature. This study will use data collection tools which involve observation, interview and questionnaires.

Data is to be collected through a number of methods like the use of interviews to obtain the percentage of child laborers, formal and confidential questionnaires to help retrace the causes of child labour, and suggestions of interventions to assess as well, the role of policy makers and stakeholders in combating the widespread causes of child labour in Uganda (Nadunget sub-county); The following instruments are to be employed:

3.7.1 Questionnaire

According to Kothari (2004), a questionnaire is a method of collecting data which uses a set of questions for collecting data. In this method data are

collected with the help of questions. Through this method, selected respondents of this study are to answer questions on their own and bring back to the researcher. Both structured and semi structured questions are to be used in helping the researcher to get answers and relevant information from respondent.

Kothari (2004) stated that, observation method allows the researcher to observe how children involve themselves in child labour for example visiting rock quarrying sites during this study. The observation helped to collect nonverbal responses from the respondents. This was done through the use of checklist.

3.7.2 Interviews schedule

The interview method of data collection involves presentation of oral verbal stimuli and replying in term of oral-verbal responses. This method is used through personal interview and if possible telephone interview (Kothari 2004). In this study personal interview will be used which required my person known as interviewer (researcher) by asking questions in face to face contact to the interviewee(respondents). The reason for using interview as a method of collecting data was that, more depth information can be obtained.

3.7.3 Document Review

Review of existing literature; this involves reading of existing articles and books on the child labour locally, nationally and internationally during the data collection for the purpose of providing adequate information.

3.8 Data Analysis

3.8.1 Editing and spot checking

The researcher edited and spot check during and after each interview with the respondents. This was done in order to ensure that information given is logical, accurate and consistent. Errors and omissions were corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

3.8.2 Coding

This was done to ensure that all answers obtained from various respondents are given codes and classified into meaningful forms for better analysis, as they were later entered in a computer package called Statistical Package for Social Scientists (SPSS) for better analysis.

3.8.3 Frequency tabulation

This involved transferring the numerical research findings to coding frames using tallies so as to come up with frequency and other statistical tables. This enabled the researcher to easily interpret and analyze data in relation to the study problem and objectives. The data filled in the questionnaires was copied and analyzed by tallying it and tabulating it and scoring frequencies, identifying how often certain responses occurred and later evaluation was done. The information was later presented in terms of percentages, and frequency polygons like tables which were be used for presentation of the data collected.

3.9 Ethical Considerations

It is important during the process of research for the researcher to make respondents to understand that participation is voluntary and that participants are free to refuse to answer any question and to withdraw from participation at any time they have chosen.

Another important consideration, involves getting the informed consent of those going to be met during the research process, which involved interviews and observations on issues that may be delicate to some respondents. The researcher undertakes to bear this seriously in mind.

Personal confidentiality and privacy are very important since the research was public. If individuals have been used to provide information, it is important for their privacy to be respected. If private information was accessed then confidentiality was maintained (Stephen, P. 2002). All

3.10 Limitations of the study

Language difficulty; the fact that there are various languages in the area, there is likely to be language barrier as other children and parents may not be able to speak English.

Over expectation; some children and care givers may expect big in terms of monetary and other benefits towards the study which may affects fact finding.

Unfavorable weather conditions like heavy rainfall, the study will be conducted during wet season associated with heavy downpour which may affect data collection and recording.

Limited cooperation and Hostility from the parents and communities by refusing to response

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0. Introduction

This chapter presents and discusses the study findings arising from the field information collected from research instruments, analysis and interpretation. The first section presents empirical findings then it is followed by the presentation and discussion of the study findings in relation to the research questions.

The findings are presentation and analyzed using frequencies and percentages as a measure of reducing the data to derive meaning and for easy interpretation in relation to the specific objectives.

4.2. The Demographic Composition of Research Respondents

The profile of the research respondents was related to their demographic composition and the categorization was based on gender, age, education level, and marital status and the findings are presentation in table 3 below.

Table 2: Shows the Composition of Respondents by Demographic Profile

Category	Description	Frequency	Percentage
Age	20-29 years	22	44
	31-40 years	18	36
	41-50 years	10	20
	51 years plus	Nil	Nil
	Total	50	100
Gender	Male	16	32

	Female	34	68
	Total	50	100
Educational status	Certificate	23	46
	Diploma	14	28
	Degree	07	14
	Others	06	12
	Total	50	100
Marital Status	Single	15	30
	Married	35	70
	Total	50	100

Source: Primary Data, July, 2017

From above table 2, research findings indicate that the age bracket of 20-29 years had a frequency of 22 which was represented by 44% and it was the highest. This meant that there was high population of young people in Nadunget sub county ward and as such were available for this study. The study learnt that out of this percentage of young people a majority of them were school drop representing high chances of them to have drop out of school due to child labour especially that Nadunget sub county is agricultural community but majorly pastoralist dominant sub county a alongside other activities like quarrying, sand mining and others.

Still from table 2 above, it worth to note that the study was able to access both sexes/gender that is male and female whereby the male scored 32% of the respondents whom the research was able to access and participated by contributing to this study. Their counterparts the females had 68% score

signifying whether they were readily available for the study and their population was high compared to the male. From the above table the gender difference were significant especially that among the school dropouts the females had high number while the males had advantage of staying at school for a long time because the females were married off and performed poorly compared to the boys something which can be compared to the traditional practices and beliefs which deny women right to most socio-economic aspects of society.

In table 2, it was evident that a majority of the respondents whom the researcher contacted were at least educated with most of them having certificate as the least level of education. According to the findings those with certificate scored a frequency of 23 which means 46% and it was the highest, while those with diploma had 28% as the second. Those with the degrees were represented by 14% and other educational levels all together had 12%.these variations clearly shows how child labour activities directly or indirectly affect the performance of schools in Nadunget. Those who had certificate (46%) and others (12%) indicated how child labour is frequent practice which has correlation with performance of schools in this sub county.

On the above table 2, marital status was another interest of the researcher on the profile of the respondents specifically needing to know the whether they were single or married. It was fascinating to realize that most of the respondents were married with 70%. Among this married people were the young people who drop out of school due to factors like child labour. Those who were single had 30% but they were not just single and staying at school or performing well at school but had a big portion of them not staying at school and alternatively performing well in class rooms.

Table 3: Household Experience on Economic/Social Shock

Response	Frequency	Percentage
Yes	35	70
No	15	30
Total	50	100

Source: Primary Data, July, 2017

Respondents were asked to give their opinion especially on their experiencing economic or social shock. They were asked to give the “yes” or “no”; it was interesting to note that overwhelming 70% attested to the fact that they have experienced socio-economic shock which makes them to give in their children to child labour incidences and as such be able to withdraw them from school to engage in labour activities to earn some income or food for the family hence affecting their academic performance. The 30% who said “no” were not ruling out that they have not experienced economic/social shock but were quick to highlight that it happens without engaging their children to the extent of pulling their children from school.

During an interview schedule, respondents were asked to mention their nature of household expenditure on children per term on basic needs like education, food, clothing and other social needs that facilitate their children to stay at school. The figure suggested to them ranged from 40.000-less than 10.000 shillings but majority of the households were able to tell the researcher that they had a total expenditure of less than 10.000 per term per child which was not adequate to address critical issues of child’s education especially girl child education given their nature of gender. The researcher was able to put another interesting question to the respondents on *what is the nature of contribution of children to the household income.*

Table 4: Contribution of Children to the Household Income

Nature of Contribution	Frequency	Percentage
Very high	09	18
High	27	54
Moderate	12	24
Low	02	04
Very low	00	00
Total	50	100

Source: Primary Data, July, 2017

From the above table 4, it is evident that families in Nadunget sub county still treasure the contribution of their children to house hold income simply meaning that they encourage their children to engage into child labour activities and prefer them participating in such activities that in academic prowess which would turn them resourceful and valuable people in the future contributing immensely to their respective households in wide spectrum of areas.

This brought attention to whether the respondents were aware that child labour exists in your community, the respondents were able to mention unanimously that they are well aware that child labour activities are prevalent in their community and even its advance effects on the academic performance.

Therefore the respondents were able to suggest some forms of child labour in their community. This was divided into two in order to find out two schools of thought about this. The very first one was the contributor from the community according to the respondents included things like household poverty, ignorance, cultural factors, biblical teachings and demands of society today that is the cost of living while for the case of major reasons children go to work were as follows; inherited from their parents, individual needs like pads for girls, peer pressure and physical body changes.

The researcher through the team of research assistants asked to respondents to mention whether they are aware of the legal protection children have against acts of child labour, they were all in an agreement to acknowledge that “yes” but the striking feature was they said, *“they have nothing to do since poverty is biting and yet they have to survive”*

About child attendance of school, most respondents mention that there is common and regular absenteeism among children in Nadunget Sub County. The point in here was to note who authorizes a child from school.

Table 5: Showing Authority of Absenteeism of a Child from School

Authority	Frequency	Percentage
Parent	10	20
School	10	20
Both the parent & school	20	40
Child	10	20
None of these	00	00
Total	50	100

Source: Primary Data, July, 2017

In table 5 above, the majority of respondents were able to blame both the parents and the school for most of the pupil absenteeism in school because each actor has a role it plays in ensuring that children stay at school. For the case of the parents, they respondents accuse them of retaining children at home with the view of helping them with household chores like babysitting, cooking, taking care of the other siblings, nursing the sick and old, do agricultural activities like scaring birds from the gardens. And for the school, the teachers are rude and do not have good parental care for this pupils, teacher absenteeism and nature of school environment and so on. For other actors, they scored 10% meaning they have relatively equal percentage which does not rule them out of the situation.

What is very important therefore is how to curb the vice; the respondents were asked the role of the school to curb the above scenario and measures of other local authorities. The respondents talked of the “pull and push” factors established within the school facilities which make the children to stay at school. For example, provision of sanitary pads and facilities which makes pupils to stay and like to be at school.

4.3. The Causes of Child Labour in Nadunget sub county

Just elsewhere in Uganda, Nadunget Sub County; also experiences child labour and as such has its causes which makes this phenomenon common. The study was able to note that child labour has influence and negative effect on the performance of pupils in primary schools. It's important for us to go ahead to look at the responses given by the respondents on the causes of child labour in Nadunget Sub County.

Table 6: The Causes of Child Labour in Nadunget Sub County

The researcher was happy to note that Nadunget Sub County experiences incidences of child labour and therefore like elsewhere has its own causes which the respondents were able to highlight during research especially in the questionnaire and interview the voices of these respondents was not easy to deny as it meant how society perceives child labour and its advance effects on academic performance.

Table 6: Showing the Causes of Child Labour in Nadunget Sub County

Causes	Frequency	Percentage
Poverty at household level	22	44
Family system break time	11	22
HIV/AIDS	09	18
Attitude and Perception	08	16
Total	50	100

Source: Primary Data, July, 2017

From the above table 6, there is indeed child labour phenomenon occurring in our communities which is not easy to root out because it is deep seated in our society due to the fact that the causes of child labour are very critical components which need urgent attention and intervention unless otherwise.

The reasons why children continue to engage in child labour and study are as follows; to aid the family financially, pressure from parents, the desire to learn a trade or profession, the children’s dislike of school, the desire to earn money among other which if critically analyzed will be traced back to the causes of child labour. Of course these children work in number of areas such as outside the family with pay, outside the family without pay, within the family with pay and within the family without pay.

Other factors responsible for school drop out of school which include issues in the community that pull the children from school, issues in the school that push the children out of school and issues within the child to leave school. These are attempted to answered in depth in table 5 and 6 and more still to that the respondents were able to classify the relationship between working and their families which seem to be much stronger and mutual because of the resources or income these children are able to generate their respective families to support number of activities including sustaining family bondage.

4.4. The Impact of Child Labour on Child’s Academic Performance

Children engage in child labour activities for different reasons which range from individual to family reasons which on one hand are serious and to the other critical for their studying as the table below represents.

Table 7: Reasons for Children Doing Work While Studying

Reason	Frequency	Percentage
To aid the family financially	10	20
Pressure from parents	10	20
The desire to learn a trade/profession	10	20
The children dislike school	10	20
The desire to earn money	10	20
Total	50	100

Source: Primary Data, July, 2017

Table 7 shows most reasons why children do work have equal share of percentage and frequency of 20% and 10 respectively. This signifies that each reason has strong position why children begin to think of either selling their labour or otherwise indulge in child labour activities and consequently affecting their academic performance in schools which escalates high levels of school drop outs and illiteracy levels, early child marriages, defilement, rape, drug abuse and so on.

During the interview session with the respondents, the researcher was able to ask them to list some of the effects children get while engaging in child labour activities. One of the respondents in her mid 30s said, *“That these children lack concentration in class so this has direct effect on their performance because they go to classes while they are tired and exhausted”* while another parent in her 40s was able to tell other respondents and the researcher that, *“children who engage in child labour before going to class are not able to memorize what their teachers or what they have learnt in that particular day which adversely affects their levels of retention of knowledge”*

A mother of two aged 27 years added that another effect is, *“children who normally involved child labour perform poorly in practical work especially because they are already fatigued and very weak to do any other work”*

The effect that all the respondents were able to mention and agree was behavior in class, relations with teachers and school mates. These were some of the effects the respondents were able to highlight.

However, child labour has got some positive effect and they are able to gain skills developed by working children which include leadership, self discipline, punctuality, nervousness, sense of the responsibility, self confidence and bullying. This was important according to all the respondents.

The other advance effects include; poor and irregular school attendance, low class participation, poor and negative attitude towards work, poor and fluctuating academic performance, no education motivation and study habits are greatly affected which is not conducive to improving academic performance.

To address this therefore the researcher posed a question to the respondents to answer on what kind of support was given to children and other support systems to able curb the vice and rescue the children engaged in child labour activities. A section of respondents gave the following pedagogical support which accorded to children and their teachers, psychological/emotional support in form of counseling and guidance, and financial support among others as response measure to issues of child labour.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter consists of summary of the findings, conclusions, recommendations and areas for further research as per the discussion and the findings of this study.

5.1. Summary of the Findings

The respondents were able to suggest some forms of child labour in their community. This was divided into two in order to find out two schools of thought about this. The very first one was the contributor from the community according to the respondents included things like household poverty, ignorance, cultural factors, biblical teachings and demands of society today that is the cost of living while for the case of major reasons children go to work were as follows; inherited from their parents, individual needs like pads for girls, peer pressure and physical body changes. The effect that all the respondents were able to mention and agree was behavior in class, relations with teachers and school mates. These were some of the effects the respondents were able to highlight.

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systems to able curb the vice and rescue the children engaged in child labour activities. A section of respondents gave the following pedagogical support which accorded to children and their teachers, psychological/emotional support in form of counseling and guidance, and financial support among others as response measure to issues of child labour.

5.2. Conclusion

Conclusions: The study identified a number of factors that may influence child labour rates and eventually improve on the academic performance. These factors may influence community's intentions through altering their perceptions of the personal and social consequences of child labour and its consequences in relation to academic performance in primary schools. Other socio-economic factors may also facilitate or prevent children from engaging in child labour activities.

Strategies to reduce child labour should focus on building social capital for children in communities, further exploring the influence of the child support grant, targeting trans-generational sexual norms, applying the law on underage child labour, drinking, making information on contraception more accessible and offering programmes that empower girls in the area of sexuality. Multifaceted and inter-sectoral approaches are required and it is likely that strategy to reduce child labour.

5.3. Areas for Further Research

This research concentrated on the effect of child labour on the academic performance in primary schools in Nadunget Sub County, Moroto district; there is need therefore to conduct similar research in other districts especially in other regions in order to create an understanding of the whole country.

There is need to conduct a study to investigate the impact of child labour on the performance of primary schools especially comparative analysis on universal primary schools and private schools.

Lastly study should be done on the impact of child labour on girl child education alternatively performance of girls at school in any district.

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QUESTIONNAIRE TO THE RESPONDENTS

My name is MARAKA ARAFA a student of Kampala International University. I am carrying out a study about child labour and the academic performance of primary schools using Nadunget sub county, Moroto District as a case study. The outcome of this study will be for academic purpose only. You have been selected to participate in this study. Kindly spare some time to answer these questions.

Section A: Background Information *(Please tick the most suitable answer).*

(1) Gender

Male ☐

Female ☐

(2) Age

(i) 20 to 29 ☐

(ii) 31to40 ☐

(iii) 41 to 50 ☐

(iv) 51 and above ☐

(3) Marital status ☐

Single ☐

Married ☐

(4) Education level held

(i) Certificate ☐

(ii) Diploma ☐

☐

(ii) Degree

(v) Others

Section B: HOUSEHOLD COMPOS

ITION AND CHARACTERISTICS

5. What is your relationship to the household head?

1. How many children live in this household?

Number of children in the household		Male	Female	Total
6.1	0-5 years	.....	.....	.....
6.2	5-14 years	.....	.....	.....
6.3	14-18 years	.....	.....	.....
6.4	18 and above	.....	.....	.....
6.5	Total	.....	.....	.....

8. Has your household faced any economic and/or social shock in the last 12 months?

Yes	1
No	2

If Yes, what was it?

.....

9. What is the household expenditure on education of the children, food and lighting per term?

Household expenditure on education of children per term		Answer
9.1	Less than 10,000=	1
9.2	10,000= - 20,000=	2
9.3	20,000= - 30,000=	3
9.4	30,000= - 40,000=	4
9.5	Above 40,000=	5

10. What is the contribution of the children to the household income?

Contribution of children to household income		Answer
10.1	Very high	1
10.2	High	2
10.3	Moderate	3
10.4	Low	4
10.5	Very low	5

Section C: Factors responsible for child labour

11. Are you aware that child labour exists in your community?

Yes	1
No	2

(If No, go to)

11.1 If Yes, what are major forms of child labour in your community?

.....

.....

.....

12. Who do you think is the major contributor of making these children work?

.....

.....

13. What are major reasons children go to work?

.....

.....

14. Are you aware of any legal protection being given to children who do work?

Yes	1
No	2

(If No, go to 16.)

14.1. If Yes, list them in the space provided below.

.....

.....

.....

15. How regular do the policy implementers talk to you about child labour?

Policy implementation		Answer
15.1	Daily	1
15.2	Weekly	2
15.3	Monthly	3
15.4	Quarterly	4
15.5	Bi-annually	5
15.6	Annually	6
15.7	Not at all	7

Section D: The number of children who have dropped out as a result of child labour

16. Who authorises absence of a child from school?

Authority to be absent		Answer
16.1	Parent	1
16.2	School	2
16.3	Both parent and school	3
16.4	Child	4
16.5	None of these	5

17. How does the school provide for removal of absent pupils from the registers?

.....

.....

.....

18. What are the measures local authorities are undertaking to ensure regular school attendance

.....

.....

19. Which category of children is most affected by child labour?

.....

.....

.....

20. Based on your experience, what kind of impact does work have on the following behaviour of children?

Skills developed by working children		Positive	Negative
20.1	Leadership	1	2
20.2	Self-discipline	1	2
20.3	Punctuality	1	2
20.4	Nervousness	1	2
20.5	Responsibility	1	2
20.6	Self confidence	1	2
20.7	Bullying	1	2

Section E: Other factors responsible for school drop-out rates

21. What are the issues in the community that pull the children from school?

.....

.....

.....

.....

22. What are the issues in the school that push the children out of school?

.....

.....

.....

.....

23. What are the issues within the child that make him/her feel h/she should leave school?

.....

.....

.....

24. How do you classify the relationship between working children and their families?

.....

.....

.....*

25. Do you think that children go to work willingly for employment gain?

Yes	1
No	2

26. If Yes, are the following statements true or false.

Willingness to work		True	False
26.1	Child labour causes school drop-out	1	2
26.2	Child labour is a result of school drop-out	1	2
26.3	Child labour facilitates education	1	2

Section F: Effects of child labour on school going children

27. Did you ever know that some children were working while studying?

Yes	1
No	2

28. If Yes, what do you think are the reasons that children turn to work?

Reasons for children doing work while studying		Answer
28.1	To aid the family financially	1
28.2	Pressure from parents	2
28.3	The desire to learn a trade or profession	3
28.4	The children dislike school	4
28.5	The desire to earn money	5
28.6	Other (Specify)	6

29. Where do you think the children work?

Where the children work		Answer
29.1	Outside the family, with pay	1
29.2	Outside the family, without pay	2
29.3	Within family, with pay	3
29.4	Within family, without pay	4

30. Do you think that children's work affect the following?

The effects of children's work		Yes	No
30.1	Ability to concentrate	1	2
30.2	Ability to memorize	1	2
30.3	Performance in practical work	1	2
30.4	Behaviour in class	1	2
30.5	Behaviour outside class	1	2
30.6	Relations with teachers	1	2
30.7	Relations with school mates	1	2

31. Based on your experience what kind of impact does work have on the following behaviour of children?

The impact of work on the behaviour of children		Positive	Negative
31.1	School Attendance	1	2
31.2	Class participation	1	2
31.3	Doing Homework	1	2
31.4	Academic performance	1	2
31.5	Education motivation	1	2
31.6	Study habits	1	2

32. In your place of work, is any support given to children who combine work and schooling?

Yes	1
No	2

33. If Yes, what kind of support?

Support to children who combine work and schooling		Answer
33.1	Pedagogical support	1
33.2	Psychological/emotional support	2
33.3	Financial support	3
33.4	Other (Specify)	4

Section G: Possible solutions to the problem of child labour

34. Does the difference between the following categories of people create serious problems between people in the community?

Differences in communities creating problems between		Yes	No
34.1	Those who are more educated and those who have less	1	2
34.2	The people who have wealth and material goods and those who don't have them	1	2
34.3	The poor and not the poor?	1	2

35. If Yes, how does the community generally resolve these types of problems? (Circle the best three possible answers)

How the community resolve problems		Answer
35.1	Groups resolve them amongst themselves	1
35.2	Family or household intervention	2
35.3	The neighbours intervene	3
35.4	With the mediation of community leaders	4
35.5	With the mediation of religious leaders	5
35.6	With the intervention of authorities	6
35.7	Through violence	7
35.8	They are not resolved	8
35.9	Others (Specify)	9

36. In your opinion, what is the principal reason that not all people from the community where you live can benefit from education? (Circle the best three possible answers)

Reasons for not benefiting from education		Answer
36.1	Level of income	1
36.2	Social position	2
36.3	Age	3
36.4	Gender	4
36.5	Religious beliefs	5

36.6	Family relationships	6
36.7	Political affiliation	7
36.8	Lack of education	8
36.9	Lack of information	9
36.10	Distance	10
36.11	Not everyone needs it	11
36.12	Other (Specify)	12

37. Which of these would be the best way to eliminate child labour?

Best way to eliminate child labour		Answer
37.1	Prevention through early tracking and providing support, child participation	1
37.2	Protection through improving the working conditions and developing personalities, talents and abilities	2
37.3	Capacity Building on job creation, family life education, juvenile justice system etc	3
37.4	Community Based Support Services through training adults in children's rights and providing allowances for poor families	4
37.5	Other (Specify)	5

38. What Recommendations/Comments would you give to all parties regarding child labour and school drop-out?

Children

- a.

 b.

Parent

- c.

 d.

Community

- e.

 f.

Schools

- g.

 h.

APPENDIX B: WORK PLAN

ACTIVITY	TIME IN MONTHS OF 2017				
	MARCH	APRIL	MAY	JUNE	JULY
Proposal writing					
Questionnaire design					
Data collection					
Coding and analysis					
Draft dissertation					
Final book bound					
Submission					

Local Government Authorities

- i.
- j.

International Community

- k.
- l.

Thank you very much for your cooperation

APPENDICES

APPENDIX A: BUDGET ESTIMATE

The study costs will total up to UGX 1, 260, 000/=

ITEM	COST PER UNIT	TOTAL COST (UGX)
Library	50,000	50,000
Transport	200,000	600,000
Communication	50,000	50,000
Photocopy	100,000	100,000
Printing	150,000	150,000
Binding	50,000	50,000
Internet	50,000	50,000
Miscellaneous	200,000	200,000
Total		1, 260, 000