

**IMPACT OF CHILD LABOUR ON ACADEMIC PERFORMANCE OF  
SECONDARY SCHOOL STUDENTS IN KAMULI DISTRICT.**

**A CASE STUDY OF KAMULI PROGRESSIVE  
SECONDARY SCHOOL**

**BY**

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**A RESEARCH REPORT SUBMITTED TO COLLEGE OF EDUCATION DISTANCE  
AND E-LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE AWARD OF DEGREE OF BACHELOR OF ARTS WITH  
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UNIVERSITY**

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## DECLARATION

I, Mayanja Nicholas Kigenyi, certify that Research Report entitled “*Impact of child labour on academic performance of secondary schools in Kamuli district ; a case study of Kamuli Progressive Secondary School*” except where due to acknowledgement has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of the report is the result of work which has been carried out since the official commencement date of the approved research program; and, any editorial work, paid or unpaid, carried out by a third party is acknowledged. Ethics procedures and guidelines approved by university for my Report have been followed and has never been presented to any organization or institution of higher learning for Degree or any other Academic Award.

Signature ..... 

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Date ..... 27<sup>th</sup>/08/2017 .....

## APPROVAL

This is to acknowledge that this research report titled the impact of child labour on academic performance of secondary school students in Kamuli District; a case study of Kamuli progressive has been carried out under my close supervision and is now ready for submission to the college of education, distance and e-learning in partial fulfillment of the requirements for the Bachelors degree in Arts with Education of Kampala International University with my approval.

Signature .....



**LAAKI SAMSON**

**[SUPERVISOR]**

Date .....



## **DEDICATION**

This research work is lovingly dedicated to my respective guardians who have been my constant source of inspiration, my family, my aunts and uncles Mrs Badebye joy, Mrs. Fredha Kigenyi Mr. Henry Tenywa Kigenyi, Mr. Narowaiiro David Kigenyi, Mr. Nsekke Abassa, and Mr. Badebye Paul for the inspirational instruction and guidance, friends especially Kijojje Rayan and Namuddu Jackline. You have given me the drive and discipline to tackle any task with enthusiasm and determination. Without your love and support, this project would not have been made possible.

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First and foremost, I thank almighty God for seeing me through this course, despite being in my worst moments, Glory be to God.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ILO</b>	International Labour Organisation
<b>UCE</b>	Uganda Certificate of Education
<b>UACE</b>	Uganda Advanced certificate of Education
<b>USE</b>	Universal Secondary Education
<b>MDGS</b>	Millennium Development Goals
<b>SAP</b>	Structural Adjustment Programmes
<b>UNICEF</b>	United Nations Children's fund (formerly United Nations International Children's Emergency Fund)
<b>WFCL</b>	Worst Forms of Child labour
<b>DESD</b>	Decade on Education for Sustainable Development
<b>USDOS</b>	United States Department of Labour

## **ABSTRACT**

The study established the impact of child labour on academic performance of students in Secondary Schools at Kamuli progressive Secondary School, Kamuli district. The study was done basing on three objectives which were to: determine the forms of child labour at Kamuli progressive Secondary school, Kamuli District, examine the effects of child labour on academic performance at Kamuli progressive Secondary school, Kamuli District, seek suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District. The research design was cross sectional and descriptive study which used qualitative and quantitative approaches. The study population comprised of 125 respondents of which 109 was the sample size. Purposive, stratified and random sampling design were used to collect information and both questionnaire, survey and interview data research tools were employed. Quantitative and qualitative methods, in-depth interviews were conducted and questionnaires were also administered to some respondents who could not read and interpret the question and the respondents from Kamuli progressive secondary School filled the questionnaires. The study findings showed that child labour forms impact negatively on student academic performance at Kamuli Progressive Secondary School according to the analysis made, child labour has got a number of effects both positive and negative on academic performance at Kamuli Preparatory Secondary School and also that there are suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District. The study recommends that the children should be sensitized about the importance of educating and need for them to learn other than getting involved in child labour since this would mean a bright future for the children, the school management should encourage both the parents to send their children to school since this eventually would reduce poverty in their homes when their children have received education, Parents should be sensitized on the importance of education their children rather than using them to supplement to family income hence this should give parents the courage to face challenge and overcoming them without stopping their children from going to school and There is need for the government and other stakeholders to discourage child labour from the family level; since poverty emerged as the most constraining factor on working children. Consequently, policy reforms and poverty reduction strategies remain fundamental upstream concerns and must be pursued to tackle inequality and poverty.

## **CHAPTER ONE:**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter covers the background of the study, problem statement, objectives of the study, the research questions, significance of the study, scope of the study (geographical scope, time scope, and subject scope), justification of the study and organization of the Study.

#### **1.1 Background of the Study**

##### **1.1.1 Historical perspective**

According to the bible, proverbs 1:8, written by the united bible societies, children are commanded by God to obey their parents. The same has also applied in the African traditional ethics, due to some factors like poverty, diseases, and death, this rule has been abused by parents or guardians and they engage children into the act of child labour. The child labour activities have of late increased rising an alarm to various concerned organization.

Child labour is a long time international vice that denies children from attending school at their tender ages, instead they work for their own or families survival. Child labour has always been associated with high levels of poverty and family circumstances. There were about 215 million children working full time (ILO 2004). These children do not go to school and have little or no time to play without proper nutrition or care. Of the estimated 215 child labors around the globe, approximately 114 million (53 percent) are in Asia and the pacific, 14 million (7 percent) live in Latin America and 65 million (30 percent) live in sub –Saharan Africa,( Robin, carol, Jenifer).

The Ugandan constitution does not prohibit child work; instead it defines the types of work to be under taken by children such as help in household chores and forms provided the work is performed outside school hours, and it doesn't interfere with their schooling, physical and moral development. The employment decree 1975, limits employment to minimum 14 years of age. Child labour means the employment of children in their age group of 5 to 14 years with or without payment, children are paid for some work outside their homes can be said to be child labours. Part 2 section 9, of the children act (Uganda law), prohibit employing a child below the age of 13 years in any form of undertaking. Children's statute NO.16 1996. Spells out the rights of a child and the welfare principles that guide those caring for children. While laws

require children to be in school, poverty and family circumstances force many children into child labour schemes at the expense of their education, health and safety as their childhood. Uganda introduced free and compulsory secondary education in line with the implementation of millennium Development Goals (MDG,2008).

### **1.1.2 Theoretical perspective**

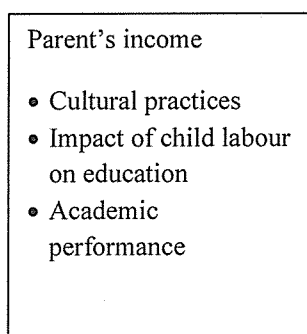
The study is guided by the theoretical model on exploitative child labour by carol and swinner ton (2002), where parents are considered to have imperfect information about whether employment opportunities available to their children are exploitative or not and whether or not to exploit their workers. In this model a ban on exploitative child labours is desirable because it allows children to go to school and resolve the problem of imperfect information faced by parents. The ban on child labour leads to increase in wages of child workers, and that organization profit even for some that do not exploit child workers. The ban is perceived to have ambiguous effects on the economic levels of the house hold and that parent considers child employment to contribute to income levels at home.

### **1.1.3 Conceptual perspective**

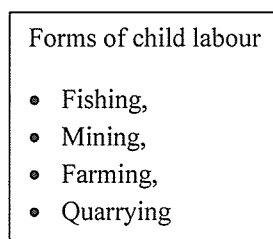
This study addressed two variables namely child labour and academic performance. The theoretical model above can be explained by a modified conceptual where child labour is driven by ignorant parents, high poverty levels and retrogressive cultures. The breakthrough of the vicious cycle of child labour is through education observance of human and enforcement of labor laws to ensure that a child goes to school. Its quality of education in schools that there is productive labour for the family and the nation as a whole. The productive work force has enhanced education, enforce labour laws and observe human rights. All these have enhanced the level of income and reduced the poverty levels and this guarantees quality of education

## The conceptual framework

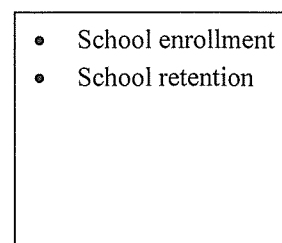
### Independent variables



### Extraneous



### Dependent variables



Adopted; Sekamwa (2000)

**Figure 1: Showing conceptual perspective**

### 1.1.4 Contextual perspective

Education is the key tool in preventing child labours which child labour acts as an obstacle to children attending school. Universal access to education and particularly, free and compulsory employment until the minimum age for entry to employment. Employing children has an adverse effect on their ability to develop into productive members of the society. When children are left to work and at the same time go to school, they will always perform poorly in school and therefore not to able to acquire the quality of education they need for productive in future. Poor performance discourages the learners to continue in school, and consequently dropout of school. This creates a cycle of an uneducated work force whose chance to improve their standard of living is limited. The end result is future generations that perpetuates the viscous cycle of poverty due to lack of education. There is high dropout rate in secondary schools in Kamuli District in national examinations, especially in Uganda certificate of education, has been dismal, something that has made the researcher to undertake this study to find out the impact of child labour on enrollment, dropouts rates and retentions rates of students in secondary schools in Kamuli district.

### 1.2 Statement problem

Child labour has existed in Uganda for many years. During the pre-independence days, children were sent by their parents to work in farms in order to earn money to pay taxes for their parents. Today, due to high incidences of poverty and the changing family structures and value systems, children are known to work in the commercial agriculture sector, stone mining, in order to



supplement family incomes. In urban areas, children are employed in the informal sector as domestic helpers, street beggars and hawkers. Even with the introduction of free secondary education, there is still poor enrollment of students, high dropout rates and low retention rates in secondary schools, which have caused most schools in the county to register low performances in national examinations. The county also records the poorest enrollment rates with students dropping out of school at an alarming rate. Children of school-going ages are seen in towns loitering or selling merchandise in market places. The issue is whether child labour has an impact on the academic performance of individual students and schools have anything to do with the children being out of school most of the time working for pay. Hence, it is against this background that the researcher wished to carry out research.

### **1.3 Purpose of study**

The study was carried to establish the impact of child labour on academic performance of students at Kamuli Progressive secondary School, Kamuli district.

### **1.4 Objectives of the study**

#### **1.4.1 General objective**

The general objective of the study was to establish the impact of child labour on academic performance of students in secondary schools in Kamuli progressive secondary school, Kamuli district.

#### **1.4.2 Specific objectives**

The specific objectives of the study were;

- i. To determine the forms of child labour at Kamuli progressive Secondary school, Kamuli District
- ii. To examine the effects of child labour on academic performance at Kamuli progressive Secondary school, Kamuli District
- iii. To seek suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District.

### **1.5 Research questions**

The study intended to provide answers to the following questions;

- i. What are the forms of child labour at Kamuli progressive Secondary school, Kamuli District?

- ii. What are the effects of child labour on academic performance of students at Kamuli progressive Secondary school, Kamuli District?
- iii. What are the suggestions for minimizing child labour at Kamuli progressive Secondary school, Kamuli District?

## **1.6 Scope of the study**

The study considered the framework of assessing the impact of child labour on academic performance. However, this should be time scope, geographical scope, content scope and the theoretical scope.

### **1.6.1 Time scope**

The research was conducted in a period of four months from February 2017 to May 2017

### **1.6.2 Geographical scope**

The research was conducted with in Uganda from Kamuli Progressive Secondary School in Kamuli district.

### **1. 6. 3 content scope**

This study was based on the research objectives of the study;

- (i) What are the forms of child labour in Kamuli district?
- (ii) What are the effects of child labour on academic performance in selected secondary schools in Kamuli district?
- (iii)What are the suggestions for minimizing child labour in Kamuli district?

### **1. 6.4 Theoretical scope**

The study is guided by the theoretical model on exploitative child labour by carol and Swinner ton (2002), where parents are considered to have imperfect information about whether employment opportunities available to their children are exploitative or not and whether or not to exploit their worker.

### **1.6.5 Contextual scope**

The study was conducted within the framework of the study and analyzing the impact of child labour on academic performance, enrollment, and retention.

### **1.7 Limitation of the study**

The researcher conducted a study on impact of child labour and academic performance Sub County in Kamuli district. During the study, the researcher faced some problems. One of them lacked enough money which made it hard to conduct the study well.

Besides time and financial constraints there was an issue of suspicion from some teachers and parents who were not fully to co-operate in responding to my questionnaires with a fear of being victimized at the later date.

Another limitation of the study was inadequate data collecting tools, the tools was designed in away to sieve out across and was subjected to validation from exports.

The weather was not conducive during the research period because it is a rainy season so it was raining in the area of study.

### **1.8 Significance of the study**

The beneficiaries of the study may include the administrators, teachers, learners, curriculum developers, parents, community and NGOs.

The outcome may assist the administration to have increase in school enrollment, low dropout rates, the society will have harmony, and petty crimes will be reduced. The results may educate the parents to understand their children and accept to help them at home.

The finding of this study may raise public awareness about the child labour and also may sensitize the community to the learners who are child labourers.

The results may be used to enlighten teachers to realize the need and importance of assisting learners who are child labour in class work tasks. Teachers in particular may devise ways of attracting students in schools.

The finding of this study may help to improve the home and school environment for the benefit of the child.

The results may be used by curriculum developers to review curriculum to render refresher courses and to modify it to suit the learners who are child laborers. The outcome of the results may also help NGOs to organize workshops and seminars.

### **1.9 Operational definitions of terms**

Child labourer ; is a person below the age of 18 years , out of school , who is engaged or employed in any work out their homes with or without payment.

Child labour; refers to (1) work that's mentally, physically, socially and/ or morally dangerous and harmful to children. It also includes work or activities that interfere with school attendance.  
(2) Hazardous work which by its nature or the circumstances under which it is performed jeopardizes the health, safety and morals of a child.

School enrollment; is the number of students admitted in a year, in every class in a school.

Retention rate; is the rate at which students remain in schools and those students who are able to proceed to the next class in the education level.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Various researchers have done on child labour with respect to the forms and contributing factors. Many of these researchers have been done on the major contributing factors in child labour on academic performance of students in secondary schools. In this chapter, a discussion on the impact of child labour on academic performance in secondary schools was done in the following areas; forms of child labour, effects of child labour and suggestions for minimizing child labour.

#### **2.2 Forms of child labour**

In Uganda, children primarily work in the formal sector. They work often with their families, in subsistence and commercial agriculture the fact being that Uganda is agricultural country for example on tea, rice, coffee, and sugar cane plantation. Children also work in herding and fisheries. Children also work in domestic service like construction, transport like conductors, quarries, and mines especially those who have upgraded to 16 years. In urban areas street children are children who managed to escape from the abusive domestic service situation. A country's wide report on child labour shows that the eastern region is one of the regions in the country that is faced with numerous child labour practices. The most common include sexual exploitation, sugar cane harvesting, hawking and quarrying.

The over whelming poor social economic situation in the country, the number of children entering the labour market has steadily increased. This is forcing children to work in order to feed for themselves or supplement family incomes. According to the National child labour report (2011/2012), approximate a total of 2,009,000 children engaged in some form of child labour. Kampala city had the highest proportion of children in hazardous work (80 percent) compared to all other regions.

The Employment Act No.6, (2006), protects children from employments, hawking, commercial, social work and participation in manufacture, distribution and use of narcotic substances. The occupational safety and health Act No. 9,(2006), provides for the inspection of work places, identification of hazards at the work place and other connected matters. It is hoped that the implementation of these laws will help the elimination of all forms of child labour.

### **2.3 Effect of child labour on education**

The most common approaches to estimating the effect of child labour in schools is the instructional variables approach which considers the school attendance and performance in tests or examination (ILO, 2012). This has been done by using other variables not caused by education, to predict involvement in child labour and the using this prediction rather than child labour itself as an explanatory variable in a regression predicting school attendance. Beegle et.al (2005), which employed this approach for Vietnamese children whose data were collected during 1990s to relate the extent of child labour in affecting children's performance in schools. There is poor enrollment and transition in schools. Kamuli district Development plan 2015-2016, notes that the total enrollment in secondary schools stood at just about 8,126. Many young people drop off the formal education system lack alternative with proper mechanisms and linkages to enable them acquire requisite skills that would allow them to actively and decently participate in the labour market (ILO 2012). This study aimed at finding the effects of child labour on education.

### **2.4 Ways of minimizing child labour in relation to enrollment**

The law sets the minimum age for employment at 14 years. The law on minimum age does not apply to children who work in agriculture. However, the law does prohibit all types of child labour that are hazardous, exploitative or would keep children under 14 years from attending school. In 2006, president Museveni signed four new laws that reform the labour code, including the employment Act No.6, 2006. The employment Act defines the worst forms of child labour as children working in industries, children aged 5 to 11 years working in non-hazardous work, children working for long hours that are more than 43 hours a week. The Act also prohibits children from engaging in night work between 6:30pm and 6:30am, and stipulates that children between 5 and 11 years can only engage in light work which is not harmful to their health, development or education, unless their work is part of a vocational training program (Diego 2012).

The law provides for fines and up to 7 years imprisonment for employers caught employing a child in any of the activities prohibited by the Act, these fines increase in cases where children are injured or killed while performing one of the prohibited activities with the law stipulating that a portion of the fine are to be used to benefit the child and or their immediate family. The law prohibits slavery, bonded and forced labour, servitude.

In 2015, government of republic of Uganda made significant advancement in efforts to eliminate the worst forms of labour. It introduced a bill to prohibit hazardous work children and established a minimum age of 16 years. It trained more than 1000 criminal law enforcement officers on issues related to the worst forms of labour. It approved national Action plan to combat human trafficking and it expanded on its cash transfer program to allow more children to stay in school.

The employment Decree, 1975 limits employment of children to minimum 14 years of age. The Decree empowers labour inspectors to monitor compliance. The children statute No.6, 1996, also spells the rights of a child and the welfare principle that guide those caring for children.

The constitution of Uganda, 1995 chapter 1 Article 34(4), provides the protection for a child from hazardous and exploitative work. The constitution clearly spells out the right for children; children are entitled to be protected from social and economic exploitation and should not be employed in or required to perform work that is likely to be hazardous or to interfere in their education, to be harmful to their health or physical, mental and spiritual moral or social development.

The law also prohibits children less than 18 years from being recruited into the military and holds the government responsible for protecting, rehabilitating and reintegrating children involved in armed conflict into society. The ministry of labour is responsible for enforcing child labour laws, but according to United States Development of State (USDOS), the ministry's enforcement of the minimum age law is limited. The police anti-trafficking unit is responsible for combating trafficking, though according to USDOS, it is not effective. In 2014, ten children who were trafficked from rural Uganda to Kenya for agricultural labour were later rescued.

The Ministry of gender, labour and social development plan (2011/2012) recognizes child labour as a problem and calls for a evaluation of the impact of child labour on the individual and the country, as well as its implication for the quality of the future labour force. The Ministry of education and sports indicated in its Gender and Education policy that it would improve programs to prevent child labour and facilitate child workers return to school as a means of increasing children's participation and gender equity in secondary education (constitution of Uganda 2010).

The government of Uganda continues to participate in a 4 years, USD 5 million Tune bound project on the Elimination of child labour funded by United states Development of Labour (USDOL) and implemented by ILO-IPEC. The project aims to withdraw 15000 and prevent 7000 children from exploitative labour in domestic service, commercial sexual exploitation, commercial and subsistence agriculture, fishing, herding, and informal sector street work.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter gives a discussion of the methodology that was used in the research. The research design, variable, population size, instrument to use in data collection was described. A discussion of the pilot study, methods to be used in the collection of data determination of the validity and reliability procedures will be described.

#### **3.1 Research design**

Orodho (2000) defines a research design as the scheme, outline or plan that is used to generate answers to the research problems. A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. A descriptive survey research design was adopted in this study. This was because people's views and opinions were sought and described accordingly and established how child labour affected academic performance. Both qualitative and quantitative methods were used because they supplement each other. The qualitative approach was mainly used to describe subjective assessments, analyses and interpretation of attitudes, opinions, and behaviours of the respondents as expressed verbatim from interviews and focus group discussions (Mugenda and Mugenda, 1999). The quantitative methods helped in generating numerical data, which was statistically manipulated to meet required objectives through descriptive statistics (frequencies and percentages).

#### **3.2 Study population**

The study was done at Kamuli Progressive Secondary School. The actual population was 125 comprised of Academic staff, 23 Administrative staff, (15) Support staff and 6 members of the School management according to the School Strategic Plan (2011). They comprised 125 members from both Kamuli Progressive and other university offices.

### 3.3 Determination of sample size and selection

A sample size of 109 respondents was determined using statistical tables of Krejcie and Morgan (1970), as cited by Amin (2005), and included various categories as specified in Table 1 below:

Table 1: Research respondents by category and sample

No.	Category of respondents	(N)	(S)	Sampling technique
1	Academic Staff	81	67	Simple random sampling
2	Administrative staff	23	22 (both permanent and contract staff)	Stratified sampling
3	Support staff	15	14	Simple sampling
4	School management	6	6	Purposive sampling
	<b>TOTAL</b>	<b>125</b>	<b>109</b>	

**Key:** N – Population Size, S – Recommended Sample Population (Krejcie & Morgan, 1970).

### 3.4 Data Collection methods and instruments

This study used both quantitative and qualitative data collection methods. Quantitative data was collected using questionnaires that were filled by the academic and administrative staff and qualitative data was obtained from focus group discussions with the support staff and key informant interviews with the School management.

### 3.5 Data Collection instruments

#### 3.5.1 Questionnaire Method

A questionnaire is a data collection instrument used to gather data over a large sample or number of respondents (Kombo and Tromp, 2006). This structured questionnaire was developed following recommended guidelines by various scholars that include Kothari (2005), Sekaran and Bougie (2010) and Saunders et al (2009). The first section of the instrument addressed issues of demographic data and other sections addressed the views following the

objectives that were stated in chapter one of this research report. In each section, the respondents were given clear instructions on how to complete the item. The questionnaire was refined once the instrument was piloted.

### **3.5.2 Interview guide**

An interview guide is a set of questions that the researcher asks during the interview (McNamara, 2009). The researcher designed an interview guide which was used during the interview of the key respondents - the College Management. The researcher posed questions intended to lead the respondents towards giving data to meet the study objectives and probed the respondents in order to seek clarification about responses provided. A structured interview guide was used for the school management to stimulate them into detailed discussion of child labour impact on academic performance.

Structured interviews are useful not only because they show excellent validity in meta-analytic research (Hunter and Schmitt, 1996), but also because they provide a chance to probe the answers of the management and understand precisely what they mean. Interviewing is a very useful approach for data collection because it allows the researcher to have control over the construction of the data and it has the flexibility to allow issues that emerge during dialogue and discussion to be pursued (Charmaz, 2002).

## **3.6 Validity and Reliability**

As observed by Vogt (2007), a number of studies have used this instrument and found both their reliability and validity values to be acceptable to the population being studied and in a different context thus recommended for testing the validity and reliability of the instruments.

### **3.6.1 Validity of instruments**

Vogt (2007: 117) defines validity as the truth or accuracy of the research. Saunders et al (2009) add that it is the extent to which the data collection instrument measures as well as the appropriateness of the measures coming to accurate conclusions. Validity tests were conducted for content, criterion and construct validity to test how well the instrument is representative, captures relationships between the variables as well as measure the concepts (Saunders et al, 2009; Vogt, 2007; and Sekaran & Bougie, 2010). This study utilized triangulation to ensure validity of research findings prior to the administration of the research instruments. This instrument was checked by experts and Content validity ratio was used to calculate the Content Validity Index, using the formula below:

$$CVI = \frac{\text{Total Number of items rated by all respondents}}{\text{Total Number of items in the Instrument}}$$

### 3.6.2 Reliability of instruments

Reliability is defined by Vogt (2007) as the consistency of either measurement or design to give the same conclusions if used at different times or by different scholars. The first step in ensuring reliability was by providing clear operational definitions of the variables under study. Thereafter, internal consistency was measured through internal consistency reliability (Sekaran & Bougie, 2010) as well as split-half reliability using Cronbach's alpha. If R2 (Alpha) value equaled to 0.7 and above, then the instrument was considered satisfactory (Cronbach, 1951; and Sekaran & Bougie, 2010).

### 3.7 Data collection procedures

The researcher sought approval from the college of education, distance and e-learning of Kampala international university to ensure that the ethical guidelines are followed throughout the data collection process. At the onset of data collection, the researcher sought permission from the office of the Principal, the college to help access the respondents. Each questionnaire contained an opening introductory letter requesting for the respondent's cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings were to be used for academic purposes only and necessary corrective measures in the College.

### 3.8 Data analysis

Data Analysis refers to the interpretation of the collected raw data into useful information (Kombo and Tromp, 2000). After editing and sorting out the questionnaires for completeness, returns and coding analysis was done. The quantitative data analysis, descriptive statistics was used to analyze the data to give the percentages and frequencies. Data was presented in form of tables which helped to explain the relationship between the variables of study. Qualitative data analysis was carried out on qualitative data from the opened ended question. Themes were created and this helped in explaining the data. Computer software, statistical package for social sciences were used.

### **3.9 Ethical consideration**

This involved;

1. Seeking permission from the heads of the respectively secondary schools.
2. The respondents will be ensured of confidentiality of their information given.
3. The respondents were neither required to disclose their names nor the names of their parents, as some mediocre parents didn't want their children to reveal that mediocrity to strangers.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

#### 4.0 Introduction

This chapter comprises of the findings that were gathered by the researcher from Kamuli progressive Secondary School, Kamuli district in relation to the topic; impact of child labour on academic performance of secondary school students. The data is presented and interpreted in view of the objectives mentioned in chapter one of this research. The interpretation also seeks to answer the research questions that were raised in chapter one. Presentation and interpretation of data in this chapter has been done with the aid of quantitative and qualitative methods for example the use of tables, graphs, percentages and personal analysis and interpretation presented in essay form. Questionnaires were provided to 109 respondents who filled them to the best of their knowledge.

#### 4.1 Demographic Characteristics

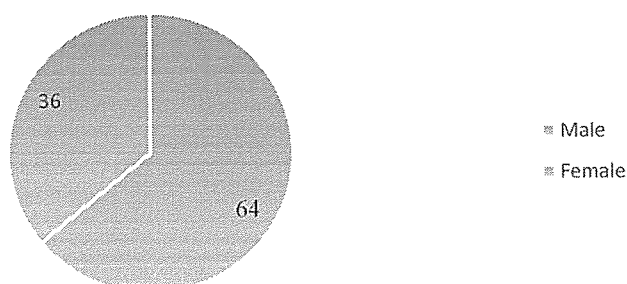
##### 4.1.1 Gender of respondents

**Table i: Showing Gender of respondents**

Respondents	Frequency	Percentage
Male	70	64
Female	39	36
<b>Total</b>	<b>109</b>	<b>100</b>

Source: primary data, 2017

**Figure i: Showing the gender of respondents**



**Source: primary data, 2017**

From the above table and figure, it can be seen that the majority of respondents are male that is 70 respondents representing 64% of the total respondents and 39 respondents are female representing 36% of the respondents. From the above presentation, it is clear that though many of the respondents were male representing the highest percentage, the issue of gender sensitivity was adhered to by few female who were selected.

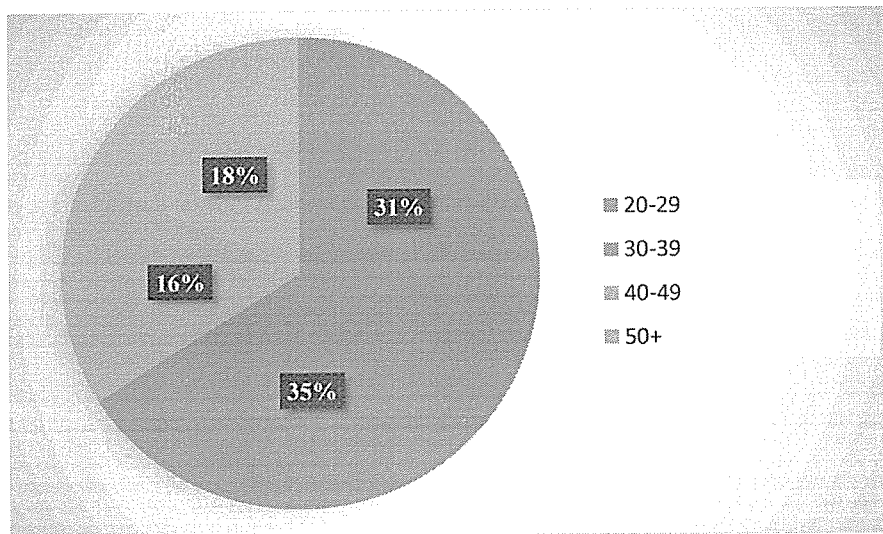
#### **4.1.2 Age of respondents**

**Table ii: showing the Age of Respondents**

Age brackets	Frequency	Percentage
20-29	34	31
30-39	38	35
40-49	17	16
50+	20	18
<b>Total</b>	<b>109</b>	<b>100</b>

**Source: Primary data, 2017**

**Figure ii: Age of Respondents**



**Source: primary data, 2017**

From the table and figure above presentation, it is clear that the age bracket of 30-39 has the highest percentage of 35% of the total respondents because they were considered to be the majority and being learned to contribute much information towards the subject of the study.

This was followed by respondents who fall in the age bracket of 20-29 with 31% of total respondents and followed by those of 50+ with 18% and finally 17 respondents representing 16%. The bracket of 40-49 had few respondents compared to other people who fall in other age brackets.

#### 4.1.3 Academic Qualifications of respondents

**Table iii: Showing academic qualifications of the respondents**

<b>Education</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	26	24
Degree	32	29
Masters	23	21
Certificate	15	14
Others	13	12
<b>Total</b>	<b>109</b>	<b>100</b>

**Source: primary data, 2017**

From the above table it is seen that that the majority of the respondents at Kamuli Progressive Secondary School are degree holders representing 29% followed by diploma holders at 24% followed by masters holders representing 21% followed by Certificate holders by 14% and certificate holders with 10% and finally others by 3 respondents representing a total percentage of 12% of the total respondents. This implies that the respondents from Kamuli Progressive Secondary School, Kamuli district can be relied upon for the purpose of this study are well educated and therefore the information obtained from them can be relied upon for the purpose of this study.

#### 4.1.4 Marital status of respondents

**Table iv: Showing marital status of the respondents**

<b>Marital status</b>	<b>Frequency</b>	<b>Percentage</b>
Married	48	44
Single	36	33
Separated	25	23
<b>Total</b>	<b>109</b>	<b>100</b>

**Source: Primary Data, 2017**



Results in table 4 indicated that majority of the respondents were married with 44% of the respondents followed by single with 36 respondent with 33%, followed by separated with 23% of respondents. This implies that the respondents are well divided and belonged to all categories as shown above but in general analysis it indicates that most people belong to organized families and are married hence Information can therefore be relied on for making serious decisions in the district.

#### 4.1.5 Religion of respondents

**Table v: showing the religion of Respondents**

Religion	Frequency	Percent
Catholic	25	23
Protestant	21	19
SDA	18	16
Moslem	16	15
Orthodox	15	14
Others	14	13
<b>Total</b>	<b>109</b>	<b>100</b>

**Source: primary data 2017**

From the above **table (v)** it is seen that the majority of the respondents in Kamuli Preparatory Secondary School, fall in the religion of Catholic representing 23% followed by protestant with 19%, followed by SDA representing 16%, followed by Moslem by 15%, Orthodox by 15 respondents representing a total percentage of 14% of the total respondents and finally others by 13%. This implies that the respondents from Kamuli progressive fall in a well-known religion according to the findings made and therefore the information obtained from respondents falling under Catholic can be relied upon for the purpose of this study.

#### 4.2 The forms of child labour in Kamuli Progressive Secondary School

The first objective of the study was to determine the forms of child labour at Kamuli progressive Secondary school, Kamuli District. Data collected presented as below.

**Table vi: Showing the response on the forms of child labour at Kamuli Progressive Secondary school, Kamuli District.**

Response on the forms of child labour	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Children are made to work against their wishes for example, Children in armed conflict are forced to fight.	49	<b>45</b>	16	<b>15</b>	17	<b>15</b>	12	<b>11</b>	15	<b>14</b>	109	<b>100</b>
There is forced labour where work is exchanged to pay off loans that people cannot pay off with money or goods.	42	<b>39</b>	18	<b>16</b>	14	<b>13</b>	20	<b>18</b>	15	<b>14</b>	109	<b>100</b>
Children are forced to live and work on land belonging to another person, often with little or sometimes no pay.	40	<b>38</b>	19	<b>17</b>	15	<b>14</b>	17	<b>15</b>	18	<b>16</b>	109	<b>100</b>
There is illegal trading movement of children for labour and sexual exploitation.	27	<b>25</b>	20	<b>18</b>	19	<b>17</b>	20	<b>18</b>	23	<b>21</b>	109	<b>100</b>
Children are owned by and made to work for another person without having any say over what happens to them.	36	<b>33</b>	17	<b>16</b>	12	<b>11</b>	21	<b>19</b>	23	<b>21</b>	109	<b>100</b>

**Source: Primary Data, 2017**

From the table above, on the forms of child labour at Kamuli Progressive Secondary school, Kamuli District, 45% strongly agreed that Children are made to work against their wishes. For example, Children in armed conflict are forced to fight, 15% agreeing as well, while 15% respondents were recorded for not being sure, 11% disagreed and 14% strongly disagreed.

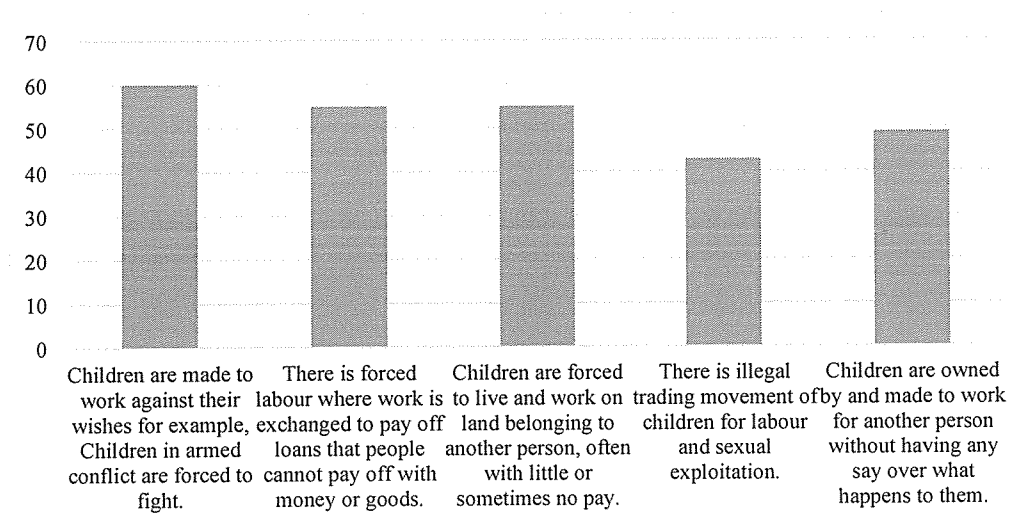
39% of the respondents agreed that there is forced labour where work is exchanged to pay off loans that people cannot pay off with money or goods, 16% agreed, 13% of the respondents were not sure, 18% disagreed and 14% strongly disagreed.

Children are forced to live and work on land belonging to another person, often with little or sometimes no pay had 38% respondents who strongly agreed, 17% agreed, 14% were not sure, while 15% disagreed and 16% strongly disagreed.

There is illegal trading movement of children for labour and sexual exploitation had 25% who strongly agreed, 18% agreed, 17% were not sure, 18% disagreed and 21% strongly disagreed.

Children are owned by and made to work for another person without having any say over what happens to them had 33% of the respondents who strongly agreed, 16% agreed, 11% were not sure, 19% disagreed and 21% strongly disagreed.

**Figure iii: Showing the response to the forms of child labour at Kamuli Progressive Secondary school, Kamuli District, showing those who Strongly agreed and Agreed in percentage.**



**Source: Primary data, 2017**

From the figure above on the forms of child labour at Kamuli Progressive Secondary school, Kamuli District, the data collected is presented majority of the respondents were that 60% agreed that Children are made to work against their wishes for example, Children in armed conflict are forced to fight, there is forced labour where work is exchanged to pay off loans that people cannot pay off with money or goods had 55%, children are forced to live and work on land belonging to another person, often with little or sometimes no pay had 55% of the respondents as well, 43% of the respondents agreed that There is illegal trading movement of children for labour and sexual exploitation and Children are owned by and made to work for another person without having any say over what happens to them with 49%. The findings made above implies that child labour forms impact negatively on student academic performance at Kamuli Progressive Secondary School according to the analysis above.

#### 4.3 The effects of child labour on academic performance at Kamuli progressive Secondary school, Kamuli District.

The second objective of the study was to examine the effects of child labour on academic performance at Kamuli Progressive Secondary school, Kamuli District. The responses to this objective were gathered basing on a likert scale measure of 1; 5 measuring responses.

**Table vii: showing response to the effects of child labour on academic performance at Kamuli Progressive Secondary school, Kamuli District.**

Response on the effects of child labour on academic performance	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
There is damage to health and psychological development.	42	38	22	20	15	14	17	16	13	12	109	100
The use of school attendance as a measure of learning achievement is not ideal for estimating the harm that child work causes.	51	46	16	15	16	15	12	11	14	13	109	100
Children that work as well as go to school may find themselves less able to learn, as a result of exhaustion or insufficient time to complete homework.	44	40	20	18	14	13	16	15	15	14	109	100
The long hours spent on the job result in fatigue, listlessness, and lack of concentration in class	36	33	26	23	17	16	16	15	14	13	109	100
Child labor is found to increase the student's probability of repeating a grade.	40	37	27	25	14	13	15	14	13	11	109	100

**Source: Primary Data, 2017**

The data collected above shows that in line with the response to effects of child labour on academic performance at Kamuli Progressive Secondary school, Kamuli District, There is damage to health and psychological development had 38% of the respondents who strongly agreed, 20% agreed, 14% disagreed, 16% respondents were not sure and 12% strongly disagreed.

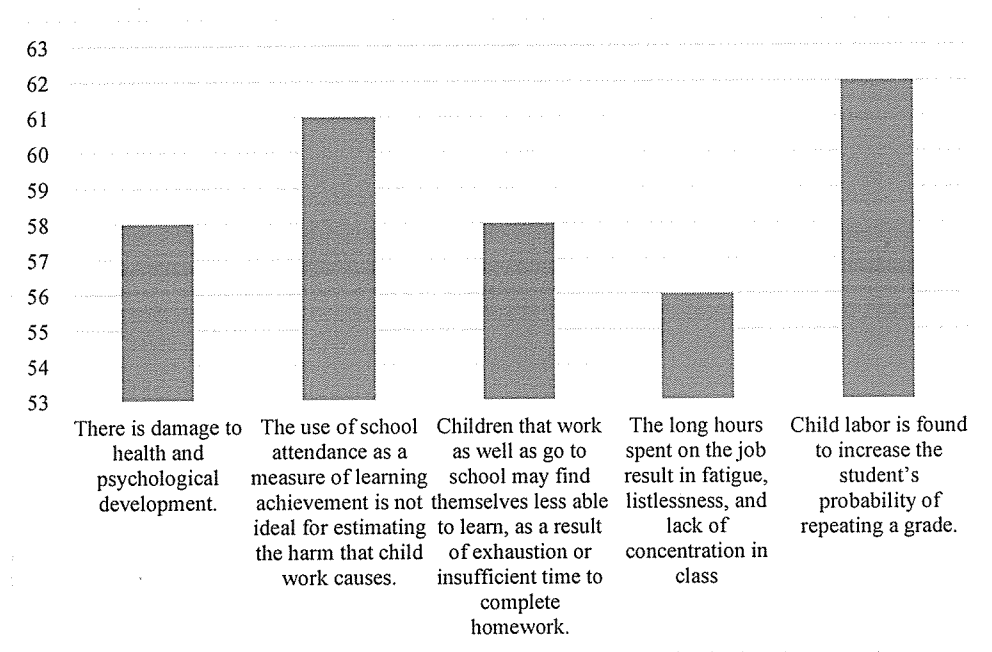
The use of school attendance as a measure of learning achievement is not ideal for estimating the harm that child work causes had 46% of the respondents who strongly agreed, 15% agreed, 15% disagreed, 11% of the respondents strongly disagreed and 13% were not sure.

Children that work as well as go to school may find themselves less able to learn, as a result of exhaustion or insufficient time to complete homework had 40% of the respondents who strongly agreed, 18% agreed, 13% disagreed, 15% of the respondents were not sure and 14% strongly disagreed.

33% of the respondents strongly agreed with the long hours spent on the job result in fatigue, listlessness, and lack of concentration in class, 23% agreed, 16% disagreed and 15% of the respondents strongly disagreed and 13% of the respondents were not sure.

Children are owned by and made to work for another person without having any say over what happens to them had 37% of the respondents who strongly agreed, 25% agreed, 13% were not sure, 14% disagreed and 11% of the respondents strongly disagreed.

**Figure iv: Showing the response to the effects of child labour on academic performance at Kamuli Progressive Secondary school, Kamuli District showing those who Strongly agreed and Agreed in percentage.**



**Source: Primary data, 2017**

According to the responses to the effects of child labour on academic performance at Kamuli Progressive Secondary school, Kamuli District, of the respondents who strongly agreed and agreed, it's evident that child labour has got a number of effects on academic performance, majority respondents were that child labor is found to increase the student's probability of repeating a grade with 62%, the use of school attendance as a measure of learning achievement is not ideal for estimating the harm that child work causes had 61%, Children that work as well as go to school may find themselves less able to learn, as a result of exhaustion or insufficient time to complete homework had 58%, There is damage to health and psychological development with 58 as well% and The long hours spent on the job result in fatigue, listlessness, and lack of concentration in class with 56%. The findings therefore imply that many respondents agreed that child labour has got a number of effects on academic performance at Kamuli Preparatory Secondary School, through increase in the student's probability of repeating a grade.

#### 4.4 The suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District.

The respondents were asked about the suggestions sought on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District and the data collected was presented following a likert scale measure of 1; 5 measuring responses as shown below.

**Table viii: Showing responses to the suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District.**

The suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District.	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	f	%	F	%	F	%	F	%	F	%	F	%
Parents and school staff should be aware of any form of child abuse or exploitation happening around them	48	44	16	15	17	16	15	14	13	11	109	100
The management should encourage businesses to put pressure on government officials to take appropriate action and on businesses that use child labor to use sustainable, fair-trade practices.	42	38	19	18	14	13	20	19	14	13	109	100
There should be creation of more unions to protect and prevent against child labor.	31	28	22	20	17	16	19	18	20	18	109	100
To stop and prevent child labor, there should be free	26	23	20	18	19	18	20	19	24	22	109	100



education to the children												
There should be creation of a minimum family income.	36	33	17	16	12	11	21	19	23	21	109	100

**Source: Primary Data, 2017**

From the table above, on the suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District, 44% strongly agreed that Parents and school staff should be aware of any form of child abuse or exploitation happening around them, 15% agreeing as well, while 16% respondents were recorded for not being sure, 14% disagreed and 11% strongly in disagreed.

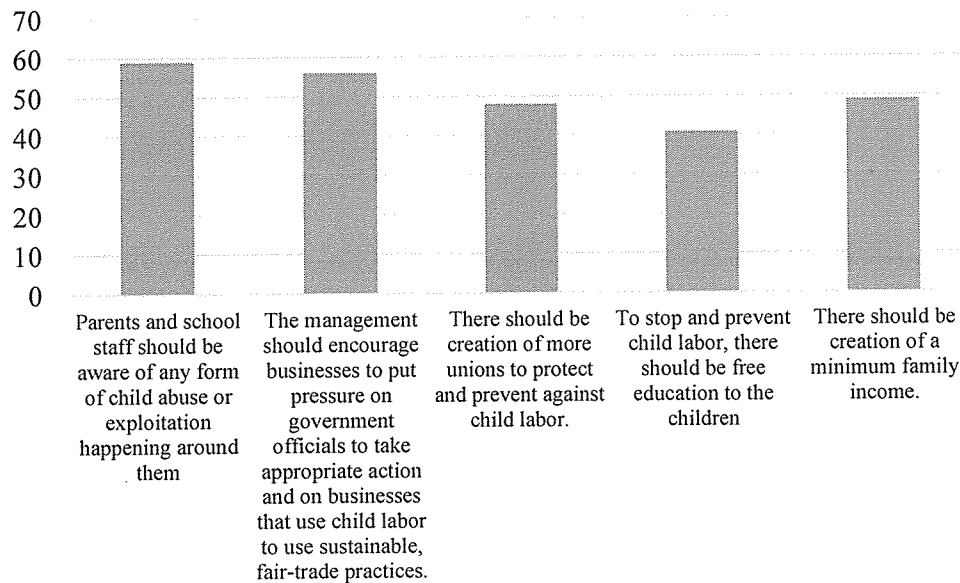
38% of the respondents strongly agreed that the management should encourage businesses to put pressure on government officials to take appropriate action and on businesses that use child labor to use sustainable, fair-trade practices, 18% agreed, 13% of the respondents were not sure, 19% disagreed and 13% strongly disagreed.

There should be creation of more unions to protect and prevent against child labor had 28% respondents who strongly agreed, 20% agreed, 16% were not sure, while 18% disagreed and 18% strongly disagreed as well.

To stop and prevent child labor, there should be free education to the children had 23% who strongly agreed, 18% agreed, 18% were not sure, 19% disagreed and 22% strongly disagreed.

There should be creation of a minimum family income had 33% of the respondents who strongly agreed, 16% agreed, 11% were not sure, 19% disagreed and 21% strongly disagreed.

**Figure v: Showing responses to suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District. (Those who strongly agreed and agreed)**



**Source: Primary data, 2017**

From the figure above on the suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District, the data collected is presented majority of the respondents were that 59% agreed with Parents and school staff should be aware of any form of child abuse or exploitation happening around them, The management should encourage businesses to put pressure on government officials to take appropriate action and on businesses that use child labor to use sustainable, fair-trade practices had 56%, there should be creation of more unions to protect and prevent against child labor had 48% of the respondents, 41% of the respondents agreed that to stop and prevent child labor, there should be free education to the children and there should be creation of a minimum family income had 49%. The findings imply that, since the largest number of respondents agreed, there are suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND AREAS OF FURTHER RESEARCH**

#### **5.0 Introduction**

The study was carried out with the view to establish the impact of child labour on academic performance of students at Kamuli Progressive secondary School, Kamuli district. This chapter is concerned with summary, conclusion, recommendations and suggestions about the findings that were gathered from the case study and the areas of further research.

#### **5.1 Summary of the findings**

##### **5.1.1 Gender of respondents**

From the finding made, it can be seen that the majority of respondents were male that is 70 respondents representing 64% of the total respondents and 39 respondents were female representing 36% of the respondents. From the presentation viewed, it is clear that though many of the respondents were male representing the highest percentage, the issue of gender sensitivity was adhered to by few female who were selected.

##### **5.1.2 Age of respondents**

From the presentations made, it is clear that the age bracket of 30-39 has the highest percentage of 35% of the total respondents because they were considered to be the majority and being learned to contribute much information towards the subject of the study. This was followed by respondents who fall in the age bracket of 20-29 with 31% of total respondents and followed by those of 50+ with 18% and finally 17 respondents representing 16%. The bracket of 40-49 had few respondents compared to other people who fall in other age brackets.

##### **5.1.3 Academic Qualifications of respondents**

From the findings made, it is seen that that the majority of the respondents at Kamuli Progressive Secondary School were degree holders representing 29% followed by diploma holders at 24% followed by masters holders representing 21% followed by Certificate holders by 14% and certificate holders with 10% and finally others by 3 respondents representing a total percentage of 12% of the total respondents. This implies that the respondents from Kamuli

Progressive Secondary School, Kamuli district can be relied upon for the purpose of this study are well educated and therefore the information obtained from them can be relied upon for the purpose of

#### **5.1.4 Marital status of respondents**

The findings indicated that majority of the respondents were married with 44% of the respondents followed by single with 36 respondent with 33%, followed by separated with 23% of respondents. This implies that the respondents were well divided and belonged to all categories as seen in the findings but in general analysis it indicates that most people belong to organized families and are married hence Information can therefore be relied on for making serious decisions in the district.

#### **5.1.5 Religion of respondents**

From the findings made it is seen that the majority of the respondents in Kamuli Preparatory Secondary School, fall in the religion of Catholic representing 23% followed by protestant with 19%, followed by SDA representing 16%, followed by Moslem by 15%, Orthodox by 15 respondents representing a total percentage of 14% of the total respondents and finally others by 13%. This implies that the respondents from Kamuli progressive fall in a well-known religion according to the findings made and therefore the information obtained from respondents falling under Catholic can be relied upon for the purpose of this study.

On the forms of child labour at Kamuli Progressive Secondary school, Kamuli District, the data collected was that that 60% agreed that Children are made to work against their wishes for example, Children in armed conflict are forced to fight, there is forced labour where work is exchanged to pay off loans that people cannot pay off with money or goods had 55%, children are forced to live and work on land belonging to another person, often with little or sometimes no pay had 55% of the respondents as well, 43% of the respondents agreed that There is illegal trading movement of children for labour and sexual exploitation and Children are owned by and made to work for another person without having any say over what happens to them with 49%.

On the effects of child labour on academic performance at Kamuli Progressive Secondary school, Kamuli District, of the respondents who strongly agreed and agreed, it's evident that child labour has got a number of effects on academic performance, majority respondents were that child labor is found to increase the student's probability of repeating a grade with 62%, the

use of school attendance as a measure of learning achievement is not ideal for estimating the harm that child work causes had 61%, Children that work as well as go to school may find themselves less able to learn, as a result of exhaustion or insufficient time to complete homework had 58%, There is damage to health and psychological development with 58 as well% and The long hours spent on the job result in fatigue, listlessness, and lack of concentration in class with 56%.

on the suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District, the data collected was presented and majority of the respondents were that 59% agreed with Parents and school staff should be aware of any form of child abuse or exploitation happening around them, The management should encourage businesses to put pressure on government officials to take appropriate action and on businesses that use child labor to use sustainable, fair-trade practices had 56%, there should be creation of more unions to protect and prevent against child labor had 48% of the respondents, 41% of the respondents agreed that to stop and prevent child labor, there should be free education to the children and there should be creation of a minimum family income had 49%.

## **5.2 Conclusions**

The purpose of the study of the study was to establish the impact of child labour on academic performance of students at Kamuli Progressive secondary School, Kamuli district and it was carried out on the three research objectives which included to: determine the forms of child labour at Kamuli progressive Secondary school, Kamuli District, examine the effects of child labour on academic performance at Kamuli progressive Secondary school, Kamuli District and to seek suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District.

The findings reveal that child labour forms impact negatively on student academic performance at Kamuli Progressive Secondary School according to the analysis made. Majority of the respondents were that 60% agreed that Children are made to work against their wishes for example, Children in armed conflict are forced to fight, there is forced labour where work is exchanged to pay off loans that people cannot pay off with money or goods had 55%, children are forced to live and work on land belonging to another person, often with little or sometimes no pay had 55% of the respondents as well, 43% of the respondents agreed that there is illegal trading movement of children for labour and sexual exploitation and children are owned by and made to work for another person without having any say over what happens to them with 49%.

It is therefore concluded that to a certain extent, child labour forms impact on student academic performance in one way or another at Kamuli Progressive Secondary School.

The findings revealed that child labour has got a number of effects both positive and negative on academic performance at Kamuli Preparatory Secondary School whereby majority respondents were that child labor is found to increase the student's probability of repeating a grade with 62%, the use of school attendance as a measure of learning achievement is not ideal for estimating the harm that child work causes had 61%, Children that work as well as go to school may find themselves less able to learn, as a result of exhaustion or insufficient time to complete homework had 58%, There is damage to health and psychological development with 58 as well% and the long hours spent on the job result in fatigue, listlessness, and lack of concentration in class with 56%. It is therefore concluded that child labour impact much on academic performance at Kamuli Preparatory Secondary School.

The findings reveal that there are suggestions on ways of minimizing child labour at Kamuli progressive Secondary school, Kamuli District following the majority respondents that 59% agreed with Parents and school staff should be aware of any form of child abuse or exploitation happening around them, The management should encourage businesses to put pressure on government officials to take appropriate action and on businesses that use child labor to use sustainable, fair-trade practices had 56%, there should be creation of more unions to protect and prevent against child labor had 48% of the respondents, 41% of the respondents agreed that to stop and prevent child labor, there should be free education to the children and there should be creation of a minimum family income had 49%. It is concluded though suggestion are there, still there are some other ways that need to be put in place in order to combat child labour activities in Kamuli district.

### **5.3 Recommendations**

In light of the research findings, the following recommendations were made:

There is need for the government and other stakeholders to discourage child labour from the family level; since poverty emerged as the most constraining factor on working children. Consequently, policy reforms and poverty reduction strategies remain fundamental upstream concerns and must be pursued to tackle inequality and poverty.

The children should be sensitized about the importance of educating and need for them to learn other than getting involved in child labour since this would mean a bright future for the children.

The school management should encourage both the parents to send their children to school since this eventually would reduce poverty in their homes when their children have received education.

Parents should be sensitized on the importance of education their children rather than using them to supplement to family income. Hence this should give parents the courage to face challenge and overcoming them without stopping their children from going to school.

The government can help in curbing dropout rates by empowering parents through self-help programmes hence children who have dropped out of school to help their parents will be able to continue with their education more effectively. Education officers at national and county levels should work with children officers to achieve this goal.

#### **5.4 Areas of further research**

The results presented in this report may not be conclusive and should be treated as being preliminary. Further analysis of the survey data on the impact of child labour on academic performance needs to be done to validate these findings and provide greater confidence in explaining the interaction of the variables. Therefore based on these there is need for further study to be conducted on the following.

- The impact of child labour on enrollment of secondary school students
- Assessment of parents' awareness towards child labour
- The effect of stoppage of child labour on the enrollment of students

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## APPENDICES

### Appendix i: Research Instruments: Questionnaires

I Mayanja Nicholas Kigenyi carrying out a study titled: the impact of child labour on academic performance of secondary school students. I'm a student at Kampala International University pursuing a Bachelors Degree of Arts with education.

I'm privileged to have you as my respondent and the information given to me is purely for academic purposes and will be treated with utmost confidentiality.

#### PART A- Demographic characteristics

##### 1. Gender

Male ☐

Female ☐

##### 2. Age

20– 29 years ☐

30 – 39 years ☐

40– 49 years ☐

Above 50 years ☐

##### 3. Religion

Catholic ☐

Protestant ☐

Moslem ☐

SDA ☐

Orthodox ☐

Others ☐

##### 4. Qualification academically

PhD ☐

Master's Degree ☐

Bachelor's Degree ☐

Diploma ☐

Certificate ☐

Others ☐

## 5. Marital status

Married	<input type="text"/>
Single	<input type="text"/>
Separated/divorced	<input type="text"/>

## PART B: The forms of child labour in Kamuli Progressive Secondary School

The following are the forms of child labour in Kamuli Progressive Secondary School. (1-Strongly Agree, 2-Agree, 3-Not sure, 4-Disagree, 5-Strongly disagree) **Tick the appropriate box.**

The forms of child labour in Kamuli Progressive Secondary School	1	2	3	4	5
Children are made to work against their wishes. For example, Children in armed conflict are forced to fight.					
There is forced labour where work is exchanged to pay off loans that people cannot pay off with money or goods.					
Children are forced to live and work on land belonging to another person, often with little or sometimes no pay.					
There is illegal trading movement of children for labour and sexual exploitation.					
Children are owned by and made to work for another person without having any say over what happens to them.					

If there is any other form of child labour in Kamuli Progressive Secondary School, Please mention them.

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**PART C: The effects of child labour on academic performance at Kamuli Progressive Secondary School**

The following are the effects of child labour on academic performance at Kamuli Progressive Secondary School. (1-Strongly Agree, 2-Agree, 3-Not sure, 4-Disagree, 5-Strongly disagree)

**Tick the appropriate box depending on your level of agreement**

<b>The effects of child labour on academic performance at Kamuli Progressive Secondary School</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
There is damage to health and psychological development.					
The use of school attendance as a measure of learning achievement is not ideal for estimating the harm that child work causes.					
Children that work as well as go to school may find themselves less able to learn, as a result of exhaustion or insufficient time to complete homework.					
The long hours spent on the job result in fatigue, listlessness, and lack of concentration in class					
Child labor is found to increase the student's probability of repeating a grade.					

If there is any other effect of child labour on academic performance at Kamuli Progressive Secondary School, Please mention them.

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 .....

**PART D: Suggestions for minimizing child labour at Kamuli preparatory Secondary School, Kamuli District.**

7. In your view, is there any suggestion that you can raise for minimizing child labour at Kamuli preparatory Secondary School, Kamuli District?

Yes ☐

No ☐

Not sure ☐

If yes, the following are the suggestions for minimizing child labour at Kamuli preparatory Secondary School, Kamuli District? (1-Strongly Agree, 2-Agree, 3-Not sure, 4-Disagree, 5-Strongly disagree) **Tick the appropriate box.**

Suggestions for minimizing child labour	1	2	3	4	5
Parents and school staff should be aware of any form of child abuse or exploitation happening around them					
The management should encourage businesses to put pressure on government officials to take appropriate action and on businesses that use child labor to use sustainable, fair-trade practices.					
There should be creation of more unions to protect and prevent against child labor.					
To stop and prevent child labor, there should be free education to the children					
There should be creation of a minimum family income.					

If there is any other suggestions for minimizing child labour at Kamuli Preparatory Secondary School, Kamuli District, Please mention them.

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*Thank you for your corporation*

**May God Bless You**

## **APPENDIX II: INTERVIEW GUIDE**

1. Whether child labour has got any form concerning academic performance
2. How does child labour impact on child academic performance at Kamuli progressive Secondary School, Kamuli district?
3. What extent do effects of child labour impact on academic performance?
4. What are the effects of child labour on academic performance?
5. Comment on how child labour affects academic performance at Kamuli progressive secondary school, Kamuli District.
6. Whether there are suggestions for minimizing child labour in Kamuli district.
7. What are suggestions for minimizing child labour at Kamuli progressive secondary School, Kamuli district?

**Appendix ii: Research Budget**

<b>NO</b>	<b>ITEM</b>	<b>Cost</b>
1	Photocopy/printing	120,000/=
2	Relevant Research analysis	100,000/=
3	Meals	100,000/=
4	Data analysis	100,000/=
5	Consultation	100,000/=
6	Miscellaneous	50,000/=
	<b>TOTAL</b>	<b>570,000/=</b>

**APPENDIX iii: Research Time Frame**

<b>NO</b>	<b>ACTIVITY</b>	<b>Time Months</b>
1	Variable formulation	April 2017
2	Chapter one formulation and design	May 2017
3	Literature & Methodology	June-July 2017
4	Data collection	August 2017
5	Data analysis	September 2017
6	Report writing and submission	November 2017