

**EFFECTS OF CHILD LABOUR ON THE ACADEMIC PERFORMANCE OF  
PUPILS IN PRIMARY SCHOOLS IN NAMALU SUB-COUNTY,  
NAKAPIRIPIT DISTRICT KARAMOJA  
REGION IN UGANDA**

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### DECLARATION

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

Signed.....*Ojao Lillian*.....

Date.....*17<sup>th</sup> / 08 / 2015*.....

## APPROVAL

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

### SUPERVISOR

Mr. Achoda Dennis

Signed.....

Date.....

## **DEDICATION**

To my beloved dad R.I.P Mr. Ojao Joshua and my mum Mrs. Ojao Betty

## ACKNOWLEDGEMENT

I do acknowledge the continued support of my parents dad R.I.P Mr. Ojao Joshua and my mum Mrs. Ojao Betty who have always given me financial support throughout my education particularly university.

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My Sisters Anyakun Esther, Ojao Deborah, Achia Cathy, Lokure Maryln, Akii Joy Assumpta and My Brothers Iriama Isaac and Lomongin Eric.

To my children Nankunda Tasha Iriama and Namara Travis Babu. My Nieces Kapel Elma Challa, Epuyo Georgia, Ayopo Natalia, Epuyo Macrina, Nakor Macklyn, Epuyo Ariana, Lochoro Mariella, Maraka Kyler. My Nephews Kapel Ansy Abraham, Longok Constatine, Ojao Jordan, Athiyo Rufino Junior.

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## LIST OF ABBREVIATIONS

CVI	Content Validity Index
DHS	Department of Human Services
EFA	Education for All
EMIS	Education Management Information System
GER	Gross Enrolment Ratio
ILO	International Labour Organization
MDG	Millennium Development Goals
MOES	Ministry of Education and Sports
NER	Net Enrolment Ratio
NGO	Non Governmental Organization
NUSAF	Northern Uganda Social Action Fund
SACCOS	Savings and Credit Cooperative Society
UNICEF	United Nations Children's Emergency Fund
UPE	Universal Primary Education
AVSI	Association of Volunteers in International Service
IRC	International Rescue Committee
NAADS	National Agricultural Advisory Services
MGLSD	Ministry of Gender, Labour and Social Development
IPEC	International Programme on the Elimination of child labour
UNHS	Uganda National Household survey

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## **CHAPTER ONE**

### **BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This chapter presents the background to the study, statement of the problem, objectives of study, research questions, and scope of the study and significance of the study.

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

Globally, it was estimated that 200 million children aged 5 to 17 were engaged in child labour and a large numbers of these children are involved in worse forms of labour like prostitution and child soldiering. The Education for All (EFA) and Millennium Development Goals (MDGs) are at risk of not being achieved at 100 percent if this trend continued. The ILO Minimum Age Convention on child labour and school attendance using individual- level data on school attendance from the 1990s showed little evidence for an increase in school attendance for children protected by the International Labour Organization (ILO) Convention No. 138 as compared to unprotected children (Boockman; 2004)

According to United Nations Children's Emergency Fund (UNICEF) report 2004. Annual review, some 175,000 children under 18 years are employed in domestic service in central America, more than 688,000 in Indonesia alone 53,942 under 15 years in South Africa and 38,000 children between 5 and 7 in Guatemala.

Though more girl-children under 16years are in domestic service than in any other category of child labour (ILO report 2005), available statistics mostly based on local research and surveys show an alarming indication of the extent of the phenomenon worldwide. For example, the International Programme on the Elimination of Child Labour (IPEC) rapid assessments conducted in Asia, Africa and Latin America confirmed the overwhelming extent and gravity of this problem (Boyle and Brock 2003).

Distribution and conditions of child labour vary from region to region. Comparative studies based on rather large samples from the World Bank household or living standard surveys globally indicate that children, and in particular boys, in some countries contribute substantially to their families' income: one-third of household earnings in Ghana, one-fourth in Pakistan, and only one-tenth in Peru, in families in which children were working and not attending school. Such families are highly dependent on their working children and thus vulnerable to reduction in their children's access to jobs. In families in which children are going to school in addition to working, the families are generally better off and less dependent on the child's income. There seems to be no clear relation, however, between child labour and school attendance. In some regions the prevailing tradition is that children combine work and school, whereas in other regions girls in particular do neither-generally because they are busy with domestic duties. Latin American countries most markedly have children in the former category, Asian countries the latter, with African countries placed in between.

In Uganda there has been an estimated 2.7 million working children according to the Uganda Demographic and Health Survey (UDHS), 2000/2001, nearly 34% of all children in the country. Although there are street children and other forms of child labour in urban areas that can be noticed, there are the unnoticeable group of children in the rural areas who are engaged in child labour. Due to their limited level of organization, their activities have not been documented.

A Report survey published by an Aid agency, International Rescue Committee (IRC) and AVSI foundation (2006) showed that 15% of children in Northern Uganda are involved in harsh, dangerous labor such as breaking stones, collecting firewood and prostitution. There is a general thinking that child labour does not affect school attendance but only performance and dropping out comes at a later stage after low achievement.

According to Article 34, section 5 of the Constitution of the Republic of Uganda 1995 (as amended), it provides for protection of a child from hazardous and exploitative work. It was

estimated that 7.9 million children in Uganda aged 5-17 years were working as child labor simply 1 in 3 children, majority of whom are from rural areas. In the context of this article, policy is defined as a cause of action intentionally undertaken with specific purpose in mind, **Owolabi, (2005)**. In its simplest form, policy refers to abroad statement that reflects future goals and aspirations and provides guidelines for carrying out those goals. The government constituted child labor law, to protect the child from hazardous work that could otherwise interfere with their physical and mental development.

According to a Child labour baseline Survey in Wakiso District 2009, carried out by the Department of Education in Wakiso District Local Government in collaboration with the Uganda Bureau of statistics, a sample survey for the first two terms of 2007 in 92 government schools was done and the findings were that; of the 810 reported cases of girl child drop-out, 60% were attributed to child labour (or child work). The reasons advanced by the pupils were based on traditional social practices. The parents asked the children to stay at home to help them with domestic work, go to fish and escort them to markets. The Government of Uganda has instituted nationwide public dialogues in education to solicit for support against this vice. Programmes like Community Driven Development (CDD) have tagged conditionality of taking children to school for it to be accessed by a community. The role customary law and practices play in the protection and exposure of children need to be systematically mapped with regard to its importance to children's schooling.

## **1.2 Statement of the Problem**

Child labour is a problem faced globally for there is no region in the world which is completely free of the problem. The primary school performance in Uganda is causing alarm in the country. Despite the introduction of free primary education in 1997, it is now estimated that only 20 per cent of pupils who enroll for primary education end up completing primary seven, the highest level in Uganda's primary education (Uganda Bureau of Statistics, 2009). There are pupils who have equally not completed primary education and are not enrolled at one point in time regardless of when they dropped out their performance is still poor. The government of Uganda spends close to UGX 1.3 billion on education (National Budget,

2010/2011) which should be replicated by every child who enrolls at school to complete the cycle with good grades. The poor performance is not an instantaneous event but an expression of extreme form of disengagement from school through withdrawal (poor school attendance) and unsuccessful school experience (academic or behavioral difficulties). Child labour manifests itself in various forms and in different sectors including child domestic violence, children in commercial agriculture (tea and sugar plantations), the informal sector, hotels and bars, commercial sexual exploitation, child trafficking, construction, fishing, children affected by armed conflict, stone and sand quarrying (Child labour baseline Survey in Wakiso District 2009). The highest concentrations of working children are in Western Uganda at 55.7%; followed by Eastern and Central Uganda with 53% and 52.1% respectively. Approximately 25.3% of the working children are in Kampala whilst 45.4% are found in the Northern region. This research therefore sought to find out the effects of child labour on the academic performance of primary schools in Namula Sub County, Nakapiripirit District.

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

The purpose of the study was to find out the effects of child labour on the performance of primary schools using Namula Sub County.

### **1.4 Research Objectives**

The research objective is to generate information on, causes and impact of child labour in Uganda and making recommendations of abating the situation.

#### **1.4.1 General objective**

The main objective of the study is to analyze the effects of child labour on the academic performance of primary schools in Namula Sub County.

#### **1.4.2 Specific objectives**

To find out the demographic characteristics of the respondents of Namula Sub County

To investigate the causes of child labour in Namula Sub County

To examine the impact of child labour on pupil's performance in Namula Sub County

To examine the role of the government and other stakeholders in combating child labour in Namula Sub County

## **1.5 Research Questions**

What are the causes of child labour?

How does it impact on pupil's performance?

What role has the government and stakeholders played in combating child labour?

## **1.6 Scope of the Study**

### **1.6.1 Content scope**

The study focused on effects of child labour as an independent variable and pupils' performance in primary schools as a dependent variable since the two are interlinked. It examined both the perception and attitude of respondents about child labour with emphasis on how the phenomenon affects performance of pupils.

### **1.6.2 Geographical scope**

The study was conducted in Namula Sub County because the area is convenient and accessible by the researcher in terms of time and transport. The researcher gathered information from the following Namula Sub County.

### **1.6.3 Time Scope**

The study took two months from May to June 2015 to enable completion of data collection because of unique characteristics of the respondents to be interviewed and they may require patience to give the researcher information. This very period was used for coding and analysis of the data.

## **1.7 Significance of the Study**

The research findings can draw attention of the parents and guardians to protect their children from participating in risk work activities that can harm their physical and mental well being.

The research can help policy makers come up with measures to combat the practice of child labour. It will provide guidance on the improvement of policies that have been put in place to reduce child labour such as UPE, Automatic promotion, The Children's Act (2004), Child Labour Policy (2006) etc by effectively making the policies target the child labourers.

The findings may be used to improve on the performance and attainment of Education for All (EFA), improve on the academic performance of pupils in primary schools since it creates awareness of the situation and aid in achievement of the Millennium Development Goals (MDGs).

The study exposed the researcher to people of different walks of life and these aided in observation skill and thus critically observe why some children engage in child labour and this can help in finding a solution to child labour.

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

**A Child:** According to the National Constitution of Uganda and the Children's Act 2004, a child is any person who is below eighteen years (18years) of age.

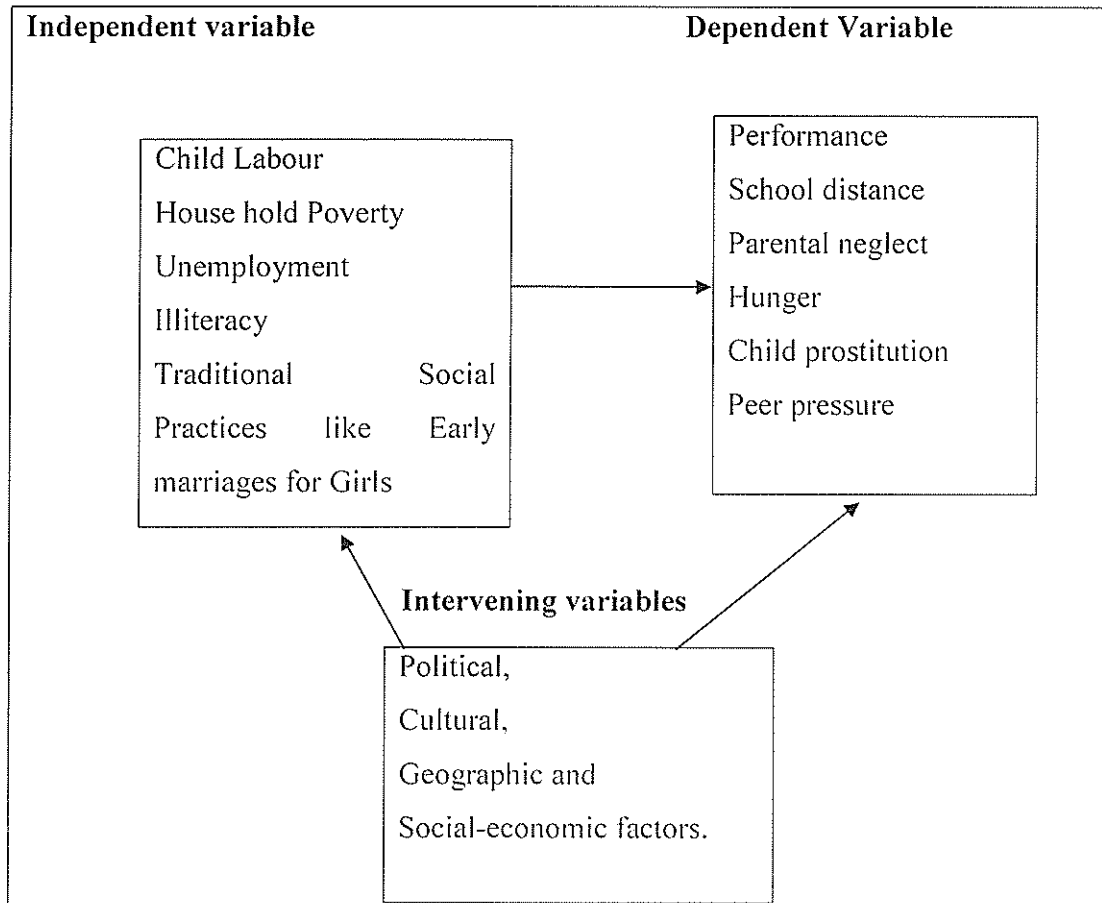
**Child labour:** refers to an economic and social situation where persons below the age of 18 years are engaged in doing jobs that do not fit with their physical, social, psychological and moral development and it becomes a national and community concern.

**Performance:** refers to the ability to execute an action. It comprises of the actual outputs or results of an individual as measured against its intended outputs (or goals and objectives).



## 1.9 Conceptual framework

### Diagrammatic representation of the study variables



*Source; Researcher's conceptualization, June, 2013*

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Under this chapter the researcher brings out a critical review of the issues that have been explored and studied both theoretically and empirically on the existing literature on the effects of child labour on the academic performance of primary schools in developing countries and elsewhere in the World.

#### **2.1 Causes of child labour**

##### **Poverty**

Poverty and child labour are inextricably linked and poses the greatest challenges to many countries. The Uganda National Household Survey (UNHS) 2009/10 Report estimates that 24.5% representing 7.5 million of the population is poor, out of the 7.5 million; 5.8 million live in chronic poverty and mostly in rural areas. This degree of poverty compels households and communities to use children for labour. Children out of necessity have to work to supplement family incomes and support themselves in school.

Karp, (1999), states that the reason why children do not attend school is that the household cannot afford it. The household cannot afford to send the children to school if price of schooling is too high or the household income is too low. The price of schooling is high if either the direct or the indirect costs of schooling are large. The direct costs of schooling include school fees, books, uniform and the distance to school. The indirect costs of schooling are foregone income of the child while going to school. This therefore means that when we have poor families, attendance to school is affected as the households cannot afford the basic costs. However, with the introduction of Universal Primary Education (UPE), the aspect of direct costs is eliminated and/or minimized. The children have then to be at school. 75% of the world's poor live in rural areas (World Habitat, 1998). Low-income families often lack

access to education, health care and decent, affordable housing. For many it is a long walk from their home to school, to collect water or to go to a health centre. Poverty in Africa is predominantly rural. 70% of rural populations in West and Central Africa are poor. In South and East Africa, 145 million people live in poverty roughly 75% of the rural population. In South Asia, 31% of the population lives on US \$1 per day, down from 41 percent. In East Asia and the Pacific, 16 percent live on US \$1 per day, down from 30 percent. A study of rural and urban poverty in Europe found that while the urban poor were twice as numerous as the rural poor, the level of poverty was worse in rural areas. In the Latin America and the Caribbean area, income distribution is the most unequal in the world. The richest 10% of the population earn 48% of the income, while the poorest 10% earn less than 2% of income.

The link between poverty and child labour has traditionally been regarded as well established. But recent research has questioned the validity of this link, claiming that poverty is not a main determinant of child labour. Starting from the premise that child labour is not necessarily harmful, Blunch and Verner, (1999) analyze the determinants of harmful child labour, viewed as child labour that directly conflicts with children's accumulation of human capital, in an effort to identify the most vulnerable groups. The most vulnerable are the girls who work for more hours than the boys in housework or child care. Human capital development is the education of children. In this review, we observe income poverty as an element of child labour and it will be measured in terms of lifestyle deprivation (available means, people's perception and confidence in life), housing facilities and environmental problems. In this review, we observe income poverty as an element of child labour and it will be measured in terms of life style deprivation (available means, people's perception and confidence in life), housing facilities and environment problems.

### **High Population Growth Rate**

According to the Uganda Demographic Household Survey Report 2005/06 (UDHS 2005/06) shows that Uganda has one of the highest growth rates at 3.2%. This is exacerbated by the high fertility rate of 6.7 children per women compared to the Sub Saharan average of 4.8. The high population growth and fertility rates has resulted in large families and a high

dependency ratio, which compels some school-going age children to go to work at early age to supplement the family income.

### **High Drop-Out Rates**

The introduction of Universal Primary Education (UPE) and Universal Secondary Education (USE) policies has led to an increase in enrolment. Despite the gains from these policies, Uganda has the highest school dropout rate in East Africa (*UNESCO Report 2010*). The Ministry of education and sports' school census data (2009), shows that out of the 890,977 pupils who enrolled in P.I in 2003, only 444,109 (50%) sat PLE in 2009. The contributory factors cited for the high dropout rate among children include poor or inadequate school facilities, high teacher absenteeism, lack of access to scholastic materials, high cost of non-tuition items as well as a centralized curriculum which is not responsive to the unique economic activities of some communities. Children who drop out of school before completion of their primary seven have limited opportunities to join tertiary institutions for formal skills development training (BTVET). Lack of skills for gainful employment and livelihoods exposes these categories of young people to risks and vulnerability that drives them into child labour.

### **Growing Trends in HIV/AIDS**

The scourge of HIV and AIDS contributes to the vicious cycle of child labour by exacerbating the poverty levels of households and adding to the supply of child labourers in the labour market. A higher burden is placed on girls who often have to provide care and household services to the family when a parent becomes ill or dies and also work outside the home to meet the additional expenses. According to UNAIDS Global Report 2009/10, it is estimated that 1.2 million people are currently living with HIV in Uganda (including 150,000 children) and an estimated 64,000 people died from AIDS in 2009. HIV and AIDS associated illnesses often increase family health care expenses, indebtedness and inhibit the ability to earn an income. In households where one or both parents are terminally ill or have died of AIDS, there is no source of income or money to pay for school fees and other related expenses.

## **Vulnerability of Children**

Child labour in Uganda is also linked to the multiple vulnerabilities and the inadequacy of social protection mechanisms to reach and support them. According to the UNHS, 2009/2010, children constitute 57.4% of the population and they are the most vulnerable group. The OVC Situational Analysis Report (2009/2010) revealed that 51% of all children are vulnerable and out of these, 43% are moderately vulnerable while 8% are critically vulnerable and require external assistance. The high level of child vulnerability is attributed to poverty where three million children still live below the poverty line, general gaps in the national OVC response, internal conflicts in some parts of the country and most importantly the impact of HIV and AIDS, which has left many children orphaned. Currently, one in every four households in Uganda has an orphan (OVC Situational Analysis Report 2009/2010).

Orphan hood remains a big challenge with the proportion of children that are orphaned increasing from 11.5% in 1999/2000 to 13.4% in 2002/2003 and 14.8% in 2005/2006, but slightly reduced to 14% in 2009/2010. Although Government has introduced a number of pro-poor social protection programmes, the services provided by these programmes are still inadequate in scope and coverage. Child vulnerability is further compounded by inadequate capacity of the statutory protection system and community based structures to identify and report cases of abuse and exploitation of children.

Disability is one of the conditions that lead to increased vulnerability, poverty and marginalization. According a study conducted by the ILO/IPEC, ILO/Irish Aid Partnership Programme in collaboration with the Ministry of Gender Labour and Social Development (2010) disability has a close relationship with child labour. Children with disabilities are less likely to be in school and face various forms of exclusion, discrimination, stigmatization and neglect. The lack of a disability- friendly environment at school aggravates their risk of being pushed into child labour. Children with disabilities may also be more at greater risk of workplace health and safety hazards, which may result in more serious impairment.

### **Natural Hazards, Wars and Internal Conflicts**

Natural hazards particularly droughts, and floods in some parts of the country lead to crop failure, subsequent, recurrent hunger and starvation, which drives children to work. Such hazards have led to influxes of people migrating to urban centres in search of employment and survival. These displacements have led to a significant number of children being out of school and at the risk of child labour and other abuse.

Wars and internal conflicts contribute to the displacement of families. Insurgencies in Uganda have resulted in a high proportion of deaths especially for young males and the internal displacement of people. Armed conflicts disrupt livelihoods, support systems and intensify poverty among the communities. Armed conflict has also been associated with high levels of domestic violence, exploitative sex and child headed households.

### **Misconception on Light Work**

Some children in the country are engaged in exploitative and hazardous work because of the traditional value placed on child's labour as opposed to child work and the importance of teaching children to be hardworking is still a norm adhered to in many households in the country. In peasant farming communities, parents withdraw children from school for at least three to four weeks per term during the planting and harvesting seasons. These practices perpetuate the misconception between light work and child labour.

### **Parents diversifying their investment in children**

Ocago, (2001) argues that parents may be diversifying their investment in children. Placing all children in school may expose the family to excess risk from income shock; some should go for early work which would also be good if it is vocational skills building. However, it should be noted that if a parent makes the child work, that work lowers the child's future income and therefore the transfer to the parent. The lack of future security for both the parent and the child is one way that has perpetuated child labour.

There is a strong linkage that the parents are the greatest contributors to child labour through their actions; hence the declining attendance and completion rates in schools. It can be hinted that not all cultural practices are harmful but there is need to 'unpack culture' and identify the negative practice and traditions that contribute to child labour.

When parents are altruistic toward their children, economically it has a bearing on the parents forgoing some portion of the family's current utility to enhance the child's future utility (Hugh, 2002). It also places confidence in the child that there is a future. Balands and Robinson (2000) suggest that as long as asset markets are functioning and there are transfers between parents and children, parents will make efficient working conditions for their children. Trends are that after marrying in the African context, the life after is the responsibility of the couple. The couple may lack start-up capital and so these children could be accumulating capital through early work for the future in marriage.

In conclusion, there are many socioeconomic factors that influence the rate of child labour which may include economic growth (though not always with a decreasing effect on child labour); the adult labour market (for women in particular); parents' level of education; access to school as well as other community facilities; and household composition. Culturally, it is widely accepted in the developing world that children engage in work. Taking a share in the family income generation or in household duties is not only vital for survival or comfort but also an integral aspect of the child's moral and physical education. Children's health is influenced by their work in many ways. Statistics in this field are most often poor or lacking, and in macro studies it is not possible to point to clear and unambiguous relationships. Work may have positive effects on children's health in some situations, for the poorest children by contributing to the mere means of subsistence. On the other hand, children are more sensitive to influences of noise, heat, certain chemicals, and toxics, and they are more prone to accidents than adults.

## **2.2 The impact of Child labour and pupil performance**

Child labour leads to dropping out of school and can have a profound effect on a young person's life and performance in general. The relative earnings of school dropouts are lower

than those who complete high school and/or college. Similarly, school dropouts experience more unemployment during their work careers. For example, young women who drop out of school are more likely to become pregnant at young ages and more likely to become single parents (Snyder and Sickmund, 1995).

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

The following data evaluation shows how certain risk factors affect children's ability to achieve high school graduation. Although 4-H programs are not directly responsible for a child's academic performance, extension programs have a similar goal. The mission of 4-H Youth Development education is to create supportive environments for culturally diverse youth and adults to reach their fullest potential (Colorado 4-H Youth Development Handbook, 2003). Learning to identify proven risk factors in their high school members is the first step in designing successful 4-H programs to meet the needs of older youth.

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



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

According to data obtained from North Eastern Uganda, specifically in Nebbi District; out of 2307 pupils who sat for Primary Leaving Examination from 2005 to 2010, only 21 pupils passed in Division 1, 176 in Division 2 and 278 failed in Division U. Many of the school going age children are being seen by the road side either selling food items or loitering, despite all the efforts being put by the government to combat child labor. Child labor has been rampant in Nebbi District, especially after the Northern insurgency caused by LRA war.

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

overfishing and the small sized fishing nets being used. The people, consequently, have resorted to using their children for petty business and cheap labor for survival.

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

Child labor is a facet of poverty their connection is well entrenched in the empirical literature. The dilemma is whether this child labor is efficient from economic point of view and whether it is a hindrance on the child achievement at school and personal development. The conventional argument for government intervention in child labor market is based on the existence of externalities-parents do not fully internalize the positive externalities accruing from higher educational attainment to their children and hence under provide In terms of education for their offspring, **Annabel (2008)**.

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

Child labor is perceived to be a serious problem, as it is believed to be destructive to children's intellectual and physical development especially that of young children. The danger is exacerbated for those children who work in hazardous industries. This is the theory behind the child labor trap. If a child is employed all through the day, the child remains uneducated and subsequently has low productivity as an adult. So child labor can directly

contribute to adult un-employment in developing countries. A major caveat is that there is very little treatment of such long term dynamic consequences of child labor, (Annabel 2008).

### **2.3 The role of government and other stakeholders in combating child labour**

Child labour is illegal, everywhere, but enforcing the ban could only be possible if the cost is less than the benefits and the children are not made worse off (classic case, Non-Governmental Organization (NGO) intervention in Bangladesh following Harkin Bill introduction). Child labour laws must be enforced at any cost to anyone, even if short term children are worse off. UNICEF gave a consensus position on ban on hazardous occupations like prostitution, sugar cane harvesting and provision of mandatory school attendance of 6-12 year children tied to subsidies or food aid, a perfect example of Mexico's Progreso Program (Turlings, 1999).

In Uganda, the government embarked on the introduction of Universal Primary Education and Universal Secondary Education in 2003 to ensure that children acquire skills which help them join vocational institutions or other vocations other than leaving school for child labour. Despite the introduction of universal primary education in western parts of the country, many children drop out of school before they reach primary seven (P.7), the highest level of primary education in the country. This is a very big challenge we have to fight," said (John Byarugaba, 2007) head teacher of Karugaya Primary School.

The Ugandan Government has also embarked on programs like NAADS and NUSAF to support poor families in eradicating poverty and steer community driven development and strategies (National child labour policy).

The UN Convention on the Rights of the Child (2002) was a landmark in international law. It became an unprecedented success as it reached almost universal acceptance with 190 state ratifications in less than ten years. Although the question of child labour was dealt with in only a few of the convention's provisions, the massive political support for children's rights, as such, also enhanced the commitment to working children. In international law, labour issues

have been reserved for the International Labour Organization (ILO). In the traditional perspective of the ILO, child labour must be eradicated from the labour market. Hence, from its establishment, the ILO strategy to combat child labour was to secure international agreements on a minimum working age for children.

Parallel to the endeavors to regulate the (adult) labour market, the League of Nations and later the United Nations (UN) strived to abolish slavery and forced labour. Children were not dealt with specifically until the UN's Supplementary Convention on the Abolition of Slavery (2002), which included children "delivered to another person with a view to the exploitation of the child" in a list of slavery-like practices (Article 1). Ten years later children were mentioned in one of the fundamental UN human rights treaties, the International Convention on Economic, Social and Cultural Rights, which obliges state parties to criminalize employment of children under conditions "harmful to their morals or health" (Article 10). The perspective of the human rights treaties of the UN differed from that of the ILO: the former addressed the well-being and development of the child, and thus adopted the protective approach that had long prevailed in philanthropy and welfare legislation throughout the industrialized world.

With the Convention on the Rights of the Child of (2003), a child-centered approach became popular. In line with the Convention on Economic, Social and Cultural Rights, it demands protection of the child against economic and social exploitation (Article 32). Furthermore, the 1989 convention included new aspects of protection against sexual and other forms of exploitation (Articles 34 and 36) and against recruiting children to any form of war activities (Article 38). The tremendous support for the children's rights convention influenced the approach to child labour. In the ILO the traditional trade union perspective was gradually revised to correspond more closely with the protective orientation. In 1999 the ILO adopted for the first time a purely child-oriented treaty: the Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour. The new strategy and instrument proved to be the greatest success in the history of the organization, with more than 130 states ratifying the treaty in three and a half years.

Nevertheless, Cameroon is in the process of developing country-specific strategies to combat child labour. The Director of the Central African Sub-regional Office of the International Labour Organization (ILO), Alice Sorgho Ouedraogo invited the Cameroon Prime Minister, Ephraim Inoni to preside over the launching ceremony of the world report on child labour that took place on May 4, 2006. The International Labour Organization launched the world report on child labour in Brazilia, Brazil on May 4, 2006. The report was also launched in the capitals of 20 countries in the world at the same time, including Yaounde, the capital of Cameroon. According to the ILO Central African boss, the report contains information that will contribute greatly in the fight against child labour and trafficking in the world.

Since the early 1930s, the ILO has been able to address the situation of child labour in its most severe forms through its forced labour convention (No 29) that addressed forced and compulsory labour for both children and adults. The government of Uganda also ratified convention 138 for the minimum age for admission in employment and also convention 182 on the worst forms of child labour. With the adoption of the Minimum Age Convention (No 138) in 1973 and the Worst Forms of child labour Convention (No 182) in 1999, it requires the adoption of a national policy (ies) for the effective abolition of child labour and a specific minimum age for the admission to employment. The enforcement of this convention, particularly as far as domestic violence is concerned, is the main challenge since this sector is often excluded from the coverage of the convention and from national labour laws.

The establishment of the International Programs for the Elimination of Child Labour (IPEC) in countries like Uganda which was launched in 1992 has spear headed several studies in creating awareness about the plight of child labour and has also financed some NGOs involved in child protection. Some local NGOs and International NGOs have been able to support children by taking them to school for example UNICEF, COMPASSION, World Vision and WATOTO among others.

According to a report; National Action Plan on Elimination of the Worst forms of Child labour in Uganda 2012/13-2016/17 (*Elimination of the Worst Forms of Child Labour: Making*

*Schooling the Principal Occupation of Children*), Some of the best practices that have been tested and found effective in the elimination of child labour include the following:

- i) Strengthening the capacity and leadership of School Management Committees (SMCs) and Parent Teacher Association (PTAs) for the creation of safe learning environments in schools;
- ii) The use of SCREAM methodology in schools to promote child participation and to raise awareness on child labour and HIV and AIDS among children, teachers and the communities;
- iii) Child labour identification, referrals, monitoring and follow-up by community groups;
- iv) Reducing the dependency of parents on children's labour through linkages to Village Savings and Loan Associations (VSLAs);
- v) Promotion of regular school attendance, school retention and completion through the development of child labour ordinances and by-laws;
- vi) Community based child labour committees;
- vii) Codes of Conduct to prevent child labour in plantations, in domestic work among other sectors.

Internationally, a step had been taken through the West Africa Cocoa/Agriculture Project (WACAP) to reduce child labour in five West African countries, namely Cameroon, Côte d'Ivoire, Ghana, Guinea and Nigeria. Nationally, the Cameroon Government ratified the United Nations Convention on the Rights of the Child along with other countries (all except Somalia and the United States) 7. This Convention is the only international human rights treaty that expressly gives non-governmental organizations (NGOs) a role in monitoring its implementation (under Article 45a of the UN Convention on the Rights of the Child, A/RES/44/25, dated 20 November 2000). Despite this ratification, the situation of child labour has not changed in Cameroon.

In Uganda, there are major poverty action programmes like NUSAF, PEAP. The Poverty Eradication Action Plan (2000: 36) points out that poverty in Uganda is a multi dimensional

phenomenon and indeed pervasive. Poverty is thus a national problem and government has put in place a PEAP as the overarching development objective. It aims at reducing the proportion of people below the poverty line from the current level of 35% to 10% by the year 2017. According to the poverty studies between 1992 and 2000 poverty has been reducing from 56% in 1992 to 44% in 1997 and that the urban dwellers have benefited more from the growth of the economy than the rural population.

The Programme for Modernization of Agriculture (PMA); these should have improved people's total earnings, hence reducing 80% of child labour (**Eric Edmonds, 2006**) in the households. Instead, they provide the opposite; the people are getting poorer. A total of US\$ 113.30 million (NUSAF, 2003-2007) was made available for community demands in addition to other developmental Poverty Action Fund (PAF) programmes in roads, water etc. This had no impact on the poverty level of Kaberamaido which remained at 61% (Planning Unit February, 2008) about twice the national level. This could have been caused by community attitude. When the communities are able to form themselves into groups /associations /societies to benefit from NUSAF and other government programmes, then it implies the communities are not poor. They have the capacity of helping themselves including avoiding child labour.

Need for attention to identify areas for job creation in rural villages. There many areas in agriculture and cottage industries yet to be identified which can generate employment. For rural illiterate and semiliterate population the job creation should be linked to their skills like packing and processing agricultural products, hand tools and related, tourism, aurvedic (herbal) medicines and the like such that there are many sources that can promote employment resources. Agricultural and forest add on value products are most neglected and research on this subject is least in most countries (**Sempagi, 2008**).

**Sardenberg, (2006)**, expressed concern about the discriminatory attitudes that appeared to exist with respect to some categories of children, including young girls, disabled children and orphans, and requested clarification as to how the Government intended to remedy that

problem. She would also like to know what was being done to ensure that the views of the child were taken into account, in conformity with article 12 of the Convention, and pointed out that the aim was to strike a balance between the prerogatives of the parents and those of the children within the family. Furthermore, she would welcome more information about the training of medical personnel working with children and about the activities and composition of the task force on adolescent health referred to the Government's written replies. Lastly, she wished to underline the importance of the dissemination of the State party's initial report as a policy instrument for the mobilization and sensitization of the population.

**Rabah, (2007)**, emphasized the importance of the registration of births and deaths, particularly in rural areas, since that was apparently where 90 per cent of the Ugandan population lived. He would also like the delegation to provide more specific information concerning child labour, cases of ill-treatment in the home or at school and the ways in which children could ensure that their views were taken into account within the family. He also inquired whether the application of the rules of Islamic law concerning adoption posed any problems. Lastly, he would like to know more about the juvenile justice system, and in particular about the length of detention and forms of rehabilitation. In that regard, he wondered whether police officers, judges and social workers dealing with children received appropriate training.

**Palme, (2005)**, asked whether the Ugandan Government had instituted programmes aimed specifically at sensitizing rural populations to the principle of non-discrimination. Concerning the very alarming situation in the north of the country, she would like to know what measures had been taken with a view to protecting the children against abduction, forced displacement and physical abuse. It would be useful, in her view, to develop the community-based support services providing psychological and therapeutic care for children in that region and pointed out that the United Nations Children's Fund (UNICEF) could cooperate with the Ugandan Government in that field.

**Karp, (2003)**, asked whether specific reference was made to the Convention on the Rights of the Child in the compulsory school curriculum and in the national legislation. Concerning



statistical activities, she emphasized the need to compile unified indicators for all the areas covered by the Convention, such as child protection, violations of children's rights and the situation of disabled children, and asked what steps the Government was intending to take in that regard. She would also like to know whether there were any non-judicial procedures enabling children to resolve promptly and without trauma any problems they might encounter in the home, at school or in health-care institutions. **Mukwaya (2002)**, replying to a question asked at the previous meeting, said that, as a result of the problems which had occurred in the north, her country, as a member of the Organization of African Unity, had decided not to appeal to the international community as a whole, but to call for African machinery to be put in place. She recalled that there were several eminent political personalities on the African continent who could provide their assistance.

In Uganda, a national steering committee on child labour has been constituted with the Ministry of Gender, labour and Social Development (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

## **Conclusion**

There are different interpretations of child labour as there are factors that affect it. Reviewing literature in themes of factors responsible for child labour, the number of children who have performed poorly in school as a result of child labour, other factors responsible for school drop-out, the effects of child labour on school drop-out and possible suggestions to the problem of child labour, has brought out that child labour is a component of community attitudes, activities carried out, the conditions under which they are done and amenities that are available. The literature noted that communities provide different perceptions towards the understanding of education which lead to misinterpretation of existing policies and laws. This has made communities fail to adopt the available coping strategies within their reach to diversify their income and have self-assurance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology that was used during the study. It involved the research design, study population, sample size and selection, sampling techniques, data collection methods, Data collection instruments, procedure of data collection, reliability and validity of instruments, Data analysis plus measurement of variables.

#### **3.1 Research Design**

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

#### **3.2 Population of the Study**

In this study, the target population was drawn from Namula Sub County, Nakapiripirit district and included those who are victims or have knowledge about the effects of child labour on the performance in primary schools and was divided within five (5) categories comprising 50 respondents in the following frequency: 10 parents, 17 school drop outs, 05 L.Cs, 10 teachers and 08 NGOs.

#### **3.3 Sample Size**

The respondents comprised of both sexes but of different marital statuses and age groups and the study used a representative sample size of 50 respondents and was selected based on a table for determining sample size according to Krejcie and Morgan, 1970, p.608). Stratified disproportionate sampling and random sampling were used to select the respondents from each stratum.

**Table3. 1: Categorization of respondents to be considered for the study**

Category of Respondents	Frequency	Percentage (%)
Parents	10	20
Local Councils	05	10
Teachers	10	20
NGOs	08	16
School drop outs	17	34
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Researcher's conceptualization, June, 2014*

### **3.3.1 Sample Procedure**

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

**Table 3.2: Category, sample size and sampling technique that was used in the study**

Category	Target Population	Sample size	Percentage
Parents	10	10	20
L.Cs	05	05	10
School dropouts	17	17	34
Teachers	10	10	20
NGOs	08	08	16
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Source: Primary Data, June, 2014**

### **3.4 Data Collection Methods**

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding the effects of child labour on the performance in primary schools, by reading news papers, journals, text books plus the already existing literature on internet and magazines. Primary data was got from the field through interviewing and interaction with respondents.

#### ***3.4.1 Interviews***

Interviews with the target respondents were conducted to collect information from all the categories of respondents shown in table 1 above. A separate interview was used for officials from the district that is; teachers and other authorized persons. This involved first making an appointment with the target respondents after which an interview meeting between the researcher and respondents was held to discuss issues on the effects of child labour on the performance in primary schools.

#### ***3.4.2 Questionnaire***

This was the discussion in written form where by the responses of the participants were put on paper provided by the researcher; the questionnaire was in two forms, namely: The open ended questions in which the responses by the participants are free to state their opinions according to their understanding. The close ended questions in which responses are provided by the researcher and the participants choose one of them accordingly, for example strongly agree, agree or strongly disagree. In addition Sekaran (2003) states that questionnaires are an efficient data collection mechanisms where the researcher knows exactly what is required and how to measure the variables of interest. She further asserts that administering questionnaires to number of interest simultaneously is less expensive and time consuming and does not require much skill to administer as compared to conducting interviews.

### 3.5 Sources of Data

#### 3.5.1 Primary Source

This involved use of first hand information that was obtained from the field using interviews and questionnaire. The type of data included the social-demographic characteristics of the respondents (age, gender, level of education among others), perceptions regarding the relationship between poverty and domestic violence.

#### 3.5.2 Secondary Source

These include the already existing literature about the effects of child labour on the performance in primary schools. This information was got from reports, published and non-published materials, data bases, electronic sources, and magazines

### 3.6 Reliability and Validity

Validity refers to the degree to which results obtained from analysis of the data actually represents the phenomenon under study. The validity of the research instrument was determined by pretesting. Mugenda and Mugenda, (2005); assert that pre-testing ensures clarity and accuracy of results so that data collected gives meaningful, reliable results representing variable in the study. Pre-testing helped to estimate the time needed to take, to fill the questionnaires, pre-testing was done by administering sample set of questionnaire to ten (10) respondents within the study population but outside the sample.

In calculating validity the researcher ensured that questions are relevant in order to ensure that data collected give meaningful and reliable results represented by variables in the study (Mugenda and Mugenda, 1999). The researcher used the following formula to establish validity of the research instruments as seen below:

$$\text{Content validity Index (CVI)} = \frac{\text{Agreed items by all judges as suitable}}{\text{Total number of items judged.}}$$

If the overall Content Validity Index (CVI) of the instrument is equal to the average acceptable Index of 0.7 or above, then the instrument will be accepted as valid (Amin, 2005)

### **3.7 Procedure for Data Collection**

After the approval of the proposal by the University, the researcher got an introductory letter from the university to progress to the field for data collection i.e. to Namula Sub County. The researcher took the questionnaires to respondents and there after proceeded by briefing them about the purpose of the questionnaires and ask them to fill them on their own convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled up questionnaires. Careful observation of respondents from the area of study will also be carried out by the researcher.

### **3.8 Data Analysis**

#### ***3.8.1 Editing and spot checking***

The researcher edited and spot checked during and after each interview with the respondents' responses. This was done in order to ensure that information given is logical, accurate and consistent which helped errors and omissions to be corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

#### ***3.8.2 Coding***

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

#### ***3.8.3 Frequency tabulation***

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

### **3.9 Expected limitations and solutions of the study**

In the process of carrying out this investigation, a number of limitations were met. These limitations obstructed the speed at which the study was carried out. These include;

The major limitation of the research was inadequacy of financial resources. Visiting the different libraries for data collection several times may turn out to be expensive in terms of transport; however this was solved by the obtaining extra funds from family members, colleagues and friends.

The study required a lot of time to be dedicated to collecting substantial data from one respondent to another making observations, continuous review of literature, data analysis and report writing and this was worked out by devoting more time on the research work by reducing on the leisure time at her disposal.

Some of the targeted respondents were not be willing to set aside time to respond to the investigator's questions thus somehow end up frustrating the researcher's efforts to collect substantial data. The researcher faced a problem of some rude and hostile respondents, this was solved by both seeking prior permission, remaining calm and maintaining good communication skills.

### **3.10 Ethical Considerations**

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

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

Personal confidentiality and privacy are very important since the research was public. If

individuals have been used to provide information, it is important for their privacy to be respected. If private information was accessed then confidentiality was maintained (Stephen, P. 2002). All respondents were therefore, re-assured of this before being involved and engaged.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0. Introduction

This chapter presents and discusses the study findings arising from the field information collected from research instruments, analysis and interpretation. The first section presents empirical findings then it is followed by the presentation and discussion of the study findings in relation to the research questions. The findings are presentation and analyzed using frequencies and percentages as a measure of reducing the data to derive meaning and for easy interpretation in relation to the specific objectives.

#### 4.1. The Demographic Composition of Research Respondents

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

**Table 4.1: Shows the Composition of Respondents by Demographic Profile**

Category	Description	Frequency	Percentage %
Age	20-29 years	22	44
	31-40 years	18	36
	41-50 years	10	20
	51 years plus	Nil	Nil
	<b>Total</b>	<b>50</b>	<b>100</b>
Gender	Male	16	32
	Female	34	68
	<b>Total</b>	<b>50</b>	<b>100</b>
Educational status	Certificate	23	46
	Diploma	14	28
	Degree	07	14
	Others	06	12
	<b>Total</b>	<b>50</b>	<b>100</b>
Marital Status	Single	15	30
	Married	35	70
	<b>Total</b>	<b>50</b>	<b>100</b>

Source: Primary Data, June, 2014

From above table 3, research findings indicate that the age bracket of 20-29 years had a frequency of 22 which was represented by 44% and it was the highest. This meant that there was high population of young people in **Namula Sub County** and as such were available for this study. The study learnt that out of this percentage of young people a majority of them were school dropouts representing high chances of them to have drop out of school due to child labour especially that Namula Sub County is semi urban entrepreneurial dominant zone a alongside other activities like business, selling local brew and others.

Still from table 4.1 above, it worth to note that the study was able to access both sexes/gender that is male and female whereby the male scored 32% of the respondents whom the research was able to access and participated by contributing to this study. Their counterparts the females had 68% score signifying whether they were readily available for the study and their population was high compared to the male. From the above table the gender difference were significant especially that among the school dropouts the females had high number while the males had advantage of staying at school for a long time because the females were married off and performed poorly compared to the boys something which can be compared to the traditional practices and beliefs which deny women right to most socio-economic aspects of society.

In table 4.1, it was evident that a majority of the respondents whom the researcher contacted were at least educated with most of them having certificate as the least level of education. According to the findings those with certificate scored a frequency of 23 which means 46% and it was the highest, while those with diploma had 28% as the second. Those with the degrees were represented by 14% and other educational levels all together had 12%. These variations clearly show how child labour activities directly or indirectly affect the performance of schools in Namula Sub County. Those who had certificate (46%) and others (12%) indicated how child labour is frequent practice which has correlation with performance of schools in this sub county.

On the above table 4.1, marital status was another interest of the researcher on the profile of

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

**Table 4.2: Household Experience on Economic/Social Shock**

Response	Frequency	Percentage
Yes	35	70
No	15	30
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Primary Data, June, 2014**

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

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

The researcher was able to put another interesting question to the respondents on *what is the nature of contribution of children to the household income*.

**Table 4.3: Contribution of Children to the Household Income**

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

**Source: Primary Data, June, 2014**

From the above table 4.3, it is evident that families in Namula Sub County still treasure the contribution of their children to house hold income simply meaning that they encourage their children to engage into child labour activities and prefer them participating in such activities that in academic prowess which would turn them resourceful and valuable people in the future contributing immensely to their respective households in wide spectrum of areas.

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

Therefore the respondents were able to suggest some forms of child labour in their community. This was divided into two in order to find out two schools of thought about this. The very first one was the contributor from the community according to the respondents included things like household poverty, ignorance, cultural factors, biblical teachings and demands of society today that is the cost of living while for the case of major reasons children

go to work were as follows; inherited from their parents, individual needs like pads for girls, peer pressure and physical body changes.

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

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

**Table 4.4: Showing Authority of Absenteeism of a Child from School**

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

**Source: Primary Data, June, 2014**

In table 4.4 above, the majority of respondents were able to blame both the parents and the school for most of the pupil absenteeism in school because each actor has a role it plays in ensuring that children stay at school. For the case of the parents, they respondents accuse them of retaining children at home with the view of helping them with household chores like babysitting, cooking, taking care of the other siblings, nursing the sick and old, do agricultural activities like scaring birds from the gardens. And for the school, the teachers are rude and do not have good parental care for this pupils, teacher absenteeism and nature of school

environment and so on. For other actors, they scored 10% meaning they have relatively equal percentage which does not rule them out of the situation.

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

#### **4.2. The Causes of Child Labour in Namula Sub County**

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

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

**Table 4.5: Showing the Causes of Child Labour in Namula Sub County**

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

Source: Primary Data, June, 2014

From the above table 4.5, there is indeed child labour phenomenon occurring in our communities which is not easy to root out because it is deep seated in our society due to the fact that the causes of child labour are very critical components which need urgent attention and intervention unless otherwise.

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

Other factors responsible for school drop out of school which include issues in the community that pull the children from school, issues in the school that push the children out of school and issues within the child to leave school. These are attempted to be answered in depth in table 6 and 7 and more still to that the respondents were able to classify the relationship between working and their families which seem to be much stronger and mutual because of the resources or income these children are able to generate their respective families to support number of activities including sustaining family bondage.

#### 4.3. The Impact of Child Labour on Child's Academic Performance

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

**Table 4.6: Reasons for Children Doing Work While Studying**

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

Source: Primary Data, June, 2014

Table 4.6 shows most reasons why children do work have equal share of percentage and frequency of 20% and 10 respectively. This signifies that each reason has strong position why children begin to think of either selling their labour or otherwise indulge in child labour activities and consequently affecting their academic performance in schools which escalates high levels of school drop outs and illiteracy levels, early child marriages, defilement, rape, drug abuse and so on.

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

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

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

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

The other advance effects include: poor and irregular school attendance, low class participation, poor and negative attitude towards work, poor and fluctuating academic



performance, no education motivation and study habits are greatly affected which is not conducive to improving academic performance.

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

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0. Introduction**

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

#### **5.1. Summary of the Findings**

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

However, child labour has got some positive effect and they are able to gain skills developed by working children which include leadership, self discipline, punctuality, nervousness, sense of the responsibility, self confidence and bullying. This was important according to all the respondents. The other advance effects include: poor and irregular school attendance, low class participation, poor and negative attitude towards work, poor and fluctuating academic performance, no education motivation and study habits are greatly affected which is not conducive to improving academic performance.

To address this therefore the researcher posed a question to the respondents to answer on what kind of support was given to children and other support systems to able curb the vice and

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

## **5.2. Conclusion**

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

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

## **5.3. Areas for Further Research**

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

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

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

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## APPENDICES

### APPENDIX 1 :QUESTIONNAIRE

#### QUESTIONNAIRE : TO THE RESPONDENTS IN NAB WE RU SUB-COUNTY, WAKISO DISTRICT

My name is Ojao Lillian a student of Kampala International University. I am carrying out a study about the effects of child labour on the academic performance of primary schools using Namula Sub County, Nakapiripirit district as a case study. The outcome of this study will be for academic purpose only. You have been selected to participate in this study. Kindly spare some time to answer these questions.

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

###### (1) Gender

Male ☐

Female ☐

###### (2) Age

(i) 20 to 29 ☐

(ii) 31to40 ☐

(iii) 41 to 50 ☐

(iv) 51 and above ☐

###### (3) Marital status

Single ☐

Married ☐

###### (4) Education level held

(i) Certificate ☐

(ii) Diploma ☐

(ii) Degree ☐

☐



(v) Others

## Section B: HOUSEHOLD COMPOSITION AND CHARACTERISTICS

### 5. What is your relationship to the household head?

#### 1. How many children live in this household?

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

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

Yes*	1
No	2

If Yes, what was it?

.....  
.....

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

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

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

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

## Section C: Factors responsible for child labour

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

Yes	1
No	2

(If No, go to )

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

.....

.....

.....

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

.....

.....

13. What are major reasons children go to work?

.....

.....

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

Yes	1
No	2

(If No, go to 16 )

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

.....

.....

.....

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

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

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

16. Who authorises absence of a child from school?

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

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

.....

.....

.....

.....

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

.....

.....

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

.....

.....

.....

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

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

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

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

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

.....

.....

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

Yes	1
No	2

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

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

## Section F: Effects of child labour on school going children

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

Yes	1
No	2

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

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

29. Where do you think the children work?

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

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

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

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

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

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

Yes	1
No	2

33. If Yes, what kind of support?

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

### Section G: Possible solutions to the problem of child labour

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

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

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

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

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

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

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

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

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

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

Children

- a. ....
- b. ....

Parent

- c. ....
- d. ....

Community

- e. ....
- f. ....

Schools

- g. ....
- h. ....

Local Government Authorities

- i. ....
- j. ....

International Community

- k. ....
- l. ....

*Thank you very much for your cooperation*



## APPENDIX II: BUDGET ESTIMATE

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

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

### APPENDIX III: WORK PLAN

ACTIVITY	TIME IN MONTHS OF 2014				
	MARCH	APRIL	MAY	JUNE	JULY
Proposal writing					
Questionnaire design					
Data collection					
Coding and analysis					
Draft dissertation					
Final book bound					
Submission					