

**CHILD LABOUR AND GOVERNMENT'S FREE EDUCATION POLICY  
IN AYIVU COUNTY, ARUA DISTRICT  
IN UGANDA**

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A Thesis Presented to the school  
Of Postgraduate studies and Research  
Kampala International University  
Kampala, Uganda

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In partial fulfillment of the requirements for the Degree  
Masters of conflict Resolution and Peace-building

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**OCTOBER, 2012**

## DECLARATION A

"This dissertation is my original work and has not been presented for a degree or any other academic award in any University or Institution of Learning".

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Name and Signature of Candidate

06/11/2012  
Date

### DECLARATION B

" We confirm that the work reported in this proposal was carried out by the candidate under our supervision".

Anyama  
ANYAMA Charles

Name and Signature of Supervisor

08.11.2012

Date

## **DEDICATION**

"I dedicate this important professional achievement to my beloved parents; My mother Devota Eriku and my father Mr. Cyril Eriku; because without their encouragement, prayers and moral support I would have not achieved my vision. Let Almighty God give them many more years"

## **ABSTRACT**

This study examined the influence of child labour on government's free education policy in Ayivu county, Arua District in Uganda. A self made questionnaire is used to collect data in order to obtain four research objectives; 1) to identify the profile of the respondents, 2) to determine the extend of child labour, 3) to establish the level of success of government's free education policy, 4) to establish if child labour is significantly correlated with government's free education policy. And the study used descriptive survey design in order to compare the extend of child labour to success of Government's free education policy. The sample of this study was 126 respondents from five sub-counties in Ayivu county, Arua District. Key findings from the studies were: (1) the profile of the respondents found that male (73.8%) children dominated compared to female. Majority of the Children were within the age bracket of 11-29 years (52.4%). The children were among the family size of 5-8 people (35.7%) in a family. Most of the children were born in Arua district (90.5%). Twenty nine percent (28.6%) of the children had an educational level of secondary or O. level. similarly twenty nine percent of the children resided in Pajulu sub county. Male (83.3%) teachers dominated in the research compared to female teachers and majority (97.6%) were born in Arua district. Almost twenty nine percent (28.6%) of the teachers where within the age bracket of 30-39 years and 40-49 years. In addition, most (40.5%) of the teachers had family size of 1-4 or 5-8 people. Furthermore, majority (69 %) of them had diploma certificates, and were class teachers (54.8%). In addition, almost seventy percent (69%) the teachers work in government schools and majority (33.3%) were residents of Adumi. that majority of the children are employed because they want to improve their standard of living (mean=3.39). The result also indicated that farming is the most common activities the children are involved in (mean=3.29). In addition, one to three of family members under 18 years of age are employed (mean=3.17). Male children are mostly employed (mean=2.88).Furthermore, it was found that most of the children search for the work themselves (mean=3.24).Most of the children start to work from the age bracket of 15-16 years (mean=2.85).Their terms of employment is mostly on short/casual terms (mean=2.83)

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the study**

In 1960, the United Nations adopted the convention against discrimination in education. The Convention came into force in May, 1962. State parties to convention undertook to eliminate and prevent discrimination in education by:

Abrogating any statutory provisions and administrative instructions and continuing administrative practices which involve discrimination in education.

Ensuring by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions.

Not allowing any difference of treatment by public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for pursuit of studies in foreign countries.

Making primary education free and compulsory.

Making the secondary education in its different forms generally available and accessible to all.

Making higher education equally accessible to all on the basis of individual capacity.



Ensuring that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent.

Encouraging and intensifying by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity.

However, exploitation of working children in developing countries has been reported since 1800s but political awareness of the effects of working on children's physical and psychological well-being has gained substantial momentum in the international community only since the start of the 1990's.

However, article 34(4) of the Ugandan constitution provides that children are entitled to be protected from social or economic exploitation and shall not be employed 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.

Furthermore, article 34(2) of the constitution of Uganda and section 5(1) (a) of the Children Act provides for the right to basic education of the children and the government of Uganda has partly tried to implement this by introducing primary and secondary universal education. However, this right goes with the duty on the part of the child to attend the school every school day when he is enrolled in a school.

Nonetheless, the U.N convention on the rights of the child (1989) was a landmark in international law it became an unprecedented success as it reduced at most universal acceptance with 190 states ratifications in less than 10 years. Although the question of child labor was dealt with in only a few of the conventions provisions, the massive political support for children's rights as such also enhanced the commitment to working children. However, the international labour organization (ILO) is fighting in its traditional perspective to eradicate child labor in the labor market.

Nonetheless, there is no way to thoroughly enumerate the various ways in which children around the world are economically exploited and physically mistreated. But the numbers are great and the suffering widespread. Behind the hideous imagery children beaten or sexually abused by parents; ravaged beyond their years by hard living and drug abuse on the streets; maimed by land mines or turned into killers by war; stricken with AIDS....are all-too-common struggles against disease, hardship and family or social traditions that compromise children's humanity or subject them to physical and emotional suffering. While victims of injustice and poverty has always had trouble being heard on. Children have had more trouble historically than children whether exploited as child laborers or prostitutes, drafted as young Teenagers into armed forces, forced as young girls into lonely life as domestic workers, deprived of an education to work on the farm, or denied adequate nutrition and health care. Children need help and protection from an adult world that perpetrates most of the abuses.

To highlight the existence of the most egregious violations of International human rights law and encourage the Governments to investigate particular cases, the United Nations Commission on Human rights has appointed a special rapporteur on the sale of children, child prostitution and child pornography. The condition most common to children who suffer or are deprived of is the poverty resulting from economic injustice.' The most perverse form of denial of child rights is poverty because poverty makes it impossible to satisfy those needs that are basic rights" says Teresa Albenez, special Advisor to the United Nations Children's Fund (UNICEF) on the convention on the Rights of the child.

According to figures compiled by UNICEF-there are now well over a dozen Countries in which conditions for children are far below the norms to be expected for their levels of economic development. This includes such gauges as malnutrition levels; under five mortality rates; percentage of children reaching the fifth grade of primary School and Low literacy rates for women. In many poor Countries, Children work to supplement meager family income or otherwise to help the family business. Although they may not always work under the most desirable conditions. Most are not being intentionally exploited by their families. The real issue in such cases is not whether the Children work are just, and whether they are being denied other basic rights because of their work- such as the right to education, to freedom from abuse and to proper health care.

It is greatly acknowledged that child labour exists in various sectors in Uganda and the pattern and characteristic of the problem differ from one sector to another. Uganda has been implementing a national program of the elimination of child labour since August 1999. However the lack of comprehensive data and information on child labor constitutes a serious gap in the effective implementation of the program me.

Moreover, any advocacy campaign against child labour and the designing of well targeted programmes can but only are well founded on availability of accurate and detailed information on child labour.

Over the last ten years, several surveys notably the national integrated house hold survey 1992/93 has given some information on child labour. In addition IPEC partners and organization have carried out rapid assessments and situational analysis.

The findings of these studies have formed the basis for developing pick strategies in the worst dangerous exploitative sectors namely, commercial sexual, commercial agriculture, and urban informal sectors and street work. However, most of the rapid assessments and situational analysis were urban based, making it impossible to gain full knowledge on the magnitude characteristics and the details of hazards working children face.

In 2000, the Uganda bureau of statistics (UBOS) conducted the Uganda demographic and health survey (UDHS). A few child labour indicators were included in the UDHS. UBOS on behalf of ministry of gender labour and social development in

overwhelmed and from house hold surveys. During 1990's net enrolment rates ranged from 62% to 68% before UPE and from 82% to 89% since 1997 despite high population growth (see table 1 below) these surveys also reveal the embedded importance of costs in the reasons cited for dropping out or never attending from 71% in 1992 to 87% in 1999. But recent study suggests that poverty level still heavily influence attendance and drop out patterns in primary schools in Uganda, MISR, 2002. While a number of studies have been conducted on the effects of child labour on schooling, these studies have found mixed results (khanam,2006) not withstanding this fact, most of the studies have not looked at the effect of child labour on schooling in Arua district Ayivu county in particular.

**Table 1** The overall numbers of children in primary school by 2011

<b>Class</b>	<b>Female</b>	<b>Male</b>	<b>Totals</b>
P1	803,803	797,000	1,600,808
P2	551,453	537,072	1,088,525
P3	537,662	526,931	1,064,553
P4	488,468	478,142	966,610
P5	408,509	384,272	762,781
P6	316,162	282,382	598,544
P7	228,385	179,337	407,722
<b>Totals</b>	<b>3,334,402</b>	<b>3,185,141</b>	<b>6,519,543</b>

**Source:** Ministry of Education and Sports 2001 6:3 ([www.education.go.ug/factfile2001.html](http://www.education.go.ug/factfile2001.html))

Major observations of various reports note that while the demand for primary education increased dramatically with the introduction of UPE in early 1997 with school enrollment rising from 3 million pupils in 1996 to over 7 million pupils by 2001, the same report shows that wide spread poverty is inhibiting primary education access for many children of school going age. The desire for money is still forcing many parents to choose between education and other competing needs, which has constituted to increase of child labour. It is noted that, once they are enrolled, keeping children in school is a major problem of many developing countries, where high rates of repetition and dropout lead to inefficiency and a waste of resources. Engaging in child labour is known to affect health, retard their physical and mental development and deprive children of meaningful education and training opportunities that could enable them to become responsible and productive adults. One of the most damaging and wide spread risks that children face when they work prematurely is denying them schooling, lack of education is damaging because prosperity in life depends on intellectual competence starting with fundamental literacy, numeracy and critical thinking ability. Besides engaging in child labour contravenes the international labour organization of the United Nations (ILO) Convention 138 to which Uganda is a signatory. It is therefore, of importance or essence that children without exception must receive at least a basic education. That is the reason why the research considers child labour as a conflict to the governments free basic education policy. Despite the fact that child labour is known to exist, studies show that there has been little research done on the impact of child

labour on free Universal primary education policy. It is in the light or ground of the above that the researcher wants to undertake the study Child labour as a conflict to Governments free education policy.

### **Statement of the problem**

The child labour baseline survey (ILO,2009),conducted by UBOS in Rakai,Mbale and Wakiso,revealed that about 3% of children 5-17 years in the sampled households of Wakiso district had never attended school because they are either too young ,disabled,had no school requirements or school was too far which makes them vulnerable to child labour.Child trafficking and commercial sexual exploitation of children (CSEC) are some of the worst forms of child labour in Wakiso district but are considered hidden,complex and corrosive.Children are also engaged in hazardous work inform of domestic helpers,brick layers,general labourers,construction labourers,sand mining,stone quarring,forestry under taking tree planting,tree cutting,and in industries.

Child labour is one of the problems that children face in Uganda (National Council of Children, 1995) (women and youth services, 2001). The findings of a comprehensive rapid assessment by platform for labor actions in Rakai, Lira, Tororo and Busia identified 697 respondents out of which 90% were child domestic workers. Meanwhile, a number of studies that have been conducted on the effect of child labour on schooling in developing countries but these studies have found mixed results (Khanam, 2006) and their evidence on Uganda is lacking. Notwithstanding this face, most of the studies have not

looked at effect of child labour on free education programme. Therefore this study is set to find out how child labour conflicts with governments free primary schooling in Uganda with specific emphases on domestic and commercial sectors in Ayivu sub county, Arua district.

### **Purpose of the study**

The purpose of this study was to investigate the relationship between child labour and Government's free education policy. It also aimed to validate the theory to which the study is based on and to bring the gaps identified during the literature review. It therefore intended to test the researcher's hypothesis that there is no significant relationship between child labour and Uganda government's free education policy in Ayivu county, Arua district in Uganda. It also intended to make conclusions and generalization as well as recommendations arising from the empirical findings.

### **Research objectives**

**General:** This study determined the relationship between child labour and Governments' Free education policy in Ayivu county, Arua district.

**Specific objectives:** The specific objectives of the study include the following:

- 1 To identify the demographic characteristics of the of the respondents in terms of:
  - 1.1 Gender
  - 1.2 Age
  - 1.3 Family size



- 1.4 The district of birth
- 1.5 Education level
- 1.6 Sub-County of residence
- 1.7 The position in the school for the teachers
- 1.8 Type of school they are teaching in
- 2 To determine the extend of child labour in Ayivu county, Arua district
- 3 To determine the level of success of Governments' Free education policy in Ayivu county, Arua district.
- 4 To establish if there are significant relationship between child labour and Governments' Free education policy in Ayivu county, Arua district.

## **Research Questions**

This study sought to answer the following research questions:

1. What are the demographic characteristics of the respondents as to :
  - 1.1 Gender?
  - 1.2 Age?
  - 1.3 Family size?
  - 1.4 District of birth?
  - 1.5 Education level?
  - 1.6 Sub-county of residence?
  - 1.7 Position in the school for the teachers?
  - 1.8 The type of school they are teaching in?

2. What is the extend of the involvement of children in labour in Ayivu county, Arua district?
3. What is the level of success of Governments' Free education policy in Ayivu county, Arua district?
4. Is there a significant relationship between child labour and Governments' Free education policy in Ayivu county, Arua district?

### **Null Hypotheses**

1. There is no significant relationship between child labour and Government's free education policy.

### **Scope**

#### **Geographical Scope**

This study was conducted in Ayivu county, Arua district in Uganda. Ayivu County is comprised of seven sub-counties of Pajulu, Manibe, Adumi, Ayivuni, Aroi, Dadamu and Oluko and bordered by the counties of Vurra, Terego and maracha district. The researcher used some fourteen (14) selected primary schools in Ayivu County for study, child laborers themselves both in domestic and commercial sectors, employers of the children, Head teachers and the class teachers of the selected schools. .

To **researcher**, he will qualify for a partial fulfillment for the award of masters' degree in conflict resolution and peace building as this is an academic research

### **Operational definitions of key terms**

The key Terms in this study are mainly those found in its title and the research instruments. They are defined as used in the study:

**Child:** A person between birth and puberty or a person who has not attained maturity or the age of legal majority ([www.thefreedictionary.com/child](http://www.thefreedictionary.com/child))

**Child Labour:** Is the work that harms children or keeps them from attending school around the world or refers to the employment of children at regular and sustained labor.

**Education:** Education is the process of teaching and learning. It involves imparting knowledge, skill or understanding. Education also involves the development of personality or character.

**Government:** Is the governing body of a nation, state or community. Is the system by which a nation, state or community is governed.

**Free –education policy:** This is a deliberate regulation put by the government to make the children to have basic education without payment of school fees.

## **Related studies**

### **Child labour and primary Schooling**

Almost all 94% out of school children of primary age are in developing countries predominantly in South Asia 35% and sub Saharan Africa, 40% (world Bank data available ICCLE, internet accessed in September 2011). These developing regions correspond to areas in which child labour is a serious problem. ICCLE points out that over 100 million Children of primary school age are not enrolled in school and huge numbers of them are child laborers who basically work for economic needs, Baker 1965 as well as Rosenzweig and Evenson (1977) and that many parents expect some immediate economic contributions from children due to financial needs (Denes,2003).

Accordingly child labour, education, and poverty have been referred to as a "triangular circle" meaning that poor children are more likely to work in developing nations and, if children have to work, then they are less likely to attend primary or secondary school, resulting in a pervasive circle of poverty that spans generations (ICCLE, weiner, 1990, Gimsrud and Stoke, 1997)

At the same time, other reasons such as transportation costs (Canagarejah and Nielsen 1999, Limited school facilities, geographical isolation from schools, transportation costs, low school quality, political unrest, house characteristics, HIV/AIDS, and gender bias have also been documented as factors that affect school participation (Denes, 2003, Dels Rosati, 2002). In consideration of these other factors large body of research has attempted to disentangle the relationship

between child labour and school performance, however existing studies have found negative effects of child labour even after controlling for other factors.

### **Determination of environment, attendance and Dropouts**

The labour and school outcomes of children have received increasing attention, especially with the emergence of the problem of child labour. According to ILO, about one in seven of the world's children participate in labour activities; with significant regional differences (see Grootaert and Kenbur 1995). Notwithstanding the regional differences, certain regularities emerge from the empirical literature on the subject. Most of children's "work" is in family- based enterprises, agriculture or non-farm business. This work rises with age, household size and number of siblings and in general poverty. Parents take school quality into account when sending their children to school. The decision to send children to school are weighed against the opportunity cost which includes direct school costs which may not be important and foregone earnings from child labour (Grootaert and patrinios (1999).

An enormous literature speaks to the enrolment and educational attainment of children in development of children in developing countries, and a more recent and a growing literature addresses child labour force work. A number of studies from the last decade explicitly recognize the necessity of considering school in conjunction with children's labour force employment and a non labour force work responsibilities (degraff, Bills borrow, and Herrin 1993) Jensen and Nielsen (1997). This comprehensive type of approach is needed to attain an adequate understanding of how to facilitate the educational success of children with multiple responsibilities.

fees for government aided schools following the government's policy of UPE pushed school enrolment figures from 3.4 million in 1996 to 7.3 millions in 2001. New vision October 24<sup>th</sup>, 2003).

However, despite such impressive figures and indications, the governments targets and efforts of retaining 100% of school enrolment up to P.7 has been bogged down by a number of factors. In most rural areas the practice of employing children in productive work is fully recognized as one of the main causes holding the children from participating in primary education and thereby perpetuating the circle of poverty and destination (IDS bulleting 2003).

In 1998, the international labour organization (ILO) estimated that 44.4% of children between the ages of 10 and 14 in Uganda were working according to the 1991 population census and 1992/93 Uganda integrated household survey, 23% of children between the ages 10 and 14 work in various activities. Child labour is most prevalent in agricultural activities (us department of labour 2004) contents that children work predominantly in rural areas. Almost half of child workers are engaged in agricultural activities. What is not clear however is how much these are enrolled or not enrolled or how many are able to balance child labour and enrolment responsibilities.

However what is clear is that everyday thousands of children toil in the fields, homes, and streets from dawn to dusk. Others work as domestic servants and many hawk food stuffs. Although some of them are in school, that majority are not. According to the child labour reports based on the demographic send Health survey, 2000-2001, the number of working children aged between 5 and 17 attending primary school was

to households with dramatic increase in enrolment of boys and girls but with a gap within the two.

Existing social relations of gender that structure women as providers of reproductive labour also affects the girls who are socialized as apprentices of their mothers so that they can play similar roles in future. This factor is the key in keeping girls and boys enrolment in primary schools. Monetary and safety consideration notwithstanding UPE policy has led to increased access for both sexes but it does not challenge the social constructions of gender in society that tends to disadvantage girls by allocating them endless reproductive work, among other gender inequalities that specifically keep girls from enrolling in school.

There are no simple solutions to children's plight. The debate on child labour is usually polarized where education is concerned. Some view compulsory full time schooling as the important instrument abolishing child labour and protecting the child's right to education. But there are those who feel that given the context of poverty there is need to look for more flexible options where work can be combined with education.

### **Child Labour and attendance**

Webster (1985) defines attendance as the degree of regularity. Education is basic human right and is fundamental to the fight for human dignity and freedom. Yet the education especially for the Masses in a country struggling to get to its feet can be pretty complex. Access to schooling opportunity usually dominates for the reason that there are many people left out-young boys and girls and socially economically disadvantaged groups.

Much as the Ugandan government has done a very commendable job to intervene in the light of children "missing out" on education due to difficult circumstance such as unfavorable traditional practices and extreme poverty, children missing out on education are still in our midst. Probably one may argue that these will always be, there numbers can and in most cases get controversial but looking at the categories of children missing out on education we have as a country, we may as well not fear the controversy of number (the monitor 21<sup>st</sup> April, 2004) broadly speaking there are two categories of children missing out on education those who for one reason or another are not attending school, and those who attend but do not benefit from time spent at school. The education given is either irrelevant to the learners needs or is poor quality or both. Unfortunately the last category is bigger in number.

Those with no access to schooling can be put in several sub-categories. This fact probably makes them less visible since their numbers look small in their respective categories. However, if one looked at children in camps for the internally displaced people, the socially, economically disadvantaged and the disabled, one begins to get a sense of magnitude of the need. One also begins to understand that for some reason accessing education in the current system is a dream.

For instance children whose labour is crucial for the family's economic survival, the school calendar time table and even the curriculum are simply out of step with their day to day concern. Such children include those in pastoral communities, agricultural linden communities, and child headed household heads etc.



Withstanding the above, in 1995, the primary class attendance rate was 95.8% in 1997 in estimated 94% of the children reached grades with similar rates for girls and boys (94.3% and 93.5%) respectively. The rate of dropouts in Uganda was 6% in 1997 while 11% of the children repeated a grade in that same year. The reason that pupils choice to drop out of school varied and was complex and can be categorized as " in school reasons" and out of school reasons out of school are influenced by economic, political and family issues as well as involvement in drugs, alcohol, gangs and or criminal activity

<http://www.questa.com/pm.qst>

However, it has been discovered that a number of barriers have made sporadic attendance, late arrival and dropouts in schools seem the norm primary schools ran from P.1 through P.7 beginning usually at the age of six .Dropouts occur mostly in the later years of primary School when young people are tending to adolescence. Adolescents and school officials report that many children are starting p.1 at seven, eight or even nine years old and others try to complete their primary studies when they are older to catch up with the missed years. Huge numbers of young people are unable to attend school at all because of other responsibilities and barriers (WCRWC July 2001)

### **Child Labour and Dropout**

The mean age for dropout of girls and boys is 13, indicating that children dropout at the time they are supposed to be completing primary school. The main causes of dropout can be multiple and are indicated below

**TABLE 2** The main causes of Dropouts

Reason for dropout monetary cost (school fund, uniform, text and exercise books	Boys %	Girls %
Labour needed	8.7	15.9
Failed exams and did not want to repeat	10.9	10.1
Child perception and had enough schooling	28.2	20.9
Inability of illness	11.2	8.5
School too far	3.4	3.0
Travel to school unsafe	2.5	2.6
Poor school quality	1.4	2.4
No secondary school places	3.3	5.7
Number of dropouts that participate in study	415	363

**Source:** *Uganda GHS Ed. Data Survey 2001 pp 59*

The monetary costs of schooling continue to lead reasons for dropout even with UPE. Cost is cited as a factor more in urban than in rural areas. Children's low aspiration for post primary education is the next important factor for dropping out of primary school, more pronounced among other children (13-18years) the main attraction of boys outside school seems to be petty business to make their own money while it is early marriage and pregnancy in the case of girls. The studies documented the ways in which poor management of sexual maturation had a detrimental impact on children's acquisition of basic learning competences and how girls experiencing without adequate preparation of facilities were regularly absent or even dropped out of primary school.

## **Child Labour and Performance**

DMO (2001) found that working children in Argentina obtained lower scores than non-working children. Guarcello (2005) explored the impact of child work on school attendance and performance in five countries. Brazil, Kenya, Lebanon, Sri Lanka and Turkey, and concluded that work reduces the rate of retention and in some countries the number of hours worked also increased the probability of dropping out. However, one typical finding from Guarcello (2005) was that in some countries being a working child does not necessarily affect "actual learning outcomes" such as test scores (p.5, 6). This is a rare example suggesting a neutral impact of child labour on performance.

## **Theoretical perspectives**

This study is based on the theory of child labour and school attendance of Ben-Porath (1967). This theory states that the children specialise in schooling early in life. Eventually they leave school and enter the labour market full-time, whether as children or adults. Many will experience an intermediate period in which they devote some time to work while in school. It is therefore useful to lay out economic rationale to this time allocation as the child ages.

Numerous studies have shown that child labour and time in school are sensitive to changes in pecuniary costs and returns. Non-pecuniary costs and returns are also likely to be important, but are difficult to quantify.

There is considerable evidence supporting the assumption of diminishing returns to schooling. Psacharopoulos (1994) presents the results of 57 studies of returns to

schooling and average years of schooling in developing countries. A regression of estimated returns on the years of schooling suggests that for each additional year of schooling, returns fall by 0.8 percent points. Lam and Schoeni (1993) conducted a detailed examination of how rates of return to schooling changed as schooling increased in Brazil. After controlling for detailed family background variables, they found out that the highest returns were in the first four years of schooling with nearly linear returns thereafter.

Card's (1999) review of the recent literature also concludes, albeit tentatively, that returns fall with years of education. It should be noted that finite life spans and rising opportunity costs of time as an individual ages guarantee that the returns to schooling must fall eventually.

Child labour, Education, and Children's Rights by Gordon Betcherman, Jean Fares, Army Luinstra, and Robert Pouty July 2004 in their abstract say child labour is widespread and bad for development, both that of the individual child and of the society and economy in which she or he lives. If allowed to persist to the current extend, child labour will prevent the achievement of the millennium development goals of having poverty and achieving education for all. Nearly all of the worlds government have ratified international human rights conventions which calls for the elimination of child labour and the provision of universal primary education. Fulfilling these commitments is of critical importance for development.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Research design**

This is quantitative in approach and it used a descriptive comparative and descriptive correlation design. Descriptive studies are non-experimental that describe the characteristics of a particular individual, or of a group. The descriptive comparative design was used to compare the extend of child labour to the level of the success of free education policy in Ayivu county, Arua district in Uganda. It also followed descriptive correlation design to establish whether there is a significant relationship between the child labour and government's free education policy in Ayivu county, Arua District in Uganda. Descriptive correlation design deals with the relationship between the variables, testing of hypothesis and development of generalizations and the use of theories that have universal validity.

#### **Research Population**

The target population of this research was comprised of a total of 14 schools out of 62 schools in Ayivu county, 42 Head Teachers and deputies out of 124, the employers of children 71 of them randomly selected from the trading centres, families and in their working places and finally children found working; 71 of them picked randomly from their work places from the five sub-counties in Ayivu county. The administrative teaching staff were involved because they are in touch with the day to day activities of

**Table (a)**  
**Respondents of the study**

<b>Sub- county</b>	<b>Employers</b>	<b>Child labourers</b>	<b>Teachers</b>	<b>Population</b>	<b>Sample</b>
Pajulu	14	12	11	50	<b>37</b>
Adumi	8	11	14	<b>45</b>	<b>33</b>
Manibe	8	10	3	<b>32</b>	<b>21</b>
Oluko	5	7	6	<b>29</b>	<b>18</b>
Dadamu	7	2	8	<b>28</b>	<b>17</b>
<b>Total</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>184</b>	<b>126</b>

Therefore, given the formula, the sample size of 126 was calculated as follows;

$$\begin{aligned}
 n &= \frac{N}{1+N(a^2)} \\
 &= \frac{184}{1+184(0.0025)} \\
 &= \frac{184}{1+0.4600} \\
 &= \frac{184}{1.4600} \\
 &= 126.0274 \\
 &= 126
 \end{aligned}$$

## **Sampling Procedures**

The purposive sampling is utilised to select the respondents based on these criteria:

1. Male or female respondents among the employers of the children
2. A boy or a girl respondent found involved in labour
3. Head and deputy's of the primary schools under study

From the list of the qualified respondents chosen based on the inclusion criteria, the systematic random sampling is used to finally select the respondents with consideration to the computed minimum sample size.

## **Research Instruments**

The research tools that are utilized in this study include the following:(1) face sheet to gather data on the respondents' demographic characteristics (gender, age, the family size, district of birth, education level, sub county of residence, position in the school, the type of school they are teaching in); (2) researcher devised questionnaires to establish the extend of child labour in Ayivu county. This has raised questions about the children employed in the family, the age at which the children start to work, the gender that is mostly involved, where the children come from, the most common activity the children are involved in, the terms of employment, how they get the work, the reasons for their employment, why they prefer work other than school, whether they are willing to go back to school or not, their knowledge about existing bylaws. The response Modes of the questionnaire to establish the extend of child labour are indicated as: Strongly agree (4); agree (3); disagree (2); strongly disagree (1). (3)

Researcher also devised questionnaires to determine the level of success of government's free education policy. This has raised the following issues: the enrolment in the schools under study, the reasons for dropout, the irregularity of pupils in the school, Possible reasons for irregularity, the classes mostly affected by irregularity, the term mostly affected by irregularity, the attitude of the parents towards irregularity, the steps taken by the schools against irregularity, the performance of primary seven in previous year's primary living examination, the reason for poor and average performance. The response Modes of the questionnaires to determine the level of success of government's free education policy are indicated as: Strongly agree (4); agree (3); disagree (2); Strongly disagree (1)

### **Validity and Reliability of the Instruments**

Content validity was ensured by subjecting the researcher devised questionnaires on extend of child labour and the level of success of Government's free education to the judgment by the content experts who estimated the validity on the basis of their experience and knowledge towards the subject.

The individuals made their judgments about the relevance of the items.

The CVI was

Established using the formula: 
$$CVI = \frac{\text{No of Item declared valid by the judges}}{\text{Total number of items on the questionnaire}}$$

The extend of child Labour = 25/63

The level of success of free education = 33/54



The result of the CVI are shown in Table below

**CVI results**

<b>Variable</b>	<b>Number of items</b>	<b>CVI</b>
Extend of child Labour	25	0.40
Level of success of Free education	33	0.61

***Source: Primary data 2012***

**Data Collection Procedures**

***Before the administration of the questionnaires***

1. An introduction letter was obtained from the school of Post Graduate Studies and Research for the researcher to solicit an approval to conduct the research.
2. When approved, the researcher secured a list of the qualified respondents in the concerned areas and selected through systematic random sampling from this list to arrive at minimum sample size.
3. Reproduced more than enough questionnaires for distribution.
4. Got some research assistants who assisted in the data collection; brief and Orient them in order to be consistent in administering the questionnaires.
5. The respondents explained about the study and requested to sign the Informed Consent Form.

### ***During the administration of the questionnaires***

Specifically, the researcher and the assistants requested the the respondents the following (1)to sign the informed consent ;(2) to answer completely all questios and not to leave any item of the questionnaires unanswered;( 3)to avoid biases and to be objective in answering the questionnaires.Some respondents had to be guided on what to do by data collectors and as such, some of the questionnaires were retrieved on spot, while others were retrieved after some days.All questionnaires retrieved were checked if completely filled out.

### ***After the administration of the questionnaires***

On their return, the researcher edited and entered the questionnaire responses into the SPSS package, for further processing and analysis. Finally, a report was prepared and after approval from the supervisor, the final copy was submitted to CHDR for final examination.

### **Data Analysis**

The statistical software was used to analyze the data because this type of software is good for primary data analysis and the data that the researcher analysed were primary data.

1. To analyze objective one of this study the researcher used frequency and percentage distribution table.
2. Analysing objective two and three the researcher used to investigate the mean which tells the researcher the highest and the lowest extend of child Labour as independent

variable and the level of success of government's free education policy as dependent variable.

The following mean ranges were used to arrive at the mean of the individual indicators and interpretation.

**A. Extend of child Labour**

<i>Mean Range</i>	<i>Description/Response Mode</i>
3.26-4.00	strongly agree
2.51-3.25	agree
1.76-2.50	disagree
1.00-1.75	strongly disagree

**B. Level of success of government's free education policy**

<i>Mean Range</i>	<i>Description/Response Mode</i>
3.26-4.00	strongly agree
2.51-3.25	agree
1.76-2.50	disagree
1.00-1.75	strongly disagree

3. The Pearson's Correlation Coefficient was used to determine the relationship between Child Labour and Government's free education policy.

## **Ethical Considerations**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. All questionnaires coded to provide anonymity of respondents responses.
2. Solicit permission through a written request to the concerned parties included in the study.
3. Respondents were requested to sign the Informed Consent Form
4. No respondent was threatened or coerced to participate.
5. Authors quoted were fully recognized through citation and referencing
6. Presented the findings in a generalized manner

## **Limitations of the Study**

In view of the following threats to validity, the researcher claimed an allowable (0.05 level of significance) 5% margin of error. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. Extraneous variables are beyond the researcher's control such as respondents' honesty and personal biases
2. Instrumentation: The research instruments on extend of child labour and

the levels of success of government's free education policy are not standardized.

Therefore a validity and reliability test was done to produce a credible measurement of the research variables.

3. Testing: The use of research assistant brought about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanation given to the respondents. To minimise this threat, the research assistant was oriented and briefed on the procedures done in data collection.
4. The researcher encountered constraints to access the respondents the employers of the children who misunderstood the questionnaire as fault findings.
6. Moving for long distances through bad roads and also financial constraints to satisfy Respondents' expectations.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Profile of Respondents

The first objective of the study was to determine the profile of the respondents which included the employers of the children, child laborers, head teachers and their deputy's and to achieve it, closed ended questions were asked in the questionnaire. Frequencies and percentage distributions were used to summarize the profile in terms of gender, age, family size, district of birth, educational level, sub county of residence, position in school for the teachers and the type of school they are teaching in as indicated in the Tables 1 and 3.

**Table 1**

Profile of children respondents

Items		Frequency	percent
Gender	Male	31	73.8
	Female	11	26.2
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Age of respondents	below 10 years	20	47.6
	11-19 years	22	52.4
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Family size of respondents	1-4 people	12	28.6
	5-8 people	15	35.7
	9-12 people	10	23.8
	over 12 people	5	11.9
	<b>Total</b>	<b>42</b>	<b>100.0</b>
District of birth of respondents	Arua	38	90.5
	Yumbe	3	7.1
	Kampala	1	2.4
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Educational level of respondents	P1-P4	11	26.2
	P5-P7	11	26.2
	secondary	12	28.6

	Diploma	7	16.7
	Degree	1	2.4
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Residence of respondents	Pajulu	12	28.6
	Adumi	11	26.2
	Manibe	10	23.8
	Oluko	7	16.7
	Dadamu	2	4.8
	<b>Total</b>	<b>42</b>	<b>100.0</b>

***Source: primary data, 2012***

Tables 1 indicate that male (73.8%) children dominated compared to female. Majority of the Children were within the age bracket of 11-29 years (52.4%). The children were among the family size of 5-8 people (35.7%) in a family. Most of the children were born in Arua district (90.5%). Twenty nine percent (28.6%) of the children had an educational level of secondary or O.level. similarly twenty nine percent of the children resided in Pajulu subcounty. The possible reason why the majority of the children reside in Pajulu sub-county is because pajulu sub county is near Arua municipality as a result the children can easily get employment opportunities there.

**Table 2 A****Extend of child labor in Ayivu, Arua district in Uganda****Employers of children**

<b>Measures of child Labour</b>	<b>Mean</b>	<b>Rank</b>
The children are employed to improve their standard of living.	3.39	1
Farming is the most common activities the children are involved in.	3.29	2
The children are employed to enable them give full support to household enterprise.	3.27	3
Employed children search for the work themselves.	3.24	4
The most common agricultural activities the children are involved in is harvesting.	3.20	5
one to three of family members under 18 years of age are employed	3.17	6
The children are employed to enable them be independent.	3.15	7
One to three other children who are not family members are employed	3.02	8
Petty business is the most common activities the children are involved in.	2.98	9
The children you employ come from relatives.	2.98	10
Employee children are searched for by the relatives.	2.95	11
Male children are mostly employed	2.88	12
The children start to work at the age of fifteen to sixteen years.	2.85	13
The children are employed on short or casual terms.	2.83	14
The most common agricultural activities the children are involved in is planting.	2.80	15
Female children children are mostly employed	2.80	16
The children start to work at the age of thirteen to fourteen years.	2.80	17
The children are employed on seasonal terms.	2.76	18
The children you employ come from the neighbourhood	2.76	19
Domestic work is the most common activities the children are involved in .	2.73	20
The children start to work at the age of seventeen to eighteen years	2.73	21
The most common agricultural activities the children are involved in the weeding.	2.68	22
The most common agricultural activities the children are involved in is curring of tobacco.	2.59	23
The children start to work at the age of ten to twelve years.	2.56	24
The children you employ are migrants from other places.	2.51	25
Employed children are searched for by other ways.	2.34	26
Four to five other children who are not family members are employed	2.29	27



Four to five family members under 18 years of age are employed	2.27	28
Employed children are searched for by employment scouts.	2.20	29
The children are employed on other terms.	2.12	30
Six and above other children who are not family members are employed	2.02	31
None of the family members under 18 years of age are employed	2.00	32
Six of family members	1.95	33
The children are employed on permanent terms.	1.93	32
The children are employed for none of the above.	1.78	33
The children are not involved in any of the above activities.	1.54	34
None of other children who are not family members are employed	1.54	35
None of the above children are employed	1.46	36

**Source: primary data, 2012**

For interpretation of responses on Table 2A the following numerical values and descriptions were followed:

Response of employers on Child labor

<i>Mean range</i>	<i>Response mode</i>
3.26-4.00	Strongly Agree
2.51-3.25	Agree
1.76-2.50	Disagree
1.00-1.75	Strongly Disagree

Table 2A indicates that majority of the children are employed because they want to improve their standard of living (mean=3.39). The result also indicated that farming is the most common activities the children are involved in (mean=3.29). In addition, one to three of family members under 18 years of age are employed (mean=3.17). Male children are mostly employed (mean=2.88). Furthermore, it was found that most of the children search for the work themselves (mean=3.24). Most of the children start to work from the age bracket of 15-16 years (mean=2.85). Their terms of employment is mostly on short/casual terms (mean=2.83)

**Table 2 B****Children**

Your culture perceives a person of eight to ten years of age as a child	3.55	1
According to you the existing bylaws should be strengthened or enforced.	3.24	2
Your culture perceives a person of eleven to thirteen years of age as child.	3.19	3
Household poverty can be addressed by encouraging commercialization of agriculture.	3.14	4
The children prefer to work other than going to school due to lack of money	3.14	5
Household poverty can be addressed by making education free for all.	3.12	6
Household poverty can be addressed by sensitizing the public about the dangers of child labour.	3.10	7
You are not willing to go back to school because it will be hard for you to support yourself in school.	2.88	8
The children work during holidays only	2.79	9
The bylaw you are aware of is Regular mop up operations by local councils.	2.76	10
Your culture perceives a person of fourteen to sixteen years of age as a child.	2.76	11
The bylaw you are aware of is parents or employers pay fine when found guilty of employing children.	2.64	12
The children prefer work other than going to school due to negative perception about education.	2.62	13
The bylaw you are aware of is Arua District education ordinance.	2.60	14
The children work after school hours.	2.60	15
You are not willing to go back to school because you are too old to study at primary level.	2.50	16
The children prefer work other than going to school due to naughtiness.	2.40	17
You are not willing to go back to school because you want to try business.	2.36	18
The children work during weekends only.	2.36	19
Your culture perceives any body under 18 years of age as a child.	2.36	20
You are not willing to go to school because you want to remain on your current work.	2.33	21
According to you, you do not care about the existing bylaws.	2.29	22
The children prefer work other than going to school due to too much domestic activity.	2.24	23
According to you the existing bylaws should be abolished.	2.19	24
The children work during school hours.	2.19	25
Household poverty can be addressed by engaging in labour intensive programs.	2.00	26
You are not willing to go to back to school because you want to get married instead.	1.93	27

**Source: primary data, 2012**

For interpretation of responses on Table 2B the following numerical values and descriptions were followed:

Response of employers on Child labor

<i>Mean range</i>	<i>Response mode</i>
3.26-4.00	Strongly Agree
2.51-3.25	Agree
1.76-2.50	Disagree
1.00-1.75	Strongly Disagree

Table 2B indicates that the culture of the respondents strongly perceives a person of eight to ten years of age as a child (mean=3.55). Respondents agree that household poverty can be addressed by encouraging commercialization of agriculture (mean=3.12). Children are not willing to go back to school because it will be hard for you to support yourself in school (mean=2.88). in addition, children prefer work other than going to school due to negative perception about education(mean=2.62). The children work after school hours (mean=2.60).Most of the children agreed that the existing bylaws should be strengthened (3.24).

**Table 3**

Profile of teachers and Employers of children

Items		Frequency	Percent
Gender of respondents	male	35	83.3
	female	7	16.7
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Age of respondents	11-19 years	8	19.0
	20-29 years	8	19.0
	30-39 years	12	28.6
	40-49 years	12	28.6
	50-59 years	2	4.8
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Family size of respondents	1-4 people	17	40.5
	5-8 people	17	40.5
	9-12 people	8	19.0
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Respondents district of birth	Arua	41	97.6
	Yumbe	1	2.4
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Educational level of respondents	P1-P4	3	7.1
	P5-P7	1	2.4
	Secondary	3	7.1
	Diploma	29	69.0
	Degree	5	11.9
	Masters	1	2.4
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Residence of respondents	pajulu	11	26.2
	adumi	14	33.3
	manibe	3	7.1
	oluko	6	14.3
	dadamu	8	19.0
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Position of teachers	head teacher	13	31.0
	class teacher	23	54.8
	senior teacher	6	14.2
	<b>Total</b>	<b>42</b>	<b>100.0</b>
Types of schools	government school	29	69.0
	private school	13	31.0
	<b>Total</b>	<b>42</b>	<b>100.0</b>

*Source: primary data, 2012*

Table 3 indicates that male (83.3%) teachers dominated in the research compared to female teachers and majority (97.6%) were born in Arua district. Almost twenty nine percent (28.6%) of the teachers were within the age bracket of 30-39 years and 40-49 years. In addition, most (40.5%) of the teachers had family size of 1-4 or 5-8 people. Furthermore, majority (69 %) of them had diploma certificates, and were class teachers (54.8%). In addition, almost seventy percent (69%) of the teachers work in government schools and majority (33.3%) were residents of Adumi. Additionally, most of the employers had low educational standard ranging from primary to ordinary level. The lowest standard apart from those who are not in school is from p.1-p4 (7.1%).

**Table 4****Level of success of government's free education policy in Ayivu County, Arua District.**

Measures of success	Mean	Rank
There is constant drop out due to involvement in labor.	3.45	1
The enrolment in P1 is higher than the subsequent classes due to being too young for labour.	3.36	2
There is constant drop out due to peer influence.	3.33	3
The school is sensitizing the community on the importance of education.	3.33	4
The term most affected by irregularity is term two	3.29	5
The reason for average performance is lack of attendance.	3.27	6
I rate the performance of my pupils as good.	3.26	7
The number of first grade in last year's PLE examination is less than 10% of the registered number.	3.24	8
The classes mostly affected by irregularity are from P1 to P3.	3.19	9
The district is sensitizing the community about poor performance.	3.17	10
The reason for average performance is negative peer influence.	3.15	11
The district has set bylaws against poor performance.	3.07	12
The possible reason for the P6 pupils not coming back to school is involvement in labor.	3.07	13
The enrolment in P1 is higher than the subsequent classes due to lack of peer influence.	3.07	14
The enrolment in P1 is higher than the subsequent classes due to less cost of education.	3.02	15
The total number of children in your school is above one thousand pupils.	3.00	16
The reason for average performance is lack of moral support from the parents.	2.98	17
The possible reason for the P6 pupils not coming back to school is peer.	2.95	18
The percentage of P6 pupils who have not come back to school this year is between 40-60%.	2.95	19
My school has not performed to the best due to poor attendance	2.93	20
The possible reason for the P6 pupils not coming back to school is poverty.	2.83	21
The school is talking directly the parents in order to curb up irregularity in schools	2.81	22
The reason for average performance is lack of encouragement by teh relatives.	2.79	23
The school is talking directly to the pupils in order to curb up irregularity in schools.	2.79	24
My school has not performed to its best due to poor parental care.	2.76	25
There is constant drop out due to lack of scholastic materials.	2.69	26
The parents do not care about concerns of school attendance	2.69	27
The possible reason for the P6 pupils not coming back to school is ignorance.	2.67	28
My school has not performed to its best due to school fees problem.	2.64	29
My school has not performed to its best due to indiscipline	2.62	30

The parents do care about concerns of school attendance.	2.62	31
The possible reason for the P6 pupils not coming back is otehr reasons other than the above.	2.57	32
This possible reason for the P6 pupils not coming back to school is lack of fees.	2.52	33
The reason for average performance is good teaching.	2.46	34
The reason for average performance is lack of facilities and qualified teachers.	2.46	35
The reason for average performance is poor school environment.	2.44	36
The classes mostly affected by irregularity are from P4 to P7.	2.43	37
My school has not performed to its best due to lack of proper facilities.	2.33	38
The term most affected by irregularity is term one.	2.33	39
The total number of children in your school is between three hundred to six hundred pupils.	2.33	40
The term most affected by irregularity is term three	2.26	41
My school has not performed to its best due to lack of qualified teachers.	2.24	42
I rate the performance of my pupils as fair	2.24	43
The total number of children in your school is between six hundred and one thousand pupils.	2.17	44
I rate the performance of my pupils as very good.	2.14	45
The percentage of P6 pupils who have not come back to school this year is 70% and above.	2.02	46
The number of first grade in last year's PLE examination is 20% of the registered number.	1.98	47
The number of first grade in last year's PLE examination is 70% and above of the registered number.	1.95	48
I rate the performance of my pupils as excellent.	1.90	49
The number of first grade in last year's PLE examination is 30% of the registered number.	1.88	50
The number of first grade in last year's PLE examination is 10% of the registered number.	1.88	51
I rate the performance of my pupils as poor	1.83	52
The total number of children in your school is between one hundred to three hundred pupils.	1.79	53
The total number of children in your school is below one hundred pupils.	1.60	54

**Source: primary data, 2012**

For interpretation of responses on Table 4 the following numerical values and descriptions were followed:

Response of employers on Child labour

<i>Mean range</i>	<i>Response mode</i>
3.26-4.00	Strongly Agree
2.51-3.25	Agree
1.76-2.50	Disagree
1.00-1.75	Strongly Disagree

Table 4 indicate that there is constant drop out from school due to involvement in labour (mean=3.45). In addition, it was found that the enrolment in P1 is higher than the subsequent classes due to being too young for labour(mean=3.36). It was also found that the term mostly affected by irregularity is term two (mean=3.29). Furthermore, it was found that the possible reason for the P6 pupils not coming back to school is involvement in labour (Mean=3.07). It was also found out that the reason for average performance of the pupils is due to lack of moral support from the parents (mean=2.98).

**Table 5**

**Relationship between Child labor and success of government's free education policy**

<b>Variables correlated</b>	<b>Computed value</b>	<b>Sig. value</b>	<b>Interpretation</b>	<b>Decision on H<sub>0</sub></b>
Child labor	0.288	0.035	Significant relationship	Rejected
Success of government free education policy				

***Source: primary data, 2012***



The results on table 5 indicate that there is a significant ( $p < 0.035$ ) relationship ( $r = 0.288$ ) between child labor and success of government free education policy. Thus, it means that the null hypothesis has been rejected.

**Table 6**

Regression analysis between child labor and success of government's free education policy

<b>Variables regressed</b>	<b>Adjusted R square</b>	<b>F-value</b>	<b>Sig. value</b>	<b>Interpretation</b>	<b>Decision on <math>H_0</math></b>
Child labor Vs Success of government free education policy	0.065	4.713	0.035	Significant relationship	Rejected
<b>Coefficient</b>					
<b>Independent variable</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on <math>H_0</math></b>
<b>Child labor</b>	0.288	2.171	0.035	Significant relationship	Rejected

Source: primary data, 2012

The result in table 6 indicates that there is a positive relationship between child labor and success of government free education policy in Ayivu County. The adjusted R square relating two variables is 0.065, F-value (4.713) and sig. = 0.035. The beta coefficient relating to child labor and success of government free education policy is 0.288; t-value of 2.171 and sig. = 0.035. The beta coefficient has a significance that of the 100% success of government free educational policy, 28.8% or 29% is explained by the child labor conceived in this study. In other words, if child labor is reduced by 29% , government will realize the success of government's free educational policy by 100%.

## **CHAPTER FIVE**

### **SUMMARY OF THE KEY FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **Findings**

The researcher intended to find out the a relationship between child labour and Governments' Free education policy in Ayivu county, Arua district. The study was motivated by four objectives as follows; (1) Determining the profile of respondents in terms of gender, age, the family size, the district of birth, education level, sub county of residence, position in school for the teachers and the type of school they are teaching in .(2) To determine the extend of child labour in Ayivu county, Arua district.

(3) To determine the level of success of Governments' Free education policy in Ayivu county, Arua district.

(4) To establish if there are significant relationship between child labour and Governments' Free education policy in Ayivu county, Arua district.

#### **Profile of the child labourers, the teachers and the employers of the children in Ayivu sub county, Arua district in Uganda.**

Indicates that male (73.8%) children dominated compared to female. Majority of the Children were within the age bracket of 11-29 years (52.4%). The children were among the family size of 5-8 people (35.7%) in a family. Most of the children were born in Arua district (90.5%). Twenty nine percent (28.6%) of the children had an educational level of secondary or O.level. similarly twenty nine percent of the children

resided in Pajulu subcounty. The possible reason why the majority of the children reside in Pajulu sub-county is because Pajulu sub county is near Arua municipality as a result the children can easily get employment opportunities there. That male (83.3%) teachers dominated in the research compared to female teachers and majority (97.6%) were born in Arua district. Almost twenty nine percent (28.6%) of the teachers were within the age bracket of 30-39 years and 40-49 years. In addition, most (40.5%) of the teachers had family size of 1-4 or 5-8 people. Furthermore, majority (69 %) of them had diploma certificates, and were class teachers (54.8%). In addition, almost seventy percent (69%) of the teachers work in government schools and majority (33.3%) were residents of Adumi. Additionally, most of the employers had low educational standard ranging from primary to ordinary level. The lowest standard apart from those who are not in school is from p.1-p4 (7.1%).

### **Extent of child labor in Ayivu, Arua district in Uganda**

The overall findings suggested that majority of the children are employed because they want to improve their standard of living (mean=3.39). The result also indicated that farming is the most common activities the children are involved in (mean=3.29). In addition, one to three of family members under 18 years of age are employed (mean=3.17). Male children are mostly employed (mean=2.88). Furthermore, it was found that most of the children search for the work themselves (mean=3.24). Most of the children start to work from the age bracket of 15-16 years (mean=2.85). Their terms of employment is mostly on short/casual terms (mean=2.83)

### **Level of success of government's free education policy in Ayivu County, Arua District.**

Overall, indicates that there is constant drop out from school due to involvement in labour (mean=3.45). In addition, it was found that the enrolment in P1 is higher than the subsequent classes due to being too young for labour(mean=3.36). It was also found that the term mostly affected by irregularity is term two (mean=3.29). Furthermore, it was found that the possible reason for the P6 pupils not coming back to school is involvement in labour (Mean=3.07). It was also found out that the reason for average performance of the pupils is due to lack of moral support from the parents (mean=2.98).

### **Relationship between Child labor and success of government's free education policy**

The finding indicates that there is a significant ( $p < 0.035$ ) relationship( $r = 0.288$ ) between child labor and success of government free education policy. Thus, it means that the null hypothesis has been rejected. That there is a positive relationship between child labor and success of government free education policy in Ayivu County. The adjusted R square relating two variables is 0.065, F-value (4.713) and sig. =0.035. The beta coefficient relating to child labor and success of government free education policy is 0.288; t-value of 2.171 and sig. =0.035. The beta coefficient has a significance that of the 100% success of government free educational policy, 28.8% or 29% is explained by the child labor conceived in this study. In other words, if child labor is reduced by

29% , government will realize the success of government's free educational policy by 100%.

## **Conclusion**

The conclusion of this study is based on the purpose of the study in relation to child labour and government's free education policy in Ayivu county, Arua district. There is a significant relationship between the extend of child labour and success of government's free primary education. there is a positive relationship between child labor and success of government free education policy in Ayivu County. The adjusted R square relating two variables is 0.065, F-value (4.713) and sig. =0.035. The beta coefficient relating to child labor and success of government free education policy is 0.288; t-value of 2.171 and sig. =0.035.

Conclusively, with the regard to findings of the study and subsequent discussion, the research has indicated that economic activities that boost household incomes and welfare are important incentives for parents to send their children to school. This is because incomes got from child labour enabled the parents to afford scholastic materials which consequently increased student's enrolment in primary schools. Therefore, government support to household economic activities particularly agriculture where the majority of household members are directly or indirectly employed, is vital if school enrolment is to be sustained.

## **Recommendations**

In the view of the above discussion and conclusions, the following recommendations are made: **The government** should be able to intervene in order to address the issue of house hold poverty level. Though the universal primary education gives free education but it does not address other issues for instance of scholastic materials and other necessities for education. As agriculture is the basic economic activity the government should be able to modernize the agricultural sector. Agriculture as proven by the research findings is an activity that engages the children in labour. They have to find some income in order to support themselves. The local government should also be able to introduce by laws that can fight against irregularities or absenteeism in the schools. There is a need for sensitization program; both the parents and the children need to be sensitized about the importance of education, so that they understand that involving them intensively in the house hold work is not a good idea.

**Civil society organizations:** The nongovernmental organizations and Faith based organizations should be able to come where necessary to support the education of the disadvantaged children. They have the capacity to lobby for the needy. They should be able to come up with programs that can give alternative source of income other than agriculture particularly income generating activities.

**International communities:** The international bodies should be able to monitor and make sure that the international laws against child labour are implemented. They should further be able to support programmes that are pro poor.

## **General comments**

There is need for educational policies that accommodate household shortages of hiring labour during agriculture peak season. This calls for scheduling of school holidays so as to minimize opportunity costs of schooling and ensure that labour resources are available during harvesting and peak agricultural operations.

The schools should be considered a key deterrent or preventive intervention to eliminate hazardous child work. The school should equip and empower children not only with literacy, reasoning and numerous skills but also with critical social skills, sense of responsibility, self respect and respect for others, knowledge of their rights and capacity to actively resist exploitation.

Basic education in rural areas can be introduced a long side UPE to give a chance to children that had dropped out. After the programme those that are interested in joining formal education could be assisted to go back and attain it.

## **Other areas for future research**

However, there is need for further research to be done on the effectiveness of government's investment in the free primary education in the lives of the pupils. Other areas of violation of children's rights could also be looked into.

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## APPENDIX I

### LETTER OF CERTIFICATION

**ST .KIZITO EDIOFE ORPHANS' PRIMARY SCHOOL,  
P.O BOX 1269, AYIVU COUNTY ARUA DISTRICT UGANDA**

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**DATE: 12<sup>TH</sup> OCTOBER 2012**

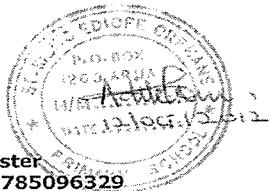
**RE: CONFIRMATION LETTER**

I on behalf of the management of St.Kizito Orphans' primary School would like to certify that Ayiko Seedling Robert with registration number MCR/41892/91/DU of Kampala International University has conducted data collection research on child labour and Government's free education policy in our school on 20<sup>th</sup> February 2012.

Yours,

Faithfully,

Adile Tom  
Head Master  
Phone: 0785096329



## APPENDIX11A

### TRANSMITTAL LETTER



Ogaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

#### OFFICE OF THE ASSOCIATE DEAN, SOCIAL SCIENCE SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

August 23, 2011

Dear Sir/Madam,

RE: REQUEST FOR AYIKO SEEDLING ROBERT MCR/41892/DU  
TO CONDUCT RESEARCH IN YOUR ORGANISATION

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Arts in Conflict Resolution and Peace Building.

He is currently conducting a field research of which the title is "CHILD LABOUR AND GOVERNMENT'S FREE EDUCATION POLICY IN AYIVU COUNTY, ARUA DISTRICT.

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Roseann Mwaniki  
Associate Dean, Social Sciences, (SPGSR)

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*"Exploring the Heights"*

**APPENDIX IV**  
**INFORMED CONSENT**

I am giving my consent to be part of the research study of Ayiko Seedling Robert that will focus on the child labour and government's free education policy.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_

Date: \_\_\_\_\_

## **APPENDIX V**

### **QUESTIONNAIRES ON CHILD LABOUR AND GOVERNMENT'S FREE EDUCATION POLICY INSTRUCTION.**

This questionnaire is designed with a view to gaining insight into your view about the extent of child labour and the level of success of government's free education. There are no right and wrong answers and your anonymity is ensured.

#### **PART 1: FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

Please tick in the spaces provided.

#### **Demographic characteristics of the respondent (employers of children)**

##### **Gender**

- Male
- Female

##### **Age**

- 20-29
- 30-39
- 40-49
- 50-59
- 60 and above

##### **The family Size**

- 1-4
- 5-8
- 9-12
- Over 12

##### **District of birth**

- Arua
- Yumbe
- Kampala
- None of the above

##### **Education Level**

###### ***Primary***

- 1-4
- 5-7

###### ***Secondary***

###### ***Tertiary***

- Diploma
- Degree

-----Masters

**Sub-County of residence**

-----Pajulu

-----Adumi

-----Manibe

-----Oluko

-----Dadamu

**Demographic characteristics of the respondent (The children found working)**

**Gender**

—— Male

—— Female

**Age**

-----Below 10

-----11-19

-----20-29

**The family Size**

-----1-4

-----5-8

-----9-12

-----Over 12

**District of birth**

-----Arua

-----Yumbe

-----Kampala

-----None of the above

**Education Level**

***Primary***

-----1-4

-----5-7

-----Secondary

**Sub-County of residence**

-----Pajulu

-----Adumi

-----Manibe

-----Oluko

-----Dadamu

**Demographic characteristics of the respondent (Teachers of the children)**

**Gender**

- Male
- Female

**Age**

- 20-29
- 30-39
- 40-49
- 50-59
- 60 and above

**Sub-County of residence**

- Pajulu
- Adumi
- Manibe
- Oluko
- Dadamu

**Position in school for the teachers**

- Head teacher
- Class teacher
- Senior teacher
- Scouting/Girls guide

**The type of school you are teaching in**

- Government school
- Private school



## Part 2: Questionnaire to establish the extend of child Labour in Ayivu county

**Direction:** Please write your preferred option on the space provided before each item.

Kindly use the rating guide below:

Rating	Response Mode	Description
(4)	Strongly agree	you agree with no doubt at all.
(3)	Agree	you agree with some doubt.
(2)	Disagree	you disagree with some doubt.
(1)	Strongly disagree	you disagree with no doubt at all.

---

### Employers of children

- \_\_\_\_\_ 1. One to three family members under 18 years of age employed
- \_\_\_\_\_ 2. Four to five family members under 18 years of age employed
- \_\_\_\_\_ 3. Six and family members under 18 years of age employed
- \_\_\_\_\_ 4. None of the family members under 18 years of age employed
- \_\_\_\_\_ 5. One to three other children who are not family members are employed
- \_\_\_\_\_ 6. Four to five other children who are not family members are employed
- \_\_\_\_\_ 7. Six and above other children who are not family members are employed
- \_\_\_\_\_ 8. None of other children who are not family members are employed
- \_\_\_\_\_ 9. The children start to work at the age of ten to twelve years
- \_\_\_\_\_ 10. The children start to work at the age of thirteen to fourteen years
- \_\_\_\_\_ 11. The children start to work at the age of fifteen to sixteen years
- \_\_\_\_\_ 12. The children start to work at the age of seventeen to eighteen years
- \_\_\_\_\_ 13. Male children are mostly employed
- \_\_\_\_\_ 14. Female children are mostly employed
- \_\_\_\_\_ 15. None of the above children are employed
- \_\_\_\_\_ 16. The children you employ come from the neighbourhood
- \_\_\_\_\_ 17. The children you employ come from relatives
- \_\_\_\_\_ 18. The children you employ are migrants from other places
- \_\_\_\_\_ 19. Farming is the most common activities the children are involved in
- \_\_\_\_\_ 20. Domestic work is the most common activities the children are involved in
- \_\_\_\_\_ 21. Petty business is the most common activities the children are involved in
- \_\_\_\_\_ 22. The children are not involved in any of the above activities
- \_\_\_\_\_ 23. The most common agricultural activities the children are involved in is planting
- \_\_\_\_\_ 24. The most common agricultural activities the children are involved in is Weeding

- \_\_\_\_\_ 25. The most common agricultural activities the children are involved in is harvesting.
- \_\_\_\_\_ 26. The most common agricultural activities the children are involved in is curring of tobacco
- \_\_\_\_\_ 27. The children are employed on Permanent Terms
- \_\_\_\_\_ 28. The children are employed on Short/ Casual Terms
- \_\_\_\_\_ 29. The children are employed on Seasonal Terms
- \_\_\_\_\_ 30. The children are employed on other Terms
- \_\_\_\_\_ 31. Employed children search for by the work themselves
- \_\_\_\_\_ 32. Employed children are searched for by the relatives
- \_\_\_\_\_ 33. Employed children are searched for by the Employment scouts
- \_\_\_\_\_ 34. Employed children are searched for by the other ways
- \_\_\_\_\_ 35. The children are employed to improve their standard of living
- \_\_\_\_\_ 36. The children are employed to enable them be independent
- \_\_\_\_\_ 37. The children are employed to enable them give full support to Support household enterprise
- \_\_\_\_\_ 38. The children are employed for none of the above

#### **Children**

- \_\_\_\_\_ 39. The children work during school hours
- \_\_\_\_\_ 40. The children work during weekends only
- \_\_\_\_\_ 41. The children work during holidays only
- \_\_\_\_\_ 42. The children work After School hours
- \_\_\_\_\_ 43. Your culture perceives a person of eight to ten years of age as a child
- \_\_\_\_\_ 44. Your culture perceives a person of eleven to thirteen years of age as a child
- \_\_\_\_\_ 45. Your culture perceives a person of fourteen to sixteen years of age as a child
- \_\_\_\_\_ 46. Your culture perceives any body under 18 years of age as a child
- \_\_\_\_\_ 47. The children prefer work other than going to school due to Lack of Money
- \_\_\_\_\_ 48. The children prefer work other than going to school due to too much domestic activity.
- \_\_\_\_\_ 49. The children prefer work other than going to school due to Naughtiness
- \_\_\_\_\_ 50. The children prefer work other than going to school due to Negative Perception about education
- \_\_\_\_\_ 51. You are not willing to go back to school because you want to remain on your current work
- \_\_\_\_\_ 52. You are not willing to go back to school because you want to get married instead
- \_\_\_\_\_ 53. You are not willing to go back to school because you want to try business
- \_\_\_\_\_ 54. You are not willing to go back to school because you are too old to Study at primary level
- \_\_\_\_\_ 55. You are not willing to go back to school because it will be hard for you

to support yourself in school

- \_\_\_\_\_ 56. The bylaw you are aware of is Parents/employers pay fine when found guilty of employing children.
- \_\_\_\_\_ 57. The bylaw you are aware of is Arua District education ordinance
- \_\_\_\_\_ 58. The bylaw you are aware of is Regular mop up operations by local Councils
- \_\_\_\_\_ 59. According to you the existing bylaws should be strengthened or enforced.
- \_\_\_\_\_ 60. According to you the existing bylaws should be abolished
- \_\_\_\_\_ 61. According to you, you do not care about the existing bylaws
- \_\_\_\_\_ 62. Household poverty can be addressed by making education free for all
- \_\_\_\_\_ 63. Household poverty can be addressed by sensitising the public about the dangers of child labour
- \_\_\_\_\_ 64. Household poverty can be addressed by encouraging commercialization of agriculture
- \_\_\_\_\_ 65. Household poverty can be addressed by Engaging in labour intensive programs

### Part 3: Questionnaire to determine the level of success of Government's free Education policy in Ayivu County.

**Direction:** Please white your preferred option on the space provided before each item

Rating	Response Mode	Description
(4)	Strongly agree	you agree with no doubt at all
(3)	Agree	you agree with some doubt
(2)	Disagree	you disagree with some doubt
(1)	Strongly disagree	you disagree with no doubt at all

---

#### Head Teachers/Class Teachers

- \_\_\_\_\_ 1. The total number of children in your school is below one hundred pupils
- \_\_\_\_\_ 2. The total number of children in your school is between one hundred to three hundred pupils
- \_\_\_\_\_ 3. The total number of children in your school is between three hundred to six hundred pupils
- \_\_\_\_\_ 4. The total number of children in your school is between six hundred and one thousand pupils
- \_\_\_\_\_ 5. The total number of children in your school is above one thousand pupils
- \_\_\_\_\_ 6. The percentage of p.6 pupils who have not come back to school this year is between 40-60 %
- \_\_\_\_\_ 7. The percentage of p.6 pupils who have not come back to school this year is 70% above
- \_\_\_\_\_ 8. The possible reason for the p.6 pupils not coming back is lack of fees
- \_\_\_\_\_ 9. The possible reason for the p.6 pupils not coming back is involvement in labour
- \_\_\_\_\_ 10. The possible reason for the p.6 pupils not coming back is ignorance
- \_\_\_\_\_ 11. The possible reason for the p.6 pupils not coming back is Poverty
- \_\_\_\_\_ 12. The possible reason for the p.6 pupils not coming back is Peer influence
- \_\_\_\_\_ 13. The possible reason for the p.6 pupils not coming back is other reasons other than the above
- \_\_\_\_\_ 14. There is constant drop out due to Lack of scholastic materials
- \_\_\_\_\_ 15. There is constant drop out due to Peer influence
- \_\_\_\_\_ 16. There is constant drop out due to involvement in labour
- \_\_\_\_\_ 17. The enrolment in P.1 is higher than the subsequent classes due to lack of peer influence
- \_\_\_\_\_ 18. The enrolment in P.1 is higher than the subsequent classes due to less cost of education
- \_\_\_\_\_ 19. The enrolment in P.1 is higher than the subsequent classes due to being too young for labour
- \_\_\_\_\_ 20. The classes mostly affected by irregularity are from primary one to

three

- \_\_\_ 21. The classes mostly affected by irregularity are from primary four to seven
- \_\_\_ 22. The term most affected by irregularity is Term one
- \_\_\_ 23. The term most affected by irregularity is Term two
- \_\_\_ 24. The term most affected by irregularity is Term three
- \_\_\_ 25. The parents do care about concerns of school attendance
- \_\_\_ 26. The parents do not care about concerns of school attendance
- \_\_\_ 27. The school is talking directly to the pupils in order to curb up irregularity in schools
- \_\_\_ 28. The school is talking directly to the parents in order to curb up irregularity in schools
- \_\_\_ 29. The school is sensitising the community on the importance of education
- \_\_\_ 30. The number of first grade in last years' primary living examination is Less than 10% of the registered number.
- \_\_\_ 31. The number of first grade in last years' primary living examination is 10% of the registered number
- \_\_\_ 32. The number of first grade in last years' primary living examination is 20 % of the registered number
- \_\_\_ 33. The number of first grade in last years' primary living examination is 30% of the registered number
- \_\_\_ 34. The number of first grade in last years' primary living examination is 70 % and above of the registered number
- \_\_\_ 35. My school has not performed to its best due to Poor attendance
- \_\_\_ 36. My school has not performed to its best due to Lack of qualified teachers
- \_\_\_ 37. My school has not performed to its best due to Lack of proper facilities
- \_\_\_ 38. My school has not performed to its best due to indiscipline
- \_\_\_ 39. My school has not performed to its best due to School fees problem
- \_\_\_ 40. My school has not performed to its best due to Poor parental care
- \_\_\_ 41. The district has set bylaws against poor performance
- \_\_\_ 42. The district is sensitizing the Community about poor performance
- \_\_\_ 43. I rate the performance of my pupils as Excellent
- \_\_\_ 44. I rate the performance of my pupils as Very good
- \_\_\_ 45. I rate the performance of my pupils as Good
- \_\_\_ 46. I rate the performance of my pupils as Fair
- \_\_\_ 47. I rate the performance of my pupils as Poor
- \_\_\_ 48. The reason for average performance is Lack of moral support from the Parents
- \_\_\_ 49. The reason for average performance is Lack of encouragement by the relatives
- \_\_\_ 50. The reason for average performance is poor school environment
- \_\_\_ 51. The reason for average performance is negative peer influence

- \_\_\_\_\_ 52. The reason for average performance is lack of facilities and qualified teachers
- \_\_\_\_\_ 53. The reason for average performance is lack of attendance
- \_\_\_\_\_ 54. The reason for average performance is good teaching

## APPENDIX VI

### Work Schedule

Activity	Month
PROPOSAL WRITING AND PRESENTATION	July-August 2011
Preparation and pilot testing instruments	September
Data collection	October
Draft report writing and presentation	January 2012
Writing final report and presentation	February 2012

## APPENDIX VII

### Proposed Research Budget

	Particulars	Amount	Sub-total
A	Transport		
	Kampala-Arua	200,000/=	
	Within –Arua	50,000/=	
	Sub-total		250,000/=
B	Subsistence: Feeding and Accommodation		
	Research assistant (1)	200,000/=	
	Research assistant (2)	200,000/=	
	Researcher	200,000/=	
	Sub-Total		600,000/=
C	Stationary		
	1-flash disc	25,000/=	
	2- Reams of typing paper	24,000/=	
	3- Note books	6,000/=	
	4- Pens, pencils etc	4,200/=	
	Sub-Total		59,200/=
D	Secretarial services		
	Data analysis	200,000/=	
	Typing and printing	150,000/=	
	Photocopying	100,000/=	
	Binding (6 copies)	60,000/=	
	Sub-total		510,000/=
E	Communication (phone calls letters, postage)	300,000/=	
	Sub-total		300,000/=
F	Contingency 10%		171,920/=
	<b>Grant Total</b>		<b>1,891,120/=</b>



## APPENDIX VIII

### CURRICULUM VITAE

#### **BIO DATA**

NAME : Ayiko Seedling Robert

Date of Birth : 16<sup>th</sup> /02/1967

Nationality : Ugandan

Religion : Christian

Marital Status : Single

Mobile : +256772406798/753406798/714406798

E-Mail : [ayikorobert@yahoo.com](mailto:ayikorobert@yahoo.com)

Address : Arua diocese p.o. box 135 Arua (U)

#### **Education and Awards**

Period	School/Institution	Awards
August 1995-May 1998	Makerere University	Bachelor degree in Religious Studies
August 1990-May 1993	Makerere University	Bachelor degree in Philosophy
March 1988-March 1990	St Peter & Paul Pokea	Uganda Advanced Certificate of Education (UACE)
Feb. 1984-Dec. 1987	St Peter & Paul Pokea	Uganda Certificate of Education (UCE)
Feb. 1977-Nov. 1983	Oje Primary School	Primary Living Examination (PLE)