

**EFFECTS OF CHILD LABOUR ON THE ACADEMIC PERFORMANCE OF PRIMARY  
SCHOOL PUPILS IN JINJA DISTRICT BUWENGE SUB COUNTY**

**BY**

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### DECLARATION

I declare to the best of our knowledge and understanding that this research report unless otherwise stated is our original work and has never been submitted to any other institution of higher learning for any award.

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### **APPROVAL**

This is to certify that this research report under the title "Effects of Child Labour on the Academic Performance of Primary School Pupils" has been done under my supervision and I confirm that it's ready for examination.

SUPERVISOR

Name.....Sign..... Date.....

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## **LIST OF ABBREVIATION**

IPEC	International Program Elimination of Child Labour
CRC	The Convention on The Rights Of The Child
UBOS	Uganda Bureau of Statistics
MOEST	Ministry of education, science and Technology
IRC	The International Rescue Committee
AVSI	Association of Volunteers in International Service
LRA	The Lord's Resistance Army
HIV/AIDS Syndrome	Human Immunodeficiency Virus, Acquired Immunodeficiency
ANPPCAN and Neglect	African Network for the prevention & prevention against child abuse
ICDC	Industrial & commercial development Corporation
ILO	International Labour Organization
UNESCO	United Nations Educational, Scientific& Cultural Organization
UN	United Nations
UNICEF	United Nation Children's fund
NGO's	Non-governmental Organizations
WOFCL	Worst Form of Child Labour
WHO	World health Organization

## **ABSTRACT**

The purpose of the study was To identify the effects of child labour on the academic performance of primary school children. The study was conducted in selected primary schools in Buwenge Sub County Jinja District Eastern Uganda. The General Objectives of the Study was To establish the effects of child labour on the academic performance of primary school children in Jinja district Buwenge Sub County and the Research Objectives were; To find out the effects of child labour on the academic performance of primary school children in Jinja district Buwenge Sub County. To find out the effect of child labour on primary school children's assessments grades in Jinja district Buwenge Sub County. To find out the relationship between child labour and academic performance in primary schools of Jinja district Buwenge Sub County.

The researcher employed the simple random sampling technique during the research when she selected the sample size of the research and here she employed both qualitative and quantitative methods of data collection. The finding indicated that both male and females were respondents with the percentage of 100 this is true because pupils and parents and head teachers were interviewed. The researcher used both descriptive and analytical research designs. The research designs were appropriate because data was easily analyzed using frequency counts and percentage derived from the responses obtained in the questionnaires. From the study, it's clear that majority of school going children are agents of child labour and academic performance was affected due poor turn up and incomplete homework assignments from pupils. In conclusion, Although high numbers of children from poor families are joining economic activities as workers and continue to be exposed to various worst forms of child labour, the greatest challenge lays in unfolding its often invisible or disguised traits which make it tolerable and widely accepted within local communities.

## **CHAPTER ONE:**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter introduces the background of the study, problem statement, purpose of the study research objectives and research questions, research hypotheses, significance, scope of the study, definition of terms and conceptual framework.

#### **1.1 Background to the Study**

Child labor is a problem worldwide, but it particularly affects children in developing countries. Child labor is characterized by full-time work at too early of an age, and too many hours spent working. The work often exerts undue physical, social, or psychological stress, hampers access to education, and may be detrimental to social and psychological development.

Child labour is a persistent problem found throughout much of the developing world, and to a lesser extent in developed countries. The International Labour Organization (ILO) estimates that around the world, 250 million children between the ages of five and fourteen years work and about 120 million of them full-time. Of the estimated 250 million working children, 152 million (61%) are in Asia, 80 million (32%) are in Africa and 18 million (7%) in Latin America. Some of these children work in factories and other work places in the formal economy, but the vast majority work in informal enterprises, agriculture, and in homes (ILO-IPEC, 2013:17)

The real awakening of developing countries to the distinction between child labour and child work with child labour as a problem and a matter of public concern came in the 1980s and 1990s with the advent of the Child Rights movement and the Child Rights Convention (1989).

Whereas the likelihood of physical harm and injury and therefore, the physical and mental safety and health of children were the considerations that inspired the earlier concern in industrialized countries, the post-1990 concern was driven by the concept of "Rights".

The fact that more than 80 years of ILO's work and numerous Conventions have not succeeded in abolishing child labour points to, not only its complexity and resilience but also to the failure of interested parties to achieve consensus owing to serious differences in perceptions, cultures and needs.

Child labor is defined by Ugandan National Child Labor Policy as work that is hazardous or exploitative and threatens the health, safety, physical growth and mental development of children. Even where the hazards are not immediately obvious such as cuts/disease exposure, they could include increased exposure to sexual, physical, or emotional abuse.

Although it is illegal under both International and Ugandan laws to employ persons below the age of 18 in hazardous activities, there is little enforcement due to lack of government resources, and arguably a tolerant attitude towards child labor in many communities.

## **1.2 Statement of the Problem**

Child Labour has long been identified as a problem in many countries both developing and developed. International and regional treaties namely; ILO Convention No.138 (1973) on the Minimum Age for Admission to Employment, the ILO Convention No. 182 (1999) on the prohibition of the Worst Forms of Child Labour, the UN Convention on the Rights of the Child (1989) and the OAU Charter on the Rights of the Child have been acceded to by Government. National laws notably the National Constitution 1995, the Employment Decree No 4 of 1975 and the Children's Statute 1996 have been put in place to address child labour issues.

Child Labour is often considered as a norm in those communities with a sizeable portion of the population having limited resources. In those communities, many children are exposed to risky and hazardous working conditions are exploited by being paid less and are subsequently denied a chance to get education thus affecting their future. Unfortunately, the children themselves do not have the opportunity to protest against these acts that are detrimental to their well-being. Moreover, given that many children who are exposed to child labour are from poor and uneducated or orphaned families, the inability to protest is aggravated. Besides, many people do not understand the dangers and negative consequences of child labour. The situation has been worsened by the HIV/AIDS pandemic, which has claimed lives of parents leaving orphans who have to make a living for themselves.

An estimate from the 2005 National Household Survey places the number of child workers aged 7-14 at 2.2 million or 38.3% of children in that age group. This includes 1.4 million children under the age of 12, and 735,000 children under the age of 10. Data from 12 Latin American countries find that third and fourth graders who attend school and never conduct market or domestic work perform 28% better on mathematics tests and 19% better on language tests than children who both attend school and work. Child labor is also problematic because it creates a vicious cycle.

In many urban areas in Uganda, a number of children are employed as domestic workers. These have been brought to towns by either their parents or guardians or, simply by themselves to make a living. Some of these children have ended up on streets while others have engaged themselves in dangerous activities including prostitution. Others have engaged themselves in dangerous activities in the urban informal sector. It is also believed that there is a lot of invisible child labour that is going on unnoticed especially in the rural areas.

The International Conventions together with the country's laws on child labour are attempts to address the problem including the worst forms of child labour. Although there is growing concern for child labour, there is limited knowledge on the causes, effects and magnitude of the problem in Uganda. No extensive nation-wide survey has

been conducted to study and examine and document the extent of child labour in Uganda.

### **1.3 Purpose of the Study**

To identify the effects of child labour on the academic performance of primary school children.

### **1.4 Objectives of the Study**

#### **1.4.1 General Objectives**

To establish the effects of child labour on the academic performance of primary school children in Jinja district Buwenge Sub County.

#### **1.4 Research Objectives**

- i. To find out the effects of child labour on the academic performance of primary school children in Jinja district Buwenge Sub County.
- ii. To find out the effect of child labour on primary school children's assessments grades in Jinja district Buwenge Sub County.
- iii. To find out the relationship between child labour and academic performance in primary schools of Jinja district Buwenge Sub County.

### **1.5 Research Questions**

1. What are the effects of child labour on the academic performance of primary school children?
2. In what extent does child labour effect primary school children's assessments grades and academic performance?
3. What is the relationship between child labour and academic performance in primary schools?

## **1.6 Scope of the Study**

The study was concentrated on both positive and negative effects of child labour on the academic performance of primary school children in selected primary schools in Buwenge Sub County Jinja district.

### **1.6.1 Subject Scope**

The study was limited to the issue of child labour and academic performance of primary school children since it was too cumbersome to study all the factors that deter academic performance of school children in the area.

### **1.6.2 Geographic Scope**

The study was carried out in the selected primary schools in Buwenge Sub County, Jinja district.

### **1.6.3 Time Scope**

The study lasted for a period of five months, starting from February to June 2019.

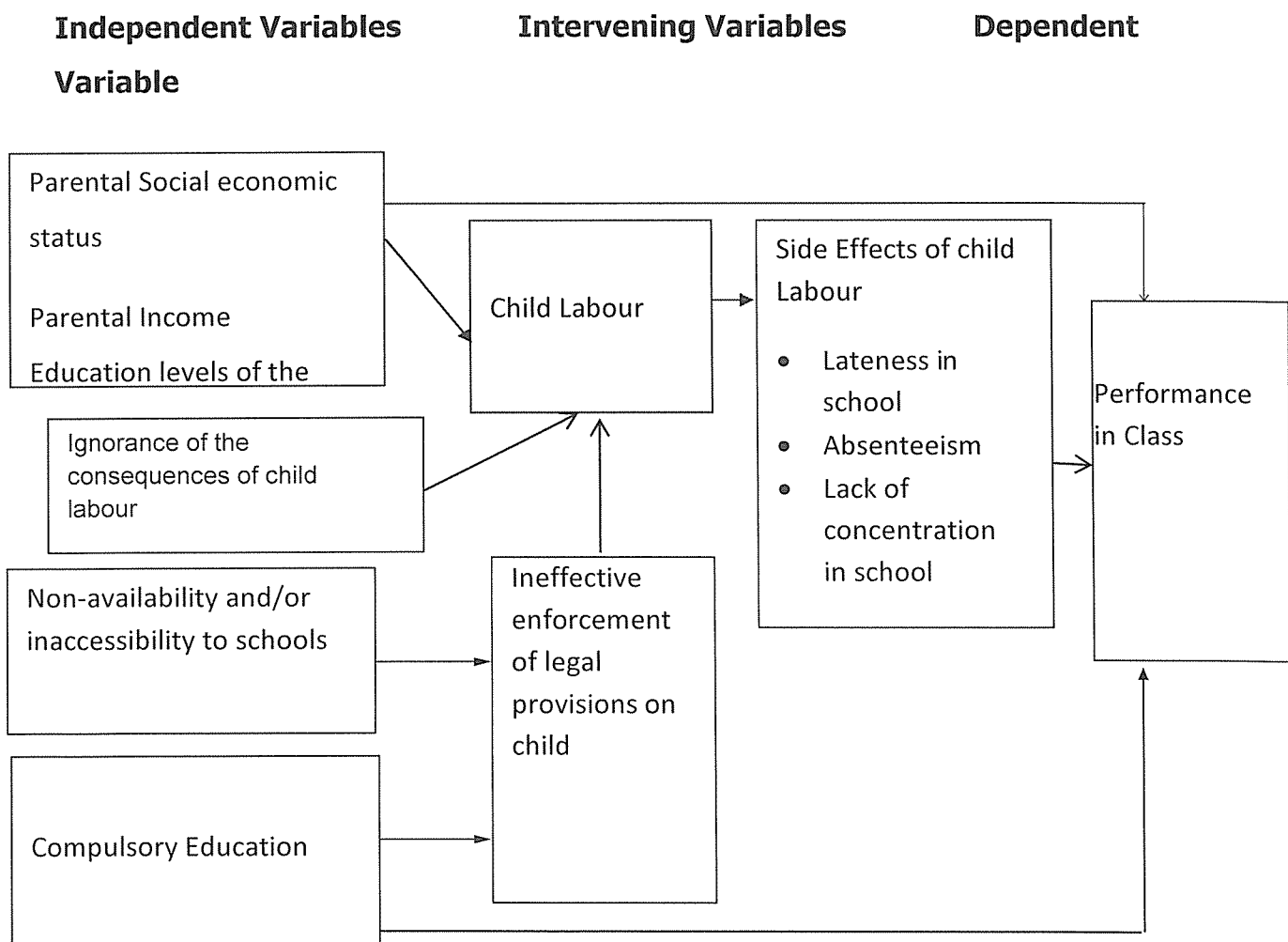
## **1.7 Significance of the Study**

In a society where children's academic performance in most public schools is getting lower, many research studies have been carried out outside the effects of child labour on the academic performance of primary school children. There is need therefore for such a study to be carried out in our locality with different cultural settings. The result of this study was an added advantage to governments stand on child's right act and care, if it shows a significant influence. Parents, Guardians, Teachers, other caregivers and the general public found the result of this study useful, as it revealed to them the need for effective care and protection of their children, especially the importance of providing educational needs for a higher academic performance. The research was also a resource of value to other researchers carrying out research on the topic or similar subject matter.

## 1.8 Conceptual Framework

The conceptual frame work below shows the linkages between the independent variables and intervening variable affect with dependent variable. Parental socio-economic status the income levels and Education levels are independent variables which can cause a change to the performance of children in school. Ineffective enforcement of legal provisions on children is an intervening variable in which a success of it will reduce the levels of child labour and consequently reduce on the dependent variable which is performance in class.

**Figure 1: A conceptual framework showing how sets of independent and intervening variables influence child performance in class**



**Source: self-initiated**



## 1.9 Definition of Terms

The following words and phrases are been defined or given explanations as used in this work. Thus, they are put to the scale of contextual meaning. However, the researcher strives as much as possible not to deviate totally from their conceptual meanings.

**A Child:** A child is any person under the age of 18 years.

**Child labour:** Child is said to be given labour when the parents, care givers or any human action leads to physical, emotional, spiritual mistreat of the child. It also involves failure of the parents to provide the necessary love and care for the child.

**Academic Performance:** Academic performance is the outcome of education; the extent to which a student has achieved his/her educational goals. It may also refer to a person's strong achievements in a given academic arena. **Thus,** it is sometimes called proficiency and may be quantified in several ways, such as exams and tests. In a given term or session, high academic performance may mean a student is on the honor roll.

## **CHAPTER TWO:**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter will review the literature by different researchers and scholars on effects of taxation policies on performance in small and medium enterprise. The aim is to analyze the existing literature on the subject in order to reveal contribution, weakness and highlight factors that influence taxation policies on performance in small and medium enterprise.

#### **2.1. Government Policy on Child Labour**

In Uganda, any person below the age of 18 years is considered to be a child. However, throughout this document, reference was made to children in the age bracket of 5-17 years for which UDHS collected information. Like in many societies in Africa, Ugandan children are expected to perform several tasks as they progress to adulthood under the principle of preparing them to be good adults, what is generally referred to as socialization.

Light tasks such as cooking, washing, and fetching firewood, if done in moderation and in consideration of the capacity of the child's other rights, in particular, the right to education, are acceptable as a process of living and a means of transmitting skills from parent to child.

However, tasks that place children in danger or expose them to unhealthy, dirty, strenuous moral and exploitative conditions are not acceptable. This is the type of child labour that government is concerned about. A number of interventions have been made to address this phenomenon.

### **2.1.1 The National Child Labour Policy**

The Ministry of Gender, Labour and Social Development, Labour and Social Development is in the process of formulating a national policy on child labour. The policy identifies and enumerates the socio-economic context of child labour in Uganda, the nature, extent and magnitude of child labour, the causes and consequences and effects of child labour, government response and milestones achieved, strategies for implementation and the institutional framework within which the national child labour policy will operate.

The national child labour policy identifies the worst forms of child labour based on data generated from various studies supported by ILO-IPEC<sup>1</sup> and other development partners and include: children engaged in commercial agriculture especially in sugar plantations, children engaged in fishing along the lake shores and in the islands, children in domestic labour, children in the informal sector, street activities and commercial sexual exploitation, children in armed conflicts and children in the construction sector.

### **2.1.2 The National Employment Policy**

The National Employment Policy being drafted is an attempt by government to formulate a comprehensive policy on employment. The employment policy emphasizes the importance government attaches to the protection and promotion of employment opportunities. Furthermore, given the multi-dimensional nature of the employment situation in the country, its contribution to the poverty reduction efforts need not be over emphasized. The objectives of the employment policy are among others to:

- Promote the goal of full employment,
- Secure improvement in the productivity of labour,
- Provide the fullest opportunity to each worker,
- Safeguard the basic rights and interests of workers and
- Stimulate economic growth and development.

The Employment policy sets out the principles and strategies and, the institutional framework for the implementation of the employment policy.

### **2.1.3 Plan of Action on Child Labour**

The Draft plan of action on the elimination of child labour was adopted by the National Steering Committee and has been disseminated to districts. The Child Labour Unit of the Ministry of Labour, Gender and Social Development (MGLSD) is making follow-ups at national and district level.

## **2.2 Legal and Other Interventions to Eliminate Child Labour**

### **2.2.1 The Constitution of the Republic Of Uganda**

The Uganda Constitution 1995 (Chapter 1, Article 34 (4)) provides for the protection of a child from hazardous and exploitative work. The constitution clearly spells out the following rights of children;

Children are entitled to be protected from social and economic exploitation and shall not be employed in or required to perform work that is likely to be hazardous or to interfere with their education or to be harmful to their health or physical, mental, spiritual, moral or social development.

### **2.2.2 The Employment Decree 1975**

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

### **2.2.3 The Children's Statute No. 16 of 1996**

The Children's Statute 1996 spells out the right of a child and the welfare principles that guide those under care for children. Part 2, Section 9 states "A child has a right not to be made to work or take part in any activity whether for pay or not which is likely to injure the child's health, education, mental, physical or moral development. For

example, all children have to help out in household work, but they must do so according to their age and ability". In addition a child in Uganda has a right to the following:

- A right to live with his or her parents. Provision is also made in instances where the child and parent are separated
- Right to education and guidance
- Right to be protected from violence, ill-treatment and any behavior that might show a lack of care or interest in child
- Right to be protected from any form of discrimination
- Right to be protected from any social or customary practices that are dangerous to the child's health

For children with disabilities, the state shall have duty to have the child examined to find out the extent and type of disability and thereafter, the child shall then be given facilities to help him/her live as normal a life as possible.

The above rights have been widely disseminated through several agencies like National Council for Children, Children agencies and Non-Governmental Organizations.

#### **2.2.4 Revisions Made To Labour Laws**

The Employment Decree of 1975 and three other Labour Laws have been revised so that they are in line with the principles of the ILO Convention Nos. 138 and 182. The revision takes care of the prohibition of persons below the age of 18 years from working in hazardous and injurious work. In addition, the minimum age of admission to employment has been set at 14 years.

### **2.3 Practical Interventions**

Government through the Ministry of Gender, Labour and Social Development has initiated a number of interventions in form of policies and has also set up institutions that are directly and indirectly aimed at eliminating child labour. These include but are not limited to Universal Primary Education (UPE), Poverty Eradication Action Plan

(PEAP), and National Council for Children (NCC) and the Child Labour Unit in the Ministry of Gender, Labour and Social Development, (MGLSD).

### **2.3.1 The Ministry Of Gender, Labour and Social Development**

The Ministry of Gender, Labour and Social Development (MGLSD), is mandated to deal with employment and occupational health and safety at work places and labour matters. A National Steering Committee on Child Labour has been constituted with the MGLSD providing the secretariat. In addition, MGLSD is the Government Ministry housing the child labour unit. The major task of the Unit is to advocate for the elimination of child labour and the promotion of general public awareness of national policies on child labour. Another sister department in the same ministry is responsible for advocating for the rights of children. The labour legislation is currently under review and is expected to become law soon.

### **2.3.2 Universal Primary Education**

The Universal Primary Education (UPE) implemented since 1997 is the chief governments' education priority program. The UPE program aims among other things at enhancing enrollment and retention of children in primary schools and improving attendance and making instructional time more effective. The program has multi-pronged benefits especially to vulnerable children at the risk of engaging in child labour as listed below:

First, the provision of free primary education delays and discourages children from entering the labour market at an early age,

Second, children with disabilities have an opportunity to access free primary education that draws them away from vulnerable circumstances like streets and isolation.

## **2.4 The Status of Working Children in Uganda**

In Uganda, the status of working children is not well documented. However, the 1991 Population and Housing Census enumerated about 3.3 million children in the 10-17 year age bracket. This number has certainly increased during the last decade because of the

natural growth related to the high fertility sighted above. According to the 1997 pilot labour force survey (table 2.5 refers), more than 140,000 children aged 7 –17 years were estimated to be employed while more than 100,000 other children were not working.

Table 2.1 Working children by age, sex and current activity status - Uganda ('000)  
Current activity Status

Current activity Status	Age-groups					
	7-12			13-17		
	Male	Female	Total	Male	Female	Total
Employer & own account workers	2.9	3.0	6.0	32.5	23.3	55.7
Unpaid family Workers	185.4	136.4	321.8	266.4	266.1	532.5
Employees	27.4	35.4	62.9	65.1	76.3	141.3
Unemployed	117.6	132.2	249.8	57.6	51.5	109.0
Students	1,325.4	1,308.3	2,633.6	660.1	500.1	1,160.2
Unpaid domestic wks. (housekeepers)	67.8	110.8	178.6	16.3	48.2	64.5
Other not economically active persons	111.8	97.9	209.7	19.1	17.7	36.8
Total	1,838.3	1,824.0	3,662.4	1,117.1	983.3	2,100.0

Source: 1997 Pilot Labour Survey Report

Note: Figures have been rounded off to the nearest 100

### 2.4.1 Education in Uganda

Education is one of the key sectors that government is targeting for poverty eradication. The benefits derived from education to the individual in particular and the countries in general are enormous and play a crucial role in any country's development. The formal

education system in Uganda consists of primary, secondary, higher and University levels. There is an examination that qualifies a candidate to move from one level to another level. A candidate may join an institution after the completion of any level above primary. Primary level requires 7 years of schooling before one sits for exams, secondary school level requires 4 years but with an examination at the end of the fourth year before a candidate qualifies for higher school, the two years pre-university entrance.

Government has implemented programs and policies that favor the growth of the education sector. The liberalization policy together with the Universal Primary Education (UPE) have increased enrollment especially in primary schools from 2.7 million pupils in 1997 to 6.5 million in 2000 (figure 2.1 refers).

Secondary school enrollment realized a 79 percent increase between 1996 and 2000. This represents an annual average of about 16 percent. The increase in secondary school enrollment however, is much lower than that of primary education and significant increases are expected as more primary graduates join secondary schools.

Table 2.2 Secondary School enrollments ('000') 1996-2000

Year	1996	1997	1998	1999	2000
Enrollment	290	340	255	427	519

Source: 2001 Statistical Abstract

The implementation of UPE will inevitably increase the demand for secondary education. The Government policy of Universal Primary Education and increased secondary enrollment will reduce chances of children aged 5-17 years getting involved in child labour



## **2.5 Child Labour and school performance**

According to Soares (2002), the determinants of students' academic progress can be classified into three groups of variables: those related to students' individual and family Characteristics, those related to the socioeconomic context of the school, and those related to the processes and pedagogical practices of schools. The relationships between child labour and schooling involve interlinking factors therefore the direction of causation can go either way. Child labour affects schooling, but poor performance in school might also impact child labour. Poor school quality and the indifference of families and students to school might cause students to enter earlier into the labour market.

Factors that affect both child labour and school achievement occur at the levels of individuals, families, schools, and communities and include school availability, school infrastructure, parents' education, family income, individuals' natural abilities for school, community labour market conditions, and low levels of parental participation in their children's education and in their communities (Barros and Mendonca 1996, Psacharopoulos 1997, Cavalieri 2000, Gunnarsson et al, 2004).

Work and education play a key role of socialization; this is a process by which new members are integrated into the society so that they can assume their rightful place in terms of role performance in that society. It's a process by which young people are prepared for adult roles in the society (Murenga, 1988). Today the institution of education is the key agent of socializations opposed to the family in the past. Formal education is seen as a cultural prerequisite to many avenues especially social mobility, economic empowerment and communication network (Gakuru, 1992).

Despite this undisputed role played by education, it can be curtailed by many factors. According to Murenga (1996), different communities receive and accept formal education depending on the available options. Most of these families who are poor may opt to send their children to work instead (Gakuru, 1992). Linkages between child labour and education has been documented by (Nkinyangi, 1980) studying on factors that

influence school dropout attributes high rates of school dropout to child labour. In her study Zani (1993) observed that most of the children who hawked in the streets of Mombasa were mainly primary school dropouts with little aspirations in life.

Muturi (1989) argued that child labour hindered children from attaining complete and satisfactory education standards. Literature shows that many school going children are required to help with house hold chores out of school and if such domestic work is not regulated it may affect their schooling as it leaves inadequate time for study (Muturi, 1994 and Zani,1993).

Educational attainment is greatly affected by participation of children in child labour. This is because very few children can attend school and work at the same time as these activities usually run concurrently. Those who attend school and also work find it difficult to give their school work attention it deserves; therefore ends up doing badly at school. For most children the choice to be made is that of either to attend school or working. However Mendelievich (1979:51) underscores this point by saying that those who work during their childhood years have no chance of going to school and obtaining qualifications which might help them escape from their state of poverty. Boyden and Bequele (1988;5) states that parents confidence that working children are gaining valuable skills and experience also contributes to child labour, however these child labourers concentrates on unskilled and simple routines which may not culminate to more rewarding occupation.

## **2.6 Factors that Affect School Performance**

### **2.6.1 Teacher's Characteristics**

Primary school teachers have a very significant role in terms of offering quality and relevant education to primary school pupils. Their input is key to pupils performance in the examination. UNESCO (2002) maintains that the quality of education will not improve without a critical look at the teachers practices. Their motivation and satisfaction is very important .The World Bank report (1986) acknowledges that

satisfaction of teachers is generally positively related to achievement; satisfied teachers would concentrate in teaching thus ensuring better performance.

A report by UNESCO (2005) showed that 90% of teachers complained of congestion as FPE lead to unprecedented increase in academic performance that in turn affects the pupil-Teacher ratio. MOEST (Ministry of Education Science and Technology) 2003 survey shows that large classes have a negative effect on teaching and learning process since teachers can neither pay individual attention to slow learners or carry out effective assessment of their learners MOEST (2005) identified dissatisfying factors to learners as poor promotional systems, lack of recognition, no chance of advancement and not well remunerated compared to members of other profession and poor administration. A good teacher is capable of passing love of the subject he/she is teaching and the necessary skills based on curriculum.

### **2.6.2 School Administration**

Rumberger (1987) strongly emphasizes that poor performance is a result of poor administration. He points that school administration and policy makers are responsible for making the curriculum and the school climate conducive in terms of motivation, satisfaction and communication to both teachers and students. According to education Cap 211 of Kenyan laws, head teachers are in charge of overall management, control and maintenance of education standards.

Hellinger and HCCK(1995) noted that in many ways head teachers is the most important and influential individual in any school therefore he must work hard in hand with the staff members in order to achieve the desired education goals by creating an exciting and stimulating environment for all staff members. Aggarwal (2000) observed basic reason for some schools good performance was determined by organization aspect of the head teacher.

### **2.6.3 Pupil's Characteristics**

Hansell (1981) suggests that a child's self-image, self-concept or expectations are critical for academic development because they forecast on the self and even determine

the child's experience. If the child thinks he will do poorly, he opts to hang back and avoid doing the very things that will help him/her to learn. Also there is need to identify what motivates learners since if they are used and fail to see the connection between their personal lives and what they are taught in schools, they become candidates of 'academic failure' and eventually this leads to poor performance in exams (UNESCO(1989:8).

Parent's role in student's life is the foundation and pillar of student life hence cannot be assumed (Nyongesa, 2007) points that education starts within the home. Homes shape the character behavior and perceptions, one's background determine whether he/she grows up self-confident, hardworking and responsible or angry and inadequate (Republic of Kenya, 1995).

## **2.7 Measures to Curb Child Labour**

### **2.7.1 Legislation Framework**

The use of laws has been used to try and eradicate the problem of child labour precisely because it has been successful in industrialized countries. As a result developing countries have also gone ahead to introduce legislation such as setting a minimum age for work, prohibiting child labour in hazardous activities and regulating children involvement in other less harmful activities.

Below are some of the legislations that seek to curb child labour;

#### **2.7.2 ILO No 138 (1973)**

This convention sought to abolish child labor and to rise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons.

#### **2.7.3 ILO Convention 182, 1999**

The ILO Worst Form of Child Labour Convention (1999) is concerned with banning and abolishing the worst forms of child labour. The conference considered that there was

need to adopt new measures to ban and abolish the worst forms of child labour. It took account of previous conventions which include the resolution on child labour adopted by the ILO at its 83<sup>rd</sup> session in 1996, the ILO Declaration on fundamental principles and rights at work and its follow-up adopted by the ILO conference at 86<sup>th</sup> session in 1998, UN supplementary convention on the abolition of slavery, the slave trade and institutions and practices similar to slavery (1956) the forced labour convention (1930).

#### **2.7.4 The Employment Act 2007**

The employment act of the laws of Kenya, section 56 which is cited as employment (children) rules, no person shall employ a child without the prior written permission of an authorized officer: A person who employs a child, or causes a child to be employed without the prior written permission of an authorized officer, whether or not the person is a parent or guardian of the child, shall be guilty of an offence.

#### **2.7.5 ILO Recommendation 190, 1999**

This recommendation is concerned with the immediate programs of action for abolishing the worst forms of child labour. It was adopted by the 87<sup>th</sup> session of the ILO conference in Geneva on 17<sup>th</sup> June 1999. The recommendation focuses on 3 areas namely, programs of action, dangerous work and implementation of convention 182.

#### **2.7.6 The Children Act, 2001**

The children's act is a law enacted to promote the wellbeing of children in Kenya. It addresses the rights of a child and the role of the government and of parents in protecting these rights. The Act which came into force in 2001, gives safeguards for the rights and welfare of children in their responsibilities in regard to work. It states that children must not take part in war and the government must ensure that children affected by war are helped to lead a normal life. The minister will make the rules concerning how long and where children above 16 years will work.

#### **2.7.7 Complementary Interventions**

Corrective measures by individuals' employers or organization by withdrawal of children from hazardous work situation which is done by creation of awareness by workers

union among members and monitoring children working conditions have also been applied. NGO's have also contributed in fight against child labour for instance in 1997 November 20, they inaugurated Global March against child labour in Kenya whose aim was to raise awareness on the causes and consequences of child labour and suggested interventions to the same.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the research design, data type and sources of data, sampling techniques, study population, data processing and presentation and limitations of the study.

#### **3.1 Research Design**

The study used descriptive and analytical research designs which are qualitative and quantitative in nature to arrive at its findings. This is because the design selected was highly effective in bringing out results on effects of child labour on the academic performance of primary school children in Jinja district Buwenge Sub County. Primary research design used a questionnaire survey which was done randomly by selected primary schools from Buwenge Sub County Jinja district to meet the objectives of the study.

#### **3.2 Study Population.**

The study was conducted from Buwenge Sub County Jinja district. Therefore sample sizes of 40 respondents from selected primary schools were contacted and these included head teachers, teachers, parents and pupils. This is because they have the knowledge on the effects of child labour on the academic performance of primary school children.

##### **3.2.1 Sample size**

The samples of 40 respondents from selected primary schools were selected from the population of 20 primary schools. All the questionnaires were filed and returned. The researcher applied a slovin's sample formula. Which states that," Given a population, the minimum sample size is given by

$$n = \frac{N}{1 + Ne^2}$$

Where, n is sample size

e is the level of significance, and in this study it was 0.05

N is the total population

### 3.3 Sampling Design and procedures

- Stratified sampling was used to create different strata in the study.
- Population. From each stratum simple random sampling was used to
- A select respondent from the sample size was considered.

The study also employed purposive and stratified sampling methods. Random sampling involves selecting respondents from the study population by chance. In this way every respondent had an equal chance of being included in the sample. Purposive sampling involved selecting certain number of respondents based on the nature of their knowledge in management.

These methods were used to select respondents from the various primary schools. These methods were appropriate because the sample selected comprises of informed persons who possess vital data that was comprehensive to allow gaining better insight into the problem.

Stratified sampling involves organizing the units into the population in strata using common characteristics, in this way every person in the selected strata has an equal chance of being represented.

### 3.4 Data Sources

The secondary data for the study was got from text books, published research reports, newspapers, interviews, magazines, journal articles, conference and workshop presentations and internet sites meanwhile primary data was collected from the field



through interviews and questionnaires that are self-administered. The data was retrieved, edited, tabulated and used for making conclusions in view of the study objectives. This will involve thorough reading through the work of other authors available from the above sources

### **3.5 Data Collection Methods and Instruments**

Data was collected through, questionnaires, interviews and document reviews. This lead to collecting reliable and comprehensive data that led to conclusions and recommendations made by this study

#### **3.5.1 Questionnaires**

In this research, combined (closed and open-ended) questionnaires were used to get information about the study from respondents. The reason for choosing the closed questionnaires is that it is quite cheap unlike others and respondents who feel shy can express themselves fully because there was no one to disapprove any answer given by the respondents as other methods will have done. Close-ended questions were used because they are easy to answer and score.

The open-ended questionnaires were used to mainly help determine the respondents' attitude towards the study.

#### **3.5.2 Interviews**

Various interactions were conducted between the researcher and the respondents under this data collection method. This method helped a lot in collecting information about the problem under study especially from the respondents who are quite busy and have limited time to fill the questionnaires. The researcher employed both formal and informal interviews with their respondents. It is selected because it has a high accuracy screening and able to capture both verbal and non-verbal question from the respondent

#### **3.5.3 Document Review**

The study examined documents, structures, reports, and records connected with the present model. These was a decent approach to increase some comprehension of the

model, rapidly gather information from the existing documents of the organization, books from the library, internet, journals and other relevant published literature to enhance the research.

### **3.6 Data Analysis**

The qualitative data generated through the questionnaires were analysed during and after collection manually to generate mean, ratio and percentages according to the categories.

These were used to establish the magnitude of the problem under investigation. Additionally, both qualitative and quantitative data was analysed in a descriptive form that will involve diagrams such as charts and tables. Respondents' opinions in qualitative information were presented in a descriptive manner in a research report. The data from questionnaires was first edited in order to discover the items miss-presented, detect gaps and discard items that never generated adequate information. Responses from questionnaires were also coded to generate required information for reporting. Tools like SPSS and Microsoft Excel were used in the data analysis process.

### **3.7 Validity and reliability of instruments**

To establish the validity of the instruments, the researcher administered a questionnaire to the various officials, computation was done by Microsoft excel involving tables and charts. This is for the case of questionnaire research instrument.

### **3.8 Data processing and analysis**

Several methods were employed in processing the raw data from the field. These include editing, coding, classification, tabulation, and data analysis. These were done after data collection to make it meaningful.

### **3.9 Ethical consideration**

The questionnaire did not include the names of the respondents for the issue of privacy and confidentiality of information obtained. Information was obtained on free will without compulsion or forcing of respondents.

### **3.10 Limitations of the Study**

Problems encountered by the researcher included:

1. Financial constraints, especially for processing data, searching for the data on the internet, buying relevant text, magazines, printing and typing of the research work.
2. Information overload especially from the internet.
3. Time was another short coming as the research report was ready within a short period of time and given enormous data that was analyzed this will make it very difficult to work within the time that was allotted.
4. Non response as some of the respondents did not comply with the research questions

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND FINDINGS

#### 4.0 Introduction

This chapter presents the results of the study, interpretation of results and analysis of results. It is comprised of three sections namely; the section that presents the background information, the sections that deal with presentation of the findings of the study objectives and the section that studies the combined relationship between the independent variables and the dependent variables using correlation analysis.

#### 4.1 Socio Demographic Characteristics of the Respondents

##### 4.1.1 Gender

Frequency tabulation was used by the researcher to present the gender distribution of the respondents. This is as shown in the table below:

**Table 1 showing the gender**

Gender	Frequency	Percentage
Male	21	53
female	19	47
Total	40	100

Source: field data April (2019)

From the results in table 1 above, the results revealed that the majority of the respondents who provided information were male (53%) whereas (47%) were female.

According to this study, the reasons for the respondents of male than females was as a result of negligence by parents to educate the girl child, this is well consistent with Fantuzzo, Tighe, and Childs (2000) who noted that family members where influential on children's school attendance

#### 4.1.2 Religion

**Table 2 showing the Religion**

Religion	Frequency	Percentage
catholic	14	35
Muslim	18	45
Protestant	8	20
Total	40	100

Source: field data April (2019)

According to result majority of respondents were Muslims with 45% followed by catholic with 35% and there were only 20% protestant respondents. So these indicate that Muslims were predominant natives.

#### 4.1.3 Level of education

**Table 3 showing the Level of education**

levels	Frequency	Percentage
primary	12	30
Secondary	25	63
University	3	7
<b>Total</b>	<b>40</b>	<b>100</b>

Source: field data April (2019)

From the results in table 4.3 above, the results revealed that the majority of the respondents who provided information were educated up to secondary level having 63% and primary level having 30% and few from university level having 7%.

#### 4.2 Child Labour Exposure

**Table 4 Distribution of Pupils base on labour Exposure**

Labour Expose	Frequency	Percentage
Exposed to labour	30	75

Not exposed to labour	10	25
<b>Total</b>	<b>40</b>	<b>100</b>

Source: field data April (2019)

From the results, analysis of children based on labour exposure in Table 4.4 shows that 30 representing 75% of the pupils were exposed to labour while those who were not represented 10(25%). The analysis shows that children exposed to labour had a higher percentage to those who are not.

### 4.3 Forms of Child Labour

This study first sought to know whether the children work for pay, profit, for family, or for any other favour. The results from the pupils are as shown in Table 4.5.

**Table 5 Number of Pupils' Working**

		Pupils	Head teacher	
Pay, profit, family or exchange of				
other favours	F	%	F	%
Yes	26	65	20	100
No	10	25	0	0
No response	4	10	0	0
<b>Total</b>	<b>40</b>	<b>100</b>	<b>20</b>	<b>100</b>

Source: field data April (2019)

From the research results, Slightly above majority of the pupils (65%) work for pay, profit, family or exchange or for any other favour while 25% of the pupils don't work for pay, profit, family or exchange or home use. This implies that children labour is real in

Buwenge Sub County among primary school pupils. From the head teachers questionnaires all the head teachers agreed that they were aware of pupils who worked for pay/profit, for their family or did something in exchange for home use.

**Table 6 Pupils Responses on the Status of Employment they had**

Status of Employment	Frequency	Percentage
Own employment	2	5
Casual Worker	15	37
Employed	4	10
Unpaid family worker	19	48
Total	40	100

Source: field data April (2019)

Form the research results, pupils (48%) said they were unpaid family workers, 5% of them had their own employment, 37% of them were casual workers and 10% of them were employed. This result corresponds with those of the head teachers, DEOs and the children officers who noted that majority of the pupils were unpaid family workers, casual workers, and a few were in business. This implies that all the respondents had known of pupil who had worked for the family, had their own business and others who were just casual labourers.

**Table 7 Pupils Responses on Reason for Friends Dropping out of school**

Reasons for dropping out	Frequency	Percentage
Being orphaned	8	20
To care for siblings	2	5

To care for sickly parents	10	25
They got employment	20	50
Total	40	100

Source: field data April (2019)

From the research results, most of the pupils (50%) felt that their colleagues dropped out of school because they had got employment, while 25% of them dropped out school to care of sickly parents, 20% indicated that their colleagues dropped out school because they are orphaned and 5% felt that their colleagues dropped out school to take care for their siblings. The head teachers also gave reasons for pupils dropping out of schools, with majority of them citing child labour as result of poor background, early pregnancies and marriages, family conflicts, indiscipline, lack of ambitions, focus or vision, and others noted lack of clothes.

#### **4.4 Effects of Child Labour on Academic Performance**

The most common approaches to estimating the effect of child labour in schools is the instrumental variables approach which considers the school attendance and performance in tests/examinations. This has been done by using other variables not caused by education, to predict involvement in child labour and then using this prediction rather than child labour itself as an explanatory variable in a regression predicting school attendance. This prompted the researcher to enquire from the pupils and head teachers whether pupils got homework. The results for the pupils are as shown in Tables below

**Table 8 Pupils responses on whether they got Homework**

Got homework	Frequency	Percentage
Yes	30	75



<b>No</b>	<b>10</b>	<b>25</b>
<b>Total</b>	<b>40</b>	<b>100</b>

Source: field data April (2019)

From research results, majority (75%) of the pupils got homework while 25% did not get homework. When asked how much homework they got and at what frequency, most pupils said that they got homework for all the subjects of the day, which was much, a few exercises, and others noted that they received little homework if any. The head teachers noted that all the pupils in their school got homework that was adequate. When asked whether pupils completed their homework, majority of the pupils noted that they don't complete their homework. The main reason as to why the pupils did not complete their homework was the house chores were much, other reasons given they had to work, lack of lighting, taking care of siblings and lack of time. The head teachers also noted pupils sometimes came to school without completing their homework because they had a lot of work at home, lighting system at home, and laziness, lack of seriousness, lack of parental support, and lack of time to concentrate on homework at home since they have to focus on family issues

**Table 9 Rating by Pupils of their Performance in Class**

<b>Performance in Class</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	12	30
Good	20	50
Poor	6	15
Very poor	2	5
Total	40	100

Source: field data April (2019)

From the research results, a high percent (50%) of the pupils rated their performance in class as good, while 20% rated it excellent, 15% rated it poor and 5% rated it very poor. This implies that majority of the pupils who enjoyed being in school also performed well in school while those who never enjoyed coming to school did not perform in school. The head teachers also noted that performance of the pupils in class was poor and only a few who said it was good. This implied that both the head teacher and the pupils needed to make some adjustment towards learning so that the performance could rise. The researcher observes that when there is a positive attitude towards the problems facing the pupils back at home then pupils could be helped by the school to change their attitude towards school hence improving their performance. The respondents were asked to indicate factors that would help to improve performance. The results are as shown in Table 4.9.

**Table 10 Factors to improve academic Performance**

Factors	Frequency	Percentage
Go to school full time	40	100
Government to provide for orphans and needy children needs	35	88
Provide lunch program in school	40	100
Parents being informed of the importance of education	30	75
Parents to carry out their duties without involving children for many hours	35	88
The government should enforce the law on child labour	40	100

Source: field data April (2019)

All the respondents felt that children should go to school full time, Provide lunch program in school, The government should enforce the law on child labour, About 88% of the respondent suggested that Government should provide for orphans and needy children needs at schools and Parents should carry out their duties without involving children for many hours and 75% of them felt that all Parents should be informed of the importance of education. The respondents also indicated that the government should economically empower the community, provide intensive civic education/ sensitization, reinforce laws and rights of children, enforce Children's Act and Labour laws should be followed to the later. According to Diego (2012) the Employment Act defines the worst forms of child labour as slavery, child prostitution, illicit activities or work likely to injure the health of a juvenile (ages between 16 -18.) The Act also prohibits children from engaging in night work between 6:30 p.m. and 6:30 a.m., and stipulates that children between 13 and 16 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.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains the summary, conclusions and recommendations of the study. It also has suggestions for further research.

#### **5.2 Summary of the Study**

The purpose of the study was to establish the effects of child labour on the academic performance of primary school children in Jinja district Buwenge Sub County. The general objective of the study is to establish the effects of child labour on the academic performance of primary school children. The study employed simple random sampling to select the schools for the study. Stratified random sampling was also be used to ensure equal representation of boys and girls per school. The primary data was collected through questionnaires to pupils and principals. A coefficient value of zero point seven (0.7) made items of the research instrument acceptable for study. The data was analysed using Statistical Package for Social Sciences (SPSS). Descriptive statistics were used in the presentation and interpretation of results. The respondents were protected and all procedures were explained to them and participation was based on consent of the subject. Confidentiality was observed and no experiments were conducted.

#### **5.3 Summary of Findings**

##### **5.3.1 Forms of Child Labour**

The study revealed that slightly above half of the pupils (65%) did not work for pay, profit, family or exchange or home use. All the head teachers agreed that they were aware of pupils who worked for pay, profit, for their family or did something in exchange for home use during the study. Some of the activities the pupils were involved in were grazing, building houses, fishing, fetching water, household chores, cutting sugar cane, feeding chicken, fetching fire wood, hawking, washing clothes,

weeding, cooking and tilling the land. On the status of employment the children had own employment, casual and unpaid family employment. The result corresponds with those of the head teachers, DEOs and the children officers who noted that majority of the pupils were casual workers, others were in unpaid family work and a few were in business. The study revealed that the 25% of the pupils involved in non-paying activities. Majority of the pupils (75%) were exposed to labour.

### **5.3.2 Effects of Child Labour on Academic Performance**

The study revealed that majority of the pupils (75%) got homework. The head teachers also noted that the homework given to the pupils was adequate. The study established from the pupils that majority of them don't complete their homework. The pupils noted that the main reason as to why they did not complete their homework was because of household chores being too much. The results agreed with those of the head teacher who noted that pupils sometimes came to school without completing their homework because they had a lot of work at home.

On the rating of the performance, a high percent of the pupils (50%) rated their performance in class as good. The results disagree with those of 15% of the respondents who noted that pupils' performance was poor.

### **5.3.3 Factors to improve academic Performance**

The study established that all respondents suggested that children should go to school full time, lunch program should be a law in schools, The government should enforce the law on child labour, Government should provide for orphans and needy children needs at schools and Parents should carry out their duties without involving children for many hours and all Parents should be informed of the importance of education. The respondents also indicated that the government should economically empower the community, provide intensive civic education/ sensitization, reinforce laws and rights of children, enforce Children's Act and Labour laws should be followed to ensure improved academic performance of pupils.

## **5.4 Conclusions of the Study**

From the findings the following conclusions can be drawn. The forces that produce child labour are many, complex and interrelated. Although high numbers of children from poor families are joining economic activities as workers and continue to be exposed to various worst forms of child labour, the greatest challenge lays in unfolding its often invisible or disguised traits which make it tolerable and widely accepted within local communities. Its environmental social conditions in low income areas also highly expose children to exploitation.

The parents let children work to supplement family income hence contributing to the family income this means that parents would pull their children from school to stay home to earn. The role working children have undertaken in their family subsistence economy, as a child-household bond based on financial dependency has been established. Hence this means that if withdrawn then it means that the household living standard would fall leading to low academic performance and retention in school.

It was clear that pupils dropped out of school and classes that were more affected. The main reason was that they got employment. This made them miss the free primary education. On the effects of child labour on academic performance pupils' the reason for the failure to complete homework was household chores causing low academic performance and retention in most schools.

On the strategies to minimize child labour, there was need for collaboration between the schools administration and the government through the county administration to prosecute the perpetrators on child labour.

## **5.5 Recommendations of the Study**

The following are the recommendations for the study.

- i. 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.

- ii. The children should be sensitized 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.
- iii. 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.
- iv. 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 challenges and overcoming them without stopping their children from going to school.
- v. The government can help in curbing dropout rates by empowering parents through self-help programs hence children who have dropped out of school to help their parents wasable to continue with their education more effectively. Education officers at national and county levels should work with children officers to achieve this goal

## **5.6 Suggestion for Further Research**

1. A similar study should be carried out on the impact of child labour on academic performance of pupils in selected primary schools in other areas of the Country.
2. A study on parents' awareness of the disadvantages of child labour on academic performance of pupils should be carried out in Buwenge sub County
3. A study should be carried out on the effect of stoppage of child labour on the academic performance of pupils should be carried out in Buwenge sub County

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## APPENDICES

### APPENDIX 1:

#### EFFECTS OF CHILD LABOUR ON THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS QUESTIONNAIRE FOR PRIMARY SCHOOL PUPILS AND STAFF

My name is a under graduate student at Kampala international University.

I am presently conducting a study on Effects of Child Labour on the Academic Performance of Primary School Pupils. You are required to fill in vital information according to the question asked. The information you give was treated with confidence and will help to shed light on children's work activities in relation to their performance in school.

Your cooperation was highly appreciated. Thank you.

#### Section 1

1. Name .....
2. Age.....
3. Sex a) Male b) Female
4. Religion/Denomination a) Catholic c) Muslim d) others  
b) Protestant  
(tick as appropriate)
5. Level of Education-----
6. Marital status of the parents  
a) Married b) Divorced/separated c) Single parent d) Widowed  
e) Others (specify)

7. What is your father's highest level of education? (tick as appropriate)
- a) None      b) Primary      c) Secondary/High school      d) University/Higher      e) Don't know f) N/A
8. What is your mother's highest level of education? (tick as appropriate)
- a) None      b) Primary      c) Secondary/High school      d) University/Higher i.e. post graduate      e) Don't know f) N/A
9. What is your father's present occupation/Employment?
- a) Farmer      b) Business      c) Employed      d) Casual laborer      e) Unemployed      f) Others (specify)
10. What is your mother's present occupation?
- a) Farmer      b) Business      c) Employed      d) Casual laborer      e) Unemployed      f) Others (specify)
11. What is your family's main source of income?
- 

## Section 11

12. Do you do any work in the morning before going to school? a) Yes      b) No
- a) If Yes, which ones?
- 
13. Do you do any work in the evening after school? a) Yes      b) No
- a) If yes, which ones?
- 
14. Do you fail to attend school to help your parents with work? i) Yes ii) No

a. If yes what do you do?

.....

b. If yes, how often? (no. of times per week)

c. Are your studies affected by the work you have stated above i) Yes ii) No d If yes how

.....

15. Do you sometimes work for payment (in cash) i) Yes ii) No

b) If yes, how much (per month)

.....

c) Are you compensated in kind when you work? i) Yes ii) No

.....

d) If yes what are you given as compensation?

.....

16. Do you work with adults a) Yes b) No

a) If yes, why

-----

b) If No, why

-----

c) If your answer is yes, how do you spend the money you get?

-----

17. Do you like working for payment? a) Yes b) No

a) If Yes why

-----

b) If NO why

-----

18. What is your opinion about those children who work for payment?

19. a) Is there anything being done to eradicate child labour? Yes/no

b) If yes, what is being done?

.....

c) If yes, by who?

.....

d) If no, what do you think should be done?

-----

### Section 111

I. How often do you complete your school homework?

a) Always      b) Most often c) Rarely d) Never

II. For the past one month how many times have you been punished

for not completing school homework? a) Once    b) 2-3 times

c) 3-5 times    d) 6-10 time    e) Over 10

III. Do you sometimes fail to attend school? a) Yes    b) No

If Yes how often.....

b. What were the reasons for not attending school?

a) Lack of school fees

b) Sickness

c) To attend house chores/duties

d) Others (specify)

IV. a) What position were you in the last end of term examination? ----- Out of---  
-----

b) What about the previous term? ----- Out of -----

V. What factors are likely to affect your performance in school? Rank from;

1. Most important
2. Important
3. Less important
4. Least important

Factors	1	2	3	4
Lack of school fees				
Teacher's commitment				
Domestic work				
Peer group				
Lack of reading facilities at home				
Lack of food				
Distance to school				
Others (specify)				

23. In your own view, what factors would help you improve your performance in school?

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## **APPENDIX 2: Interview guide**

My name is a under graduate student at Kampala international University.

I am presently conducting a study on Effects of Child Labour on the Academic Performance of Primary School Pupils. You are required to fill in vital information according to the question asked. The information you give was treated with confidence and will help to shed light on children's work activities in relation to their performance in school.

Your cooperation was highly appreciated. Thank you.

### **INTERVIEW GUIDE (Teachers)**

1. Comment about child labour among school going children
2. What is your perception of work as a socialization agent?
3. Do you know any scholars who are child labourers (cite specific cases)
4. How has been the performance in examinations for child labourers and the other children (provide concrete data)
5. What are the factors that affect the performance of your school?
6. What is the absenteeism rate in your class?
7. Comment on this absenteeism rate.
8. Give details of any specific cases of children involved in child labour and their performance in class.
9. What is the school doing to assist affected children?
10. What are the main causes of child labour?

**Thank you.**



**APPENDIX 3: Budget**

Items	Qty	Unit cost	Amount
Stationary			
Reams of plain papers	4	11000	44,000/=
Pens	4	600	2,400/=
Note books	5	1000	5,000/=
Transport			50,000/=
Preparing proposal			40,000/=
Preparing questionnaires and interview guide			30,000/=
Editing data, printing and binding		50,000	50,000/=
Airtime		15,000	15,000
Motivation and refreshment			40,000/=
Miscellaneous		20,000	20,000/=
<b>Total cost</b>			296,400/=

## APPENDIX 4: Time Frame

Activities	Months				
	February 2019	March 2019	April 2019	May 2019	June 2019
Pilot study					
Study Analysis					
Proposal Design					
Proposal Development					
Submission of proposal for approval					
Final report writing and submission					