

**CHILD LABOUR AND ACADEMIC PERFORMANCE IN SECONDARY
SCHOOLS OF CHEMA SUBCOUNTY KAPCHORWA DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION
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THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF
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UNIVERSITY**

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DECLARATION

ptoeK Esther Declare That This Research Report Entitled Child Labor and Academic Performance in
dary Schools of Chema Sub county Kapchorwa District is my original work and has never been
tted to any institution of higher learning for any award.


 Date 27/09/2018

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APPROVAL

s to certify that this research on Child Labor and Academic Performance in Secondary Schools of a Sub county Kapchorwa District was carried out under my supervision and is now ready for ssion to the research committee of Kampala International University, with my approval.

.....Date 27/9/18.....

LAAKI SAMSON

RVISOR

DEDICATION

I dedicate this piece of work to my parents Mr & Mrs Mutai Martin for her tireless financial and moral support towards my education.
God bless her abundantly.

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I would like to appreciate the work of my supervisor Mr. Laaki Samson who diligently guided me during my research study. May the Almighty reward him abundantly.

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I will thank to my friends especially **Gloria, Isaac and Patricia** their contribution towards my success is enormous.

ABSTRACT

Study was entitled Child Labor and Academic Performance in Secondary Schools of Chema Sub county Kapchorwa District. The purpose of this study was to find out the major causes of child labor in Kapchorwa District and how it can be reduced or even solved completely in secondary school children, to what extent child labor affected students' academic performance. The research gave suggestions and recommendations on how the government and schools can fight against this challenge in the community such that they can improve student academic performance. It was guided by three objectives which were directed towards a general objective as to find out the impact of child labor on student academic performance in Chema Sub county Kapchorwa district. The study was mainly descriptive therefore it used qualitative methods in data collection. It also used quantitative methods to calculate and present the figures so as to obtain related results. The study targeted the students who have an increasing record of poor performance in class by investigating where they come from and what they do at home from the two selected secondary schools in Kapchorwa district. The study found out that most students fail because their parents hold them at home to help them in their domestic and business work which leaves students with limited time to study leading to poor performance in class especially in the final exams (UNEB). The researcher recommended that parents should give enough time to students to engage in their academic work as a way of improving their academic performance and also that students should do their domestic work in time such that they are not held at home because they do not finish. Chapter one is the introduction and background of the study, Chapter two is based on the concept of child labor and how it affects performance citing the work of other researchers, Chapter three includes the researcher methodology that the researcher used to come up with the results in chapter four and five.

Keywords: *child labor, academic performances, parents, students,*

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CHAPTER ONE

Introduction

Importance of studying child labor and its consequences is related to the involvement of children and adolescents in manual labor and exploitative activities, sometimes without the child's willingness and often against their physical resistance. In these cases, aspects associated with human and minor rights become relevant. In the long term and from a practical point of view, child labor is about a disinvestment of social and human capital, a compromising of the development of the individual, and a hindering of the development of skills, abilities, and knowledge necessary to make a significant contribution to society (Papadopoulos, 1997).

Although the majority of studies that analyze the genesis, impact, and consequences of child labor derive from an economic point of view (Basu and Van, 1998), several authors do analyze the social and cultural causes that underpin the employment of child and youth labor. Hence, the impact of diverse forms of child labor on education has been analyzed, given the educational context as one of the main spheres of socialization and development of childhood and adolescence (Orazem and Gunnarsson, 2004).

Child labor is a far-reaching and complex problem in developing countries. The types of child labor vary according to the country's culture and the family culture, rural or urban residency, socio-economic conditions and existing level of development, among other factors (Pinzón et al., 2003). According to the International Labor Organization (ILO) (2010), child labor affects 215 million minors worldwide. Within the last few years, a decreasing tendency in this figure has been observed, especially in areas of Asia, the Pacific, Latin America, and the Caribbean. The greatest decrease occurred in the most dangerous work (related to the hazardous forms of child labor) and among female children and youth. However, the number of 15- to 17-year-old youth laborers has significantly increased within the last four years (from 52 to 62 million worldwide).

One of the main sectors in which child labor is concentrated is agriculture (Kim and Zepeda, 2004). In fact, a great portion of child labor is carried out in family businesses associated with this sector within the family home, either in the form of housework or as non-remunerated work. This type of labor, which can equally negatively affect the social and educational development of the child, has been taken into consideration less frequently than the remunerated labor performed outside of the family context (Buonomo, 2011).

udy will also give a brief review of the main causes and consequences of child labor will be presented, ing on the effect on the educational sphere in general and on the academic performance of youth and cent laborers in particular.

ademic performance variable is a function of the existence of labor conditions classified by the ILO as severe or slave-like conditions, the number of hours devoted per week, and the fact that the day's s mainly during the morning. That is, the academic performance is affected by the presence of child onditions beyond its presence or absence, which is fundamentally related to exploitation conditions or oradic labor.

ng under conditions of slavery or working a high number of hours per week during a schedule contrary usual academic schedule, that is, in the morning, leads to poorer academic performance in different s of the child's schooling. In this sense, it is important to highlight the importance of work carried out ; schedules that compete with the school day, which entails poorer academic performance. As we can orking in the afternoon or evening does not appear to be significant for this model, even though they have an impact in terms of greater exhaustion or less time available for extracurricular activities ated with the educational experience or for recreational activities and free time. Authors like Heady) and Gunnarsson et al. (2004) note the possibility that an endogeneity problem exists between child and school achievement. It is difficult to determine the true impact of work on school performance se factors that encourage children to work are the same factors that discourage school attendance. For ple, working leaves children with fewer hours to spend in school or study. Another point is that en who are doing well in school might be more motivated to study and might know how to use their efficiently than children who do poorly. These characteristics are also related to child labor so that ences in achievement might be erroneously related to child labor instead of underlying characteristics. doing poorly in school might cause students to leave school and start working early. Finally, schools little infrastructure and low teaching quality discourage students from only studying and increase the bility that students work. To correct for the endogeneity problem, we treat the variables indicating er the child works or not and indicating hours worked as endogenous and apply instrumental variables iques. O'Donnell et al. (2003) suggested using variables that reflected the local labor market conditions truments for child labor. The instrumental variable we use is the average unskilled wage earned in the where the child resides, which is defined as the average wage earned by male workers aged 20 to 30 have less than primary education. This variable is expected to affect the probability that a child works

the number of hours worked, but not to affect a child's achievement test scores except through child labor. Duryea and Arends-Kuenning (2003) found that child labor responded to state-level unskilled wages, which were defined as the minimum wage. To obtain an estimate of the impact of child labor on school performance, control variables are included such as the individual characteristics of the student and of the family environment, characteristics of the school including the quality of school infrastructure, and the supply of educational resources, geographic characteristics of the schools, and, uniquely, controls for the student's motivation to attend school. These factors have been shown to affect both child labor and school achievement (Barros and Mendonça 1996, Psacharopoulos 1997, Cavalieri 2000, Gunnarsson et al., 2004, Soares 2002). Similarly,

Problem statement

Education is a continuous process that begins from birth to death of an individual. It is carried out in a systematic formula that involves a series of study time and break ups also known as holidays. In Kenya, education is carried out in periods of terms which take about two to three months and then students are meant to breakup for a holiday of about three weeks to a month depending on the term of study. This gives children enough time in class to concentrate on academic progress and thereafter rest sometime in holidays in order to refresh their minds. However this is not the case in Chema Sub county, Kapchorwa district. The parents and guardians involve their school going children in house work. They have put first their business and farm works at the expense of students' time for class. This explains why there has been consistent poor academic performance in the national KCSE (Kenya Certificate of Secondary Education) exams in Kapchorwa district. Research shows that students are facing the challenge of child labor in this district and the consequences are quite remorse and need an immediate attention from the authorities. It is this problem that compelled the researcher to investigate whether it is the impact of child labor on the academic performance of students in Chema sub county, Kapchorwa district.

Objectives of the study

This study will be guided by the following objectives;

General objectives

To find out the impact of child labor on student academic performance in Chema sub county Kapchorwa district.

Specific objectives of the study.

To examine the causes of child labor in Chema sub county Kapchorwa district.

To identify suggestions on how to curb the challenges of child labor in Chema sub county Kapchorwa district.

Purposes of the study

The main aim of this study is to examine the effects of child labor on their performance citing their causes to suggest possible solutions to this challenge among the community of Chema sub county Kapchorwa district.

Significance of the study.

The study of the impact of child labor is worthy of investigation. It has raised the worrying question in Kapchorwa district. This study therefore will help to create awareness to the government and parents about the negative impacts of child labor there helping to solve it in Uganda.

The study will help the school administrators and teachers to give relevant attention to the students facing the challenge such that they can reduce on its effects to befall them.

The study will help to sensitize the parents and guidance about the dangers of child labor especially their effect on academic performance such that they play a part in abolishing this problem in the communities of Kapchorwa.

The study will also act as references for the future researchers in the

investigations on problems related to this problem in Kapchorwa and elsewhere in the world.

Scope of the study

Geographical scope

The study will be carried out in Chema sub county Kapchorwa district in northern part of Uganda. Kapchorwa is located in the south of Moroto district in the north of Busia district and in the east of Kween as well as Bulambuli in the west, on a distance of about 350km from Kampala. It is covered by tropical rain forest vegetation which is influenced by the presence of mountain Elgon.

Contextual scope

study will be limited to the impact of child labor on the academic performance of students in the d secondary schools in Kapchorwa. To achieve this objective, the researcher will examine the impact d labor on student cognitive development and so in class performance.

Time scope

research study will be conducted within the period, from December 2017 to July 2018.

Conceptual framework.

Independent variables

- ❖ Economic factors
- ❖ Cultural factors
- ❖ Social factors
- ❖ Parents level of

Dependent variables

- ❖ Less time at school
- ❖ Less time to socialize at school
- ❖ Poor grades in class
- ❖ Low development of social skills

Intervening variables

- ❖ School environment
- ❖ Home social economic status

CHAPTER TWO, THE LITERATURE REVIEW

Introduction

This chapter consists of the work of other scholars, researchers and authors about the topic of child labor, its causes and impacts on student performance. Including the following articles the researcher found them relevant to the investigation of the impact of child labor on student academic performance in Kapchorwa district.

Causes of child labor

The effectiveness of the intervention policies and programs designed and implemented to deal with child labor increases if the policies and programs are based on adequate knowledge of the causes that drive children to enter the labor market. These causes of initiation and continuation of child labor are related to economic factors, as well as to social and cultural factors. Regarding the causes of child labor, Webbink et al. (2003) propose a comprehensive model of different levels. For these authors, the causes of child labor can be categorized into three levels:

1) the resources related to family income, the job or the education of the parents, the structural characteristics, such as the number of brothers or family members, the availability of educational resources, and the level of urbanization, and

2) the culture as it relates to the existing values and norms associated with child labor.

For example, a work by Amar et al. (2008) on the quality of life and mental health of child laborers in Medellín (Colombia) noted that the entrenchment of child labor in the culture of the country is a way for the child to contribute to the family economy or a way for the child to learn vital habits for the future. In addition, the authors note that the reasons for the labor of minors reported by the adults differ according to children's age. Thus, for 15- to 17-year-old youth, labor entails an important contribution to their development and to the role that they will carry out in the future. For younger children, an allusion is made to economic issues related to the need for the child to contribute to the family income.

A clear relationship exists between poverty levels or low income and the participation of children and adolescents in labor related activities. Elevated poverty levels can force families to send their children to work, thereby preventing the children from investing in the human capital developed by their attending school (Ray and Nielsen, 1997). The poor quality of the educational system (Ray, 2000; Mukherjee and Das,

Kim, 2011) and the low salaries and poor working conditions of the teachers (Kim, 2009) are also as other socioeconomic factors that can drive the family to force their children to work.

aspects that are not strictly economic, such as the educational level of parents, the number of people in the home, the birth order of each child or the existence of polygamy (DANE, 2003; Canals-Cerda and Dao-Cano, 2004; Arends-Kuenning and Duryea, 2006; Emerson and Portela, 2008; Omokhodion and Odu, 2009), also act as either causal or predisposing elements for incorporating children into the workforce. Moreover, Mukherjee and Das (2008) note that among those parents with greater educational attainment there is a lower frequency of their children engaging in manual labor.

This finding is probably due to their awareness of the negative effects of child labor on the child's development. In this sense, Kim and Zepeda (2004), who investigated the factors related to children's involvement on family farms in the United States, found that there are factors that affect youth in different ways at different points of the work cycle, that is, as they first begin working and at a certain point later in the work cycle. In the first case, the decision of the parents for their children to contribute to family work is influenced by the consideration that this will benefit the children in processes, such as social development, visibility, strengthening of family bonds, and vital learning.

However, the economic factors seem to have a greater influence on the level of involvement of the children. Thus, work decreases in intensity and duration when the economic conditions of the family improve (Lee et al., 1997). Pedraza and Ribero (2006) found that when the head of the family was the mother, the children engaged were exclusively dedicated to studying, unlike those cases in which the head of the family was the father. Pedraza and Ribero (2006) concluded that an exchange between the decision to working or studying actually exists among children. That is, there is a change, in varying degrees, among youth from the educational context to that of labor, as there can be cases where both activities are carried out simultaneously. This combination of working and attending school was significantly present among 12- to 14-year-old youth. However, this was not the case with the group of 7- to 11-year old who devoted their time to school attendance to a greater extent. This finding could be partly due to the intensive campaigns that have been carried out in Colombia in favor of the provision of basic elementary education (Pedraza and Ribero, 2006).

There are factors that also affect the intensity of child labor. For instance, Rosati and Rossi (2003) found that the number of family members in the home was negatively correlated to the number of hours the child

1. Nonetheless, Mukherjee and Das (2008) found that in India, family size had an important effect on going out of school and on increasing the incidence of child labor. In this sense, it is possible that other factors in addition to the number of family members are associated with the participation of minors in labor. For instance, for Ravallion and Wodon (2000), the family divides the child's time between work and education according to the family's regular level of consumption and expenditures, the child's previous attendance to school, and the time dedicated to leisure by the family.

In all, the decision to involve children in the workforce and the type and intensity of the child's devotion to work is made up of a conglomerate of interacting factors. These causal factors will even determine (acting as mediating variables) the impact that the labor will have on the psychosocial development of the child and on their experience in the educational system. Next, we will describe several of these negative effects, paying special attention to the interaction between child labor and education.

Effects of child labor

Child labor generates negative effects that hinder the child's cognitive, emotional and social development (Amar et al., 2008). Many of these child laborers are in a critical period of their psychosocial development, during which key aspects of their personality and social behavior, such as self-esteem and self-concept, are molded and defined. In this sense, the school context, the relationship with peers, and the family environment are all factors that can affect the formation of these key personality concepts (Omokhodion et al., 2006).

In addition, child labor generates negative consequences on the quality of life and on the mental health of children. Amar et al. (2008) found that in addition to the perception of poor physical health, child laborers reported greater emotional wear. Furthermore, the minors who participated in their study perceived that their physical and emotional health interfered to a greater extent in the functioning of the family and that their health was an obstacle to their development. Children and youth can be much more vulnerable than adults to the psychological and physical impact of labor, due to their psychophysiological immaturity and the rapid process of growth and development in which they are immersed (O'Donnell et al., 2002). However, according to these same authors, there is a clear lack of evidence in the literature about the direct effects of child labor on the mental and physical health of the children to the point that clearly contradictory results are found in some cases (O'Donnell et al., 2002).

and economic consequences of child labor have also been identified. For example, Emerson and (2003) found that adults who had not worked during childhood had higher salaries. They even noted a rational link to child labor. This link can be established in terms of the continuity of conditions of life in the community context. However, even controlling for the income variable, it is possible that this rational link is associated with the persistence of certain social norms or educational patterns in the community, all of which determine child labor in families with parents who worked during their childhood. Child labor does not only have immediate and short-term effects on the child, but rather, these effects also present in the long term throughout the whole lifecycle. Taking on labor-related activities at an early age reduces work opportunities during adulthood, hinders the achievement of an adequate educational level, and even impedes the formation of a stable family unit (Beegle et al., 2007; Seebens and Wobst, 2003).

Connections to the problem of Child labor

Precisely in the integration and performance of children and youth in the educational system where the significant impacts of child labor can be observed. In fact, beyond the econometric analyses previously mentioned, most of the studies related to the effects of child labor appear within the context of education (Taert and Kanbur, 1995). In the majority of cases, child labor makes adequate child and youth inclusion in the educational system difficult (Dyer, 2007), given that the time for work takes away from the time dedicated to studies and that the attention to academic activities is reduced, due to the fatigue produced by the work (Sabia, 2009).

However, this is a complex relationship that goes beyond the consideration of the presence or absence of child labor and school attendance (Rosati and Rossi, 2003). In fact, in the literature, the amount of time that a child devotes to labor or the moment of the day or week in which s/he is dedicated to labor and the impact of labor on variables related to education have barely been taken into account (Sabia, 2009). The majority of the studies from the last five years have focused on the determinants of child labor and school participation, rather than on the impact that labor can have on different aspects of schooling.

Rosati and Rossi (2003), attending school and working are decisions that are usually considered simultaneously as a family. Conversely, these authors also posit that the number of hours the child devotes to work is one of the fundamental variables for evaluating the child's wellbeing. For example, researches in developing countries have found that the majority of child and youth laborers regularly attend school (Heady, 2000). However, in certain cases, a negative relationship between the number of hours worked and the hours of school attendance has been found (Boozer and Suri, 2001). For example, Buonomo (2011) found that

en who work below the median predicted by the proposed statistical model (up to two hours daily) illustrated better schooling results (measured years in school, age-grade ratio, completion of elementary education, completion of at least one year of secondary education) than those children who only attended school. This finding indicates that while there is clear evidence of the negative impact of labor on the minor's education, a minimal devotion to labor does not seem to have a significant effect on the education of children in the rural South (Ray and Lancaster, 2003).

Thus, the impact of child labor and other related variables has been evaluated on several occasions with respect to school attendance or lack thereof, years of schooling, and other associated variables (Boozer and Pong, 2001; Jensen and Nielsen, 1997; Patrinos and Psacharopoulos, 1995). However, attendance is an indicator that does not sufficiently explain the impact of child labor, as it does not take into account the quality of the child's experience in school (Buonomo, 2011). For example, Jensen and Nielsen (1997) found that among child laborers in Zambia, only 2 percent of the minor participants mentioned labor as the reason for abandoning studies. It is therefore necessary to consider other variables associated with schooling to adequately evaluate the impact that child labor can have on those variables, such as the mentioned years of schooling or age-academic grade ratio.

Although a relationship between child labor and school attendance may exist (especially when other factors such as gender, income level or number of members in the family are considered), these factors provide an indirect measure of the educational consequences of the child's involvement in labor activities. In reality, other characteristics are related to academic performance (such as performance in different subjects or failure of academic courses) and the intensity of the work (hours worked, moment of the week or daily hours worked). In fact, in certain cases, it is shown that working minors also usually drop out of school (Admassie, 2003), suggesting that variables associated with academic performance are those that show us the impact of child labor on the minor's education (Buonomo, 2011). Furthermore, it is possible to take into account specific subjects or specific fields of the educational development that are essentially affected by child labor and its associated variables, for instance, mathematics and language (Kawachi and Psacharopoulos, 1999; Cervini, 2005, 2006; Gunnarsson et al., 2006; Heady, 2000; Korten and Gunnarsson, 2004). However, the majority of these cases are based on the results of standardized tests that evaluate these fields, rather than on obtaining direct or indirect data on the performance of the child laborer in the educational center.

all, child labor seems to have a clear negative effect on academic performance. However, such an effect is far from homogeneous, and it cannot simply be associated with the presence or absence of child labor in the individual children. Such variables as the number of hours worked or the type of work are associated with the intensity of such effects and with schooling factors beyond just attendance. Therefore, it is pertinent to study the effects that different variables of child labor have on various aspects of the child's education in an attempt to clarify the real reach that such work has on the development of the child and on his/her academic success and educational experience.

More, we seek to study how the aforementioned variables affect the academic performance of a sample of child laborers from within the context of an educational intervention program. We attempt to evaluate the impact that the presence, intensity, type, and distribution of the labor performed by a sample of children has on particular performance factors in the educational context.

Previously mentioned, other aspects, such as the number of hours worked, the conditions of the work, and the distribution of the work throughout the day and the week, can differentially affect the psychosocial and educational development of the child. In this sense, we believe that it is necessary to differentiate such aspects as the distribution of child labor (morning, afternoon or night; weekend or during the week) and harshness of the labor, as evaluated according to the slavery conditions established by the International Labor Organization (ILO, 1999), to determine the impact that child labor has on academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

Research design adopted for this study is survey research design; this is because of the nature of the data used for the study. In this study a sample is drawn from the population and analysis is made with it to the sample, but the result is generalized to the entire population of the study.

Participants

Schools were selected for this study; they consist of one public and one private school in the sub county Kapchorwa District. All the schools comprise of Boarding and Day program, the private schools also comprise of one Boarding and One Day School. All these schools are in the same region and they are.

Chema secondary school (private)

Sipi secondary school (government)

Instruments

Main instrument used for this study included a researched design questionnaire. The questionnaire consists of two sections (A & B). Items contained in section A include: Class, Sex, Age, Parents occupation and school type. Section B has 10 items that gives the researchers information on the extent of child labor on the students. Interviews as well as observation of empirical evidence of the factors affecting student performance in Kapchorwa district will be used in this study.

Procedure

Researchers on arrival in each of the selected schools introduce themselves to the administrators and the teachers after which they brief the school authority on the purpose of their visit. Teachers in these schools then refer the researchers to the classes needed for the study and the researchers take a random sample of students who will participate in the study.

Questionnaires are shared to the students after which the test is administered to the same student with the student questionnaire matched with his/her test script.

Data collection methods

was captured using both qualitative and quantitative techniques including; self-administered questionnaires and use of group and individual interviews more data was got through focus group discussions in the community and school administrators as well as students. Observation and structured questionnaires so as to get credible information.

Questionnaire method

In this study the researcher formulated questionnaires which he used to collect relevant data from different individuals. The questionnaires were different for the groups and individual respondents as according to the type of data and the status of the respondents. For example the students were given group questionnaires while school officers were given as individuals to get their views about the topic of study.

Interviews method

The method of data collection involved face to face interactions by the researcher and various stakeholders in the schools such as the head teachers, teachers and committee members of the schools and local leader as well as some parents and students. These were asked to give their views about the impact of the UPE program in their community and their school going children. The researcher formulated interview guides of a series of questions of his interest as required by the study.

Group Discussion method

The discussion technique was used to collect data from groups of students and parents who were approached in the study. The researcher provided critical questions to different groups of people who gave their views on the impact of UPE program in their community through their pupils.

Observation methods

Observation was yet another technique of data collection that was employed by the researcher in data collection. By this, the researcher used Empirical evidence to gather information by carefully observing the activities of the schools and their performance in and outside the classrooms, buildings and libraries at school as well as related to this study.

Justification of the study

Validity; According to the researchers findings, the data to be collected is considered reliable because of the use of simple methods of qualitative and quantitative collection methods used and the analysis methods presented

Reliability; The data in this research paper is very reliable and responsive to the needs of people in the area especially school planners and curriculum developers, community and student fraternity in the study region

Ethical considerations

The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher the researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes. The respondents were to be provided with feedback about the findings of the study

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

Introduction

This chapter presents the data that was collected from the field during this study in form of tables and charts as it was found out in this research.

Table 4.1 represents data from the field about the causes of child labor

Causes of child labor in Kapchorwa	Frequency	Percentage %
Economic factors	43	29.2%
Cultural factors	31	21.0%
Low level of education of the parents	25	17.0%
Overcrowding of students in a home	16	10.8%
Other factors	32	21.7%
	147	100

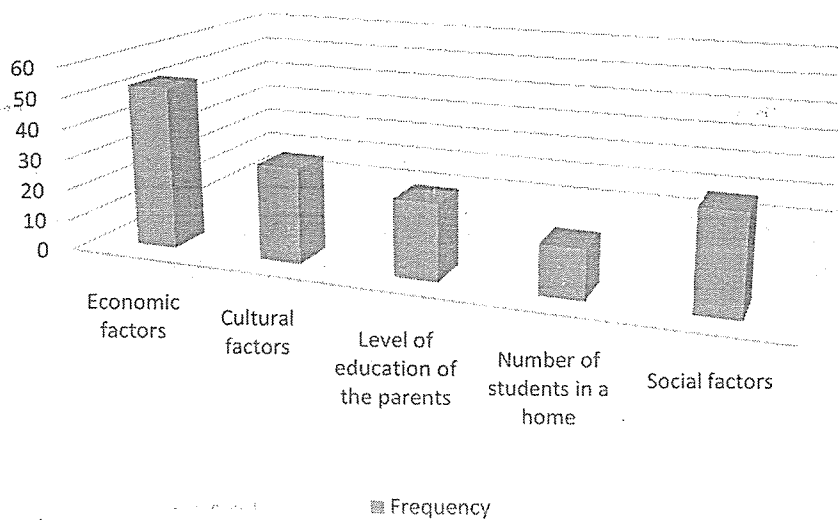
Table 4.1; developed by the researcher

The study's economic activities influence child labor in Kapchorwa district. It has been found out that most parents retain their children at home in order to have them provide cheap labor in their income generating activities like shop keeping and transportation of merchandise to different places. Cultural factors also come into play to increase child labor in Kapchorwa, the traditional belief that girls do not need to be educated at school but rather at home where they learn parenting and taking care of young ones at home. This relates with the ancient behavior of the Great Napoleon of France (1798) who advised that the state does not need the state to educate a girl and he quote

...they need is to a kitchen and learn how to sweet talk their husbands who come from hard work' (authors paraphrase)

This attitude left the future of girl child education at stake in France and it is similar to the traditional African attitude that girl should be home keepers thus most parents keep them at home doing a lot of work even during school hours. This however is dynamic depending on the level of education a parent has acquired and also on the number of children in the family and their gender.

A 3-D COMBO CHART BELOW REPRESENTS THE COMMON CAUSES OF CHILD LABOR IN KAPCHORWA



III below represents tabulated data from the respondents about the most common effects of child labor selected schools

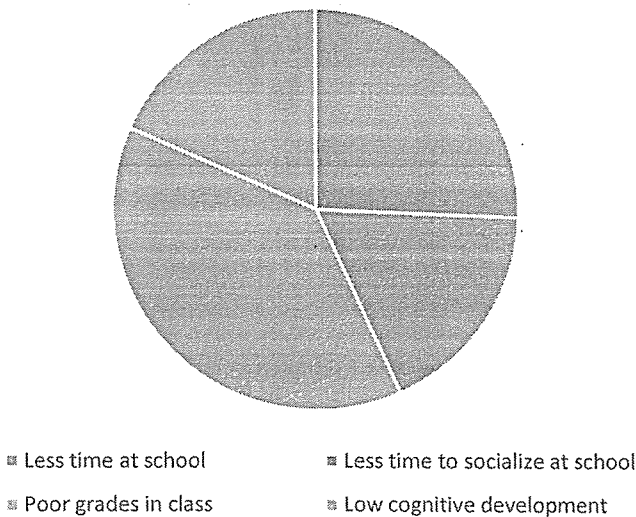
Effects of child labor	Number of students affected	Percentage%
Less time at school	32	21.7
Less time to socialize at school	22	14.9
Lower grades in class	48	32.6
Less development of social skills	23	15.6
Less cognitive development	22	14.9
	147	100

Source: developed by the researcher

The results revealed that 21.7% of the students in the two selected schools spend less time at school due to child labor they face from their homes, 14.9% of the total number of students have no or less time to socialize with peers at school because they are always held at home for various activities at home. This consequently leads to poor performance. In fact it has confirmed what Kim and Zepeda (2004) concluded in their

gation on effects of student involvement in family farms in America that much as student involvement in family farms the end goal of education wears out. The results showed that 32.6% of the students perform poorly in the examinations due to child labor and this was found to be the most common effect of child labor in selected secondary schools. 15.6 % and 14.9% were affected by Low development of social skills and cognitive development respectively.

A PIE CHART REPRESENTING THE EFFECTS OF CHILD LABOR IN KAPCHORWA



IV below represents the solutions for the challenges of child labor.

Solutions to child labor in Chem sub county	Frequency
Reduction of amount of work given to students at home	30
Reduce the time students spend at home	26
Educate parents on importance of education to young children and the community	28
Human rights agencies should intervene in children matters in the schools	35
Strengthen reinforcement of child rights to education in Chema sub county	28
	147

Figure 4.1: Solutions to child labor; developed by the researcher

is solutions were developed from the study about the problem of child labor in Kapchorwa Setting rules on parents to take their students at school, Sensitizing parents to give their children to school, ving free education for all, Human rights agencies should intervene in children matters in schools and leaders should help the government to protect children's' rights were suggested by the respondents as he solutions for this problem

CHAPTER FIVE

DISCUSSION, SUMMARY AND RECOMMENDATIONS OF THE STUDY

Introduction

Chapter comprised of discussion from the respondents, summary of the study and recommendations of the study.

Discussion of findings

The respondents were asked in the interviews about the effects of child labor, different views were put forward, to begin with, different individuals responded in affirmative, that child labor in Kapchorwa district negatively affected student performance in secondary schools. Some of the main forms of child labor were house work such as taking care of the young children at home, cooking and washing clothes during school time which were the most common of child labor, farm work such as attending the gardens and fields, business work which included staying in shops and collected products from suppliers, respondents reported that some parents punish their school going children for different reasons such as not completing the house work.

Respondents also agreed with the findings that all these forms of child labor lead to poor grades, lack due to lack of concentration on academics, low cognitive development due to stress of missing class and home time, poor social skills and less time at school which matters a lot in improving students' academic performance.

Recommendations of the study

In this study, some of the respondents from the department of education at the district recommended that schools should give their school aged children to devote much of their time to their academics which will improve their performance in their respective schools.

Based on the findings from this study, the researcher recommends that there be a strict regulation on policies on the policy of children's rights to education, that the government should put up strict rules on compelling the parents to take their children to schools.

Researchers also recommended that there be sensitization in the community of Chema Sub County on the importance of spending ample time at school by the students.

3 results for the last three years show that most students who scored good grades were those who
d in boarding schools. This confirms the fact that there is a positive relationship between time spent at
l and student academic performance.

researcher also recommended students be advised to put much emphasis on their academics rather than
thing, the researcher agrees with the comments of some parents that students who are in day section
l do what they are supposed to do at home and devote the rest of the time for their academic progress.

Recommendations for future research

g on the status of education in Kapchorwa, the researcher recommends that future research be
cted on the following fields.

The impact of student motivation on student academic performance in Chema sub county

The relationship between time spent at school and student academic performance in Kapchprwa
district

The effects of heavy punishments on student academic performance in secondary schools in Chema
sub county

Conclusion

igations have concluded that there is not much literature written or recorded concerning the impact of
labor on their academic performance but the researcher found a a significant meaning on the above
oned citations about the same topics elsewhere even to the area Kapchorwa district. The citations
have got a universal data about the topic therefore considering them is of a great significant in this

ences

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orwa.

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APPENDICES

APPENDIX: A

QUESTIONNAIRE FOR THE RESPONDENTS

respondents

Cheptoe Esther and a student of Kampala International University pursuing a bachelors of arts with
tion. I am carrying out a study research entitled child labor and academic performance in secondary
ls in Chema Sub County Kapchorwa district. You are among the respondents randomly selected to
le information. Please you are requested to respond to the questions by ticking on the appropriate box
te a brief statement where applicable. The information provided will be kept confidential and will only
academic purposes.

SECTION A

BIO DATA OF THE RESPONDENTS

actions tick where appropriate

nder

	Male	
	Female	

ge

	18 – 30	
	31 – 40	
	41 – 50	
	51 – 60	
	61 –Above	

vel of Education of Refugee (Tick where appropriate)

ry	Post primary	Certificate	diploma
	B	C	D

--	--	--	--

Marital Status

Single	
Married	
Divorced	

Occupation

Years	Tick
Teacher	
Doctor	
Soldier	
Specify	

SECTION B:

CAUSES OF CHILD LABOR IN KAPCHORWA DISTRICT

Use a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (S), 3 - Disagree (D)

where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Economic factors			
Social factors			
Political factors			
Parents' level of education			
Number of students at home			
Enforcement of strict laws against child labor			

SECTION C

EFFECT OF CHILD LABOR ON CADEMIC PERFORMANCE

Use a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (S), 3 - Disagree (D)

where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Emotional stress			
Grades in class			
Loss of time for class and home work			
Number of school dropouts			
Cognitive development			
Social skills			

SECTION D
SOLUTIONS TO THE PROBLEM OF CHILD LABOR DISTRICT

a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure
 3 - Disagree (D)

where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
children enough time to study			
protection of human rights for children			
education of the community about the importance of education to students			
enforcement of children's' rights to education			

APPENDIX B
INTERVIEW GUIDE

to thank you for taking your time to meet with me today. My name is **Cheptoek Esther** and you have purposively selected to be interviewed because of your strategic position in new vision. This interview is designed to assist me to complete an academic research project on the child labor and academic performance in secondary schools in Chema sub county Kapchorwa district. This research is a partial requirement for the award of **bachelors of Arts with education** and the interview will take about 15 minutes. Responses will be kept confidential and will purely be for academic purposes.

1. What are the causes of child labor in your community?
.....
2. What are the forms of child labor in your community?
.....
3. How does child labor affect student academic performance in secondary schools of Chema Sub County?
.....
4. How can such problems be solved?
.....
5. What can be done to improve student academic performance in Chema sub county secondary schools?
.....

END

Thank you for your cooperation.

APPENDIX C:

BUDGETABILITY AND EXPENDITURES (February 2018-August 2018)

ITEM	RATE	AMOUNT
Salary	10000	50000
Marital service	20000	20000
Net	5000	5000
Port	100000	100000
Labor	20000	20000
Net	5000	5000
Papers	1000	5000
ing	20000	20000
	500	2000
g	10000	10000
ry fee	10000	10000
		247,000

APPENDIX D: ACTION PLAN

ary 2018-August 2018

is	M1	M2	M3	M4	M5	M6	M7	PERSON RESPONSIBLE
ties								
lation search								Researcher & supervisor
sal g								Researcher
val sal								Supervisor
ion								Researcher
is								Researcher
t g & val								Researcher & supervisor
tation report								