

THE EFFECT OF CHILD LABOR ON CHILD EDUCATION IN BUBYANGU SUBCOUNTY, MBALE DISTRICT

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DECLARATION

I Nadunga Catherine, declare that this research proposal is my own original work and that it has never been submitted to any institution of higher learning for any academic award.

Signature.....

Date.....

APPROVAL

This proposal by Nadunga Catherine has been submitted to the Social Science department, Uganda Christian University for examination with my approval as the supervisor.

Signature.....

Date.....

Mr. Komo Richard

DEDICATION

I dedicate this piece of work to all my family members and friends who have been there for me during this course.

ACKNOWLEDGEMENT

I acknowledge the Almighty God for the wisdom and knowledge and the sound health He has provided onto me.

Special thanks and gratitude to my research supervisor Mr. Komo Richard for the continued support, assistance and guidance he extended to me during the entire research period.

To my father and my mum that I am very grateful you have nurtured me to your best and showed me the value of education.

I also extend my gratitude to all my friends for the great support towards my education and my stay at Uganda Christian University.

May the Almighty God bless and reward you all abundantly.

ABSTRACT

The study sought to establish the “The Effects of Child Labor on Child Education in Bubyangu Subcounty, Mbale District”. The study objectives include the following; the effects of poverty on school attendance in Bubyangu Sub County, the effects of illiteracy on school dropout in Bubyangu Sub County and the relationship between child labor and school dropout. A cross sectional design was adopted and both qualitative and quantitative data collection approaches were applied. Primary data was collected using a questionnaire from 80 respondents.

Findings on the effects of poverty on school attendance revealed that struggling in affording basic necessities makes it challenging to prioritize education, lack of access to healthcare leads to illnesses, impacting a child's ability to attend school regularly, poverty causes unstable living conditions, making it challenging for pupils to attend school consistently, learners from poor families may be required to work to support their families leading to absenteeism, stress of living in poverty can affect a pupil's mental well-being which hinders attendance in class and finally learners from low-income families may face social stigma impacting the motivation to attend school. Findings on the effects of illiteracy on school dropout revealed that illiteracy subject pupils to social stigma affecting their sense of belonging in the school environment, difficulty in reading and writing hinders effective communication with teachers and peers contributes to dropout from school, illiterate parents have limited support for their children can contribute to dropout from school and finally the frustration and shame associated with illiteracy can take a toll on pupils' mental health. Findings on the relationship between child labor and school dropout revealed that the correlation coefficient is $-.609$ and this implies that there is a strong positive correlation between child labor and school dropout.

Study recommendations include; there is need for the government and other stakeholders to discourage child labour from the family level, The children should be sensitized the importance of educating and need for them to learn other than getting involved in child labor since this would mean a bright future for the children, parents should be sensitized on the importance of education their children rather than using them to supplement to family income and the government can help in curbing dropout rates by empowering parents through self-help programs.

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LIST OF ABBREVIATIONS

ILO	International Labor Organizations
NGOs	Non-Government Organizations
UN	United Nations

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter consists of the background of study, problem statement, purpose of study, research objectives and research questions, scope of the study, significance of the study and the conceptual frame work.

1.1 Background of the study

Globally, around 215 million children work full-time (United Nations, 2017). They do not go to school and have little or no time to play. Majority does not receive proper nutrition or care while others are always denied chance to education due to poverty levels. According to World Bank, (1999) around 45% of households in rural areas in Uganda still live under the poverty line and poverty often compels parents to send their children to work for the family to survive. These characteristics and others provide various opportunities and pressures for children to engage in child labor hence lowering their attendance to attain good performance.

In Africa, child labor is still a threat to children participation in education; Sub-Saharan Africa has a large number of working children. United Nations Children's Emergency Fund (UNICEF 2007) estimates approximately 37% of children 5 to 14 years are actively involved in the labor market (UNICEF, 2007). The proportion of children working has continued to rise in the region. Child labor participation rates are highest in East Africa, followed by Central Africa and West Africa (Admassie, 2002; Bass, 2004). This is because most African countries live at a minimum level of expenses caused by; high rate of unemployment, wars, political issues and unstable economy, HIV/ AIDS .Most children are forced to work in order to bring additional income to the family. According to ILO (2002) 8.9% of children aged 5 to 9 years, and 32.8% 10 to 14 years old children combine work and schooling.

In Uganda, many thousands of children are working in small-scale and artisanal gold mines, and the majority of whom come into contact with extremely toxic mercury nearly every day (Hold the Child Uganda, Report, 2017). The report further reveals that more than two-thirds of all children in child labor work as contributing family labourers, working on family farms and in family enterprises. This situation is so disappointing with gross effects on children's education

life career. Anguyo (2013) in one New Vision article titled “Uganda has Two Million Child Workers”, reports that, at least two million children aged from five to 17 years are engaged in child labour. The findings of the report, released by the Uganda Bureau of Statistics (UBOS) establishes that, the two million child laborers make up 16% of the entire population of 11.5 million children in Uganda.

Estimates by ILO (2017), indicate that a very large number of children in child labour are completely deprived of education. For the 5-14 years’ age group, there are 36 million children in child labour who are out of school, 32 per cent of all those in child labour are in this age range. The estimates further reveal that, while children in child labour appear at special risk of being out of school, most - about 68 per cent of the total for the 5-14 years’ age group do attend school. However, growing research suggests that children who are able to attend school are also penalized educationally for their involvement in child labour. The time and energy required by labour work interferes with children’s ability to acquire educational benefits in the classroom and to find time outside the classroom, and at home for independent study.

In the more recent past, Walakira et al. (2015) equally found that, many children are not enrolled in school, or go to school once in a while because they have to work in the agriculture sector. They established that, in most rural areas, some children are withdrawn from schools to attend to rice fields, doing work that ranges from transplanting rice, to acting as scarecrows to scare away birds, and similarly in West Nile, where he pointed out an increasing number of children working on tobacco farms, during school days.

In Bubyangu sub-county, Mbale, there are many children who are engaged in child labor as a result of school dropout who want to make money at a very tender age and those who are still in school are engaged in working for example, fetching water for money, collecting firewood, digging for people and brick laying on the slopes of Mount Elgon. Something that makes them dodge classes hence affecting their education, these children skip classes mostly on Fridays to go and work.

1.2 Statement of the Problem

Uganda is a signatory to Hold the Child Uganda where almost 15,000 children have been protected from Child Labor. In addition, the United States Department of Labour (2017) in a

very recent report reveals that, in Uganda the highest percentage of children in child labour work in the agricultural sector, followed by industry and domestic services. Whereas child labour may have economic gains for peoples' survival, we cannot rule out the fact that it can have negative effects towards a child's education and development.

It has been observed in Bubyangu Sub-county that child labour is a common practice and pupils have persistently drouped (Nambasi, 2023). Child labour greatly affects children's education and it leads to school dropout. Estimates by ILO (2017), indicate that a very large number of children in child labour are completely deprived of education. For the 5-14 years' age group, there are 36 million children in child labour who are out of school, 32 per cent of all those in child labour are in this age range. The estimates further reveal that, while children in child labour appear at special risk of being out of school, most - about 68 per cent of the total for the 5-14 years' age group do attend school. The researcher therefore intended to assess the effects of child labor on child education in Bubyangu Subcounty, Mbale District.

1.3 Purpose of Study

To assess the effects of child labor on child education in Bubyangu Sub-county, Mbale District

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To identify the effects of poverty on school attendance in Bubyangu sub county
- ii. To identify the effects of illiteracy on school dropout in Bubyangu sub county
- iii. To identify the relationship between child labor and school drop out

1.5 Research Questions

- i. What are the effects of poverty on school attendance in Bubyangu Sub county?
- ii. What is the effects of illiteracy on school dropout in Bubyangu Sub county
- iii. What is the relationship between child labor and school drop out?

1.6 Scope of Study

This section comprises of geographical scope, content scope and the time scope as shown below;

1.6.1 Geographical scope

The study was carried out in Bubyangu Primary School. Bubyangu Primary School is situated nearby to the hospital Bumandada Healthy Centre III and Bumadanda Primary School. Latitude: 1.0738° or 1° 4' 26" north and Longitude: 34.27372° or 34° 16' 25" east.

1.6.2 Content Scope

The study was confined to the effects of child labor on child education and it subjected on the following objectives; the effects of poverty on school attendance, the effects of illiteracy on school dropout and the relationship between child labor and school dropout.

1.6.3 Time Scope

This study was carried from November, 2023 to April, 2024. This period enabled the researcher to establish the research problem.

1.7 Significance of the Study

Findings would help to advocate for all governments, ministries, parliaments, state agencies, justice systems and non-governmental organizations, civil society organizations, and all sectors of society to be engaged and actively coordinate the fight against child labor more easily by taking necessary steps to reduce on child labor prevalence for academic excellence among primary seven pupils.

The findings might be used by officials from the Ministry of Education and Sports, Curriculum developers, the District Administrators, School Managers and Teachers. The findings would help them to achieve organizational visions, missions, goals and objectives for a better way than it had been before.

The study will help other scholars in further research into child labor and child education or any other related field of research by widening their literature.

The findings ought to be used by the Parents' Teachers' Association (PTA) to understand better the linkages between child labor and primary seven pupils' performance which would help in sensitizing parents and pupils.

1.8 Conceptual Framework

Diagrammatic representation of the study variables

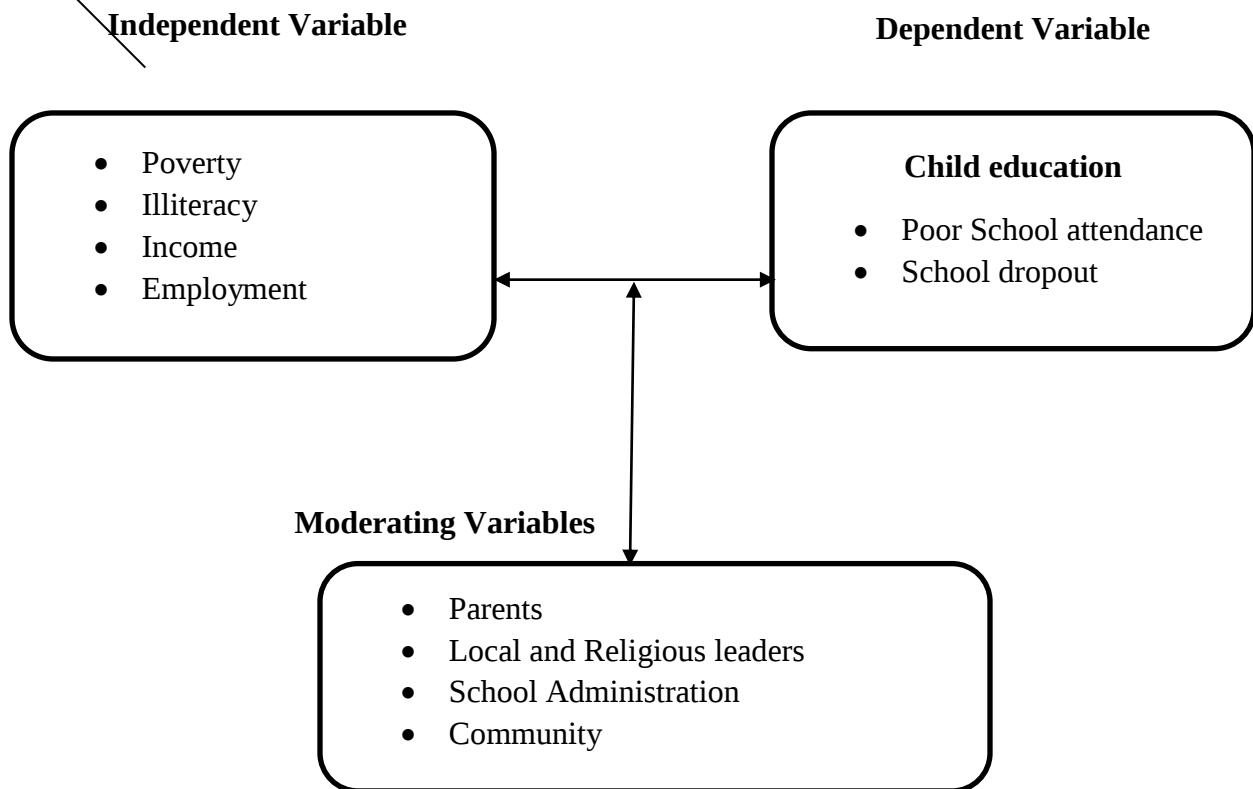


Figure 1: Conceptual frame work

Figure 1 shows the conceptual framework of the study indicating child labor as the independent variable and child education as the dependent variable and all is being united by the moderating variables. When there is high level of poverty with high illiteracy, children are demanded to work for individual or family gains so as to earn some money to sustain their studies that increase child labor which increases school dropouts and poor school attendance this can be advocated for its end through collective efforts by the parents, school administrators and policy makers so as to end child labor.

1.9 Definition of Key Terms

Child Labor: Child labor refers to work that is mentally, physically, or morally harmful to children (MGLSD, 2006); It can negatively affect their mental, physical, or social development and interferes with their schooling; by depriving them of the opportunity to attend school; by

obliging them to leave school prematurely or by requiring them to attempt to combine school attendance with excessively long and heavy work.

Education: Education can be defined as the process of acquiring knowledge, skills, values, and attitudes through various methods such as teaching, training, or research (Lee, 2019). It is a lifelong journey that begins from the early stages of life and continues throughout one's lifetime.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on review of works of other scholars related to the study. It reviews literature on child labor and its effects on child education guided by the research objectives which include; the effects of poverty on school attendance, the effects of illiteracy on school dropout and the relationship between child labor and school dropout.

2.1 The Effects of Poverty on School Attendance

Struggling to afford basic necessities creates a significant barrier for learners in prioritizing education (Gorski, 2017). When individuals face financial constraints that hinder their access to essentials like food, shelter and healthcare, their focus shifts from educational pursuits to meeting immediate survival needs (Gorski, 2017). The burden of financial insecurity can lead to stress, anxiety, and a lack of concentration, making it challenging for learners to engage fully in their studies. As a result, education often takes a back seat as individuals grapple with the pressing demands of daily life.

Children raised in poverty may not have been taught to be polite and may not be socially gracious (Jensen, 2009). They may lack the ability to empathize with others. This lack of empathy, in turn, makes it difficult for these students to work well in cooperative groups with their classmates. This inability to work well with classmates often results in students becoming unwanted participants in groups, adding to their feelings of inadequacy and resulting in the students giving up on a task just before they successfully complete it. Poor social skills, which result in a lack of acceptance from peers, may cause decreases in academic performance.

The lack of access to healthcare services due to poverty can have detrimental effects on a child's health, leading to increased susceptibility to illnesses (Yoshikawa et al., 2012). When children do not receive timely medical attention, minor health issues can escalate into more severe conditions, hindering their ability to attend school regularly. Illnesses not only affect a child's physical well-being but also impact their cognitive development and educational progress. Consequently, the cycle of poor health perpetuates as missed school days due to illnesses can lead to academic setbacks and long-term educational challenges. In essence, the unavailability of

healthcare services can significantly impede a child's educational journey by compromising their health and school attendance (Yoshikawa et al., 2012).

Children living in poverty see many chronic stressors, including unsafe neighborhoods where there are high levels of crime, parents who are making minimum wage which causes a financial strain on the family, parents who are separated or divorced, siblings living in different households, and households that are overcrowded (Johnson, Riis, & Noble, 2009). All of these stressors create a void in the lives of children raised in poverty, and result in academic and behavioural issues in school. These students have a higher level of absenteeism, they struggle with focus and concentration, they have significantly more difficulty in comprehension and memory, and they struggle with motivation (Jensen, 2009).

Living in homes where there is little parental interaction, fewer books to read, and fewer chances for cognitive stimulation will decrease the children's confidence which, in turn, will lead to future academic failure (Cedeño et al., 2016). Chronic stressors will cause students to underperform in school and either give up or become disinterested in their school work (Jensen, 2009). For all of these reasons, chronic stressors have a significant effect on academic achievement.

Johnson et al. (2016) assert that poverty significantly contributes to unstable living conditions, which, in turn, pose challenges for learners to attend school regularly. Factors such as lack of access to basic necessities, including food, shelter, and healthcare, can hinder a student's ability to attend school consistently. Poor performance on tests when asked to show their knowledge, behavioral problems in the classroom, mental health issues, and emotional problems are also viewed more frequently in those children who have been raised in a lower socioeconomic home. Children raised in poverty experience changes in brain structure in areas related to memory and emotion (Brito & Noble, 2009).

Learners from economically disadvantaged backgrounds often encounter significant challenges that can hinder their educational pursuits. The need for learners to contribute to their family's income leads them to engage in work, which can lead to frequent absences from school (Lematang & Kathuri, (2021). This situation arises from the financial constraints faced by their families, compelling the learners to prioritize work over education. The requirement to work to support their families not only impacts the students' attendance but also affects their academic

performance and overall well-being. Absenteeism can result in missed learning opportunities, leading to gaps in knowledge and skills. Consequently, these students may struggle to keep up with the curriculum, perpetuating a cycle of academic underachievement (Lematang & Kathuri, (2021).

Living in poverty upsets brain development and will result in behavioural problems in the classroom (Dike, 2017). Stress causes our bodies to release a chemical called cortisol (Jensen, 2009). The buildup of cortisol in our body results in sending weaker neuron signals to the prefrontal cortex and the hippocampus. Both the prefrontal cortex and the hippocampus are crucial for learning, cognition, and working memory. Recurring stress can result in shrinking of neurons in the frontal lobes of a child's brain. This area of the brain is responsible for the child's ability to make judgments, plan, and control impulsivity. It can also cause damage to the hippocampus, which may, in turn, cause a reduction in learning capacity. The amygdala is also affected by the effects of stressors in the body (Jensen, 2009).

Learners from low-income families often encounter social stigma that can significantly affect their educational journey (Lematango & Kathuri, 2021). The negative perceptions and stereotypes associated with poverty can create barriers to academic success and hinder their motivation to attend school regularly. Social stigma can manifest in various forms, such as discrimination, bullying, or exclusion based on economic status (Lematango & Kathuri, 2021). These experiences can lead to feelings of shame, inadequacy, and low self-esteem among students from low-income backgrounds. As a result, they may develop a reluctance to participate in school activities, engage with peers, or seek help from teachers.

2.2 The Effects of Illiteracy on School Dropout

Illiteracy can have a profound impact on a student's academic progress, ultimately leading to higher rates of school dropout. When students struggle with basic reading and writing skills, they often face significant challenges in keeping up with their peers in various subjects (Reschly, 2010). This struggle can result in poor academic performance, low self-esteem, and a lack of motivation to continue their education. Students who are illiterate or have limited literacy skills may find it increasingly difficult to engage with the curriculum, leading to feelings of frustration and inadequacy (Schargel & Smink, 2014). As a result, these students may be more likely to

disengage from school, ultimately choosing to drop out rather than face the ongoing challenges associated with their illiteracy.

When individuals struggle with reading and writing, they may face ridicule or discrimination from peers, teachers, and society at large (Hooks, 2003). This social stigma can create a sense of shame and inadequacy, pushing learners to disengage from educational settings to avoid further embarrassment. Illiteracy can lead to isolation as individuals may find it challenging to communicate effectively with others, participate in classroom activities, or engage in social interactions. This isolation can further exacerbate feelings of loneliness and alienation, making the school environment unwelcoming and intimidating for learners who are struggling with literacy skills.

One of the key ways in which illiteracy affects school dropout rates is through a lack of comprehension and retention of educational material. Students who are unable to read or write proficiently may fall behind in their studies, leading to poor academic performance and a sense of discouragement (Shah, Haider., & Taj, 2019). As a result, these students may feel overwhelmed by the demands of the curriculum and choose to leave school altogether. Illiteracy can also impact students' self-esteem and confidence. When learners struggle with basic literacy skills, they may experience feelings of shame or embarrassment, especially in comparison to their peers who are more proficient readers and writers. These negative emotions can erode students' motivation to attend school and participate in classroom activities, further increasing the likelihood of dropping out.

Communication is a fundamental aspect of the learning process, as it allows students to express their thoughts, ask questions, and engage in discussions (Fisher & Rothenberg, 2008). However, when students struggle with reading and writing, they may feel embarrassed, frustrated, or isolated, which can hinder their willingness to participate in classroom activities and interact with others (Fisher & Rothenberg, 2008). In the academic setting, the inability to communicate clearly due to reading and writing difficulties can lead to misunderstandings, misinterpretations, and a lack of engagement with the learning material. This can result in poor academic performance, decreased self-esteem, and a sense of alienation from the school environment. As a

consequence, students may become disengaged, unmotivated, and ultimately at a higher risk of dropping out of school.

When children do not receive adequate support from their parents, especially if the parents are illiterate, it can significantly impact their educational journey and increase the likelihood of dropping out of school (Shah, Haider., & Taj, 2019). Illiterate parents may struggle to assist their children with homework, engage in educational discussions, or advocate for their educational needs effectively. This lack of academic support and involvement can create a challenging environment for the child, leading to feelings of frustration, inadequacy, and disengagement from school. Illiterate parents often face financial constraints that limit their ability to provide essential resources for their children's education (Menheere & Hooge, 2010). From purchasing school supplies to covering educational fees, financial burdens can exacerbate the challenges faced by children from such households. The lack of financial support can create barriers to academic success, increasing the likelihood of dropout.

Illiteracy can be a significant source of frustration and shame for pupils, especially in an educational environment where literacy is highly valued (Bartlett, 2001). The inability to read, write, or comprehend basic educational materials can lead to feelings of inadequacy, embarrassment, and low self-esteem among students. As pupils struggle to keep up with their peers academically, they may experience a sense of frustration and hopelessness, which can negatively impact their mental health. The emotional burden of illiteracy can create a cycle of shame and avoidance behavior, where students may withdraw from academic activities, avoid participating in class discussions, or even skip school to escape the feelings of embarrassment (Teimouri, 2018).

2.3 The Relationship between Child Labour and School Dropout

Guarcello and Rosati (2007) conducted a study using survey method and explored on the impact of child work on school attendance and performance in five countries: Brazil, Kenya, Lebanon, Sri Lanka and Turkey. The researcher was not detailed about population; however questionnaire and interview was the instrument used to collect data. The findings revealed that work reduced 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 do necessarily affect “actual learning outcomes”. This was a rare example suggesting a neutral impact of child labour on achievement. The similarities between this study and that of Guarcello (2005) was the use of survey method and questionnaire while the difference of the two studies is the use of five (5) countries by Guarcello (2005) in addition to the use of hours in some countries and the use of only a state in Nigeria by the present study.

Fetuga, Njokanma and Ogunlesi (2007) study was conducted to find out if working children have worse academic performance. The study was a descriptive cross-sectional school based study conducted in public primary schools in Sagamu Local Government Area of Ogun State, Southwestern Nigeria. The sample size was randomly drawn from a population of school children. The results for Fetuga et al (2007) showed no significant difference in the mean rate of school absence ($P > 0.80$), mean aggregate examination scores ($P > 0.1$) and proportion of class repeaters ($P = 0.16$) among working school children ($P = 0.017$). Similarly, the controls performed better than working school children of four core subjects but significant differences were observed only in social studies and science ($P = 0.006$ and 0.001 respectively).

Mungai 2011 carried out a study on the effect of child labour on free primary education: a case study of Mwea division, Kirinyaga district in Kenya. The study also explored gender in child labour, causes and various occupations undertaken by child workers. The researcher used survey design for the study; the population consisted of all public primary schools in Mwea division. The sample of the study consisted of thirty-five (35%) percent children, eleven (11.4%) percent of the sixty (60) Head teachers and three hundred and sixty-nine (69) teachers respectively. The study sample was selected through both stratified and simple random sample method. The result revealed that child labour has affected free education even with the free school fees through reduction with enrollment of pupils in schools.

The ILO (2014) reported that child labor is unfavorable and unsafe to children's health and denies them of a proper education. Studies show that children who do not work cope better in school than children who do. Children who combine work and school can experience negative psychosocial effects on their educational progress and performance (Abdalla et al., 2021). Abdalla et al. (2021) affirmed in various studies that child labor adversely affects the health of children, leading to severe health complications that adversely affect their education. A study

conducted by Anumaka (2012) involving 2,307 pupils who sat for the primary leaving examination in the Nebbi District of North-East Uganda found that many of the children who did not perform well were those who had engaged in labor activities.

Rahman and Khanam (2012) found that child work had a negative effect on learning attainment in the areas of arithmetic and reading in Ghana. In a study conducted by Al-Gamal et al (2013) in Jordan, children who were not engaged in any form of work were found to perform better in school than those who are engaged in work. Afenyadu (2010) contended that not all work is dangerous to children's mental development and that work improves their basic knowledge and skills. He noted that the damage that child labor may do depends on the intensity and nature of the work.

Holgado et al. (2014) argued that there is no simple linear association between child labor and child education and those multiple factors, including labor conditions, morning work schedules, and the number of hours worked per week, can negatively affect the education of child laborers. Nevertheless, a study by Heady (2003) on the effect of child labor on learning outcomes showed that in Ghana, child work especially that carried out in the home had a fairly small effect on children's school performance.

2.4 Research Gap

In the literature above, different authors have carried out studies related to the effects of child labour and child education however; no study has been carried on the effects of child labor on child education in Bubyangu Sub-county, Mbale District. Therefore the current study intended to bridge this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents research design, population of the study, sample size, sampling techniques, data collection methods, data quality and control, research procedure of data collection, data analysis and interpretation, ethical considerations and limitations of the study.

3.1 Research design

Research design adopted was cross sectional design which involves collecting data at one point in time. It also helps in establishing the relationship between the independent variable and dependent variable. The researcher adopted both qualitative and quantitative approaches to data collection and analysis. Quantitative approach was preferred given its ability to provide opportunities to the researcher to explore the phenomenon in its real life context while uncovering the unquantifiable veiled truths concerning the subject under investigation. Qualitative approach was adopted because it addresses the “how” and “why” research questions and enables deeper understanding of experiences, phenomena and context.

3.2 Population of the Study

Population is a total number of items, group of individuals the researcher intends to study. A population of 85 included pupils, teachers and the head teacher.

3.4 Sample Size

A sample is a collection of observations representing only a portion of the population. The sampling will use Krejcie & Morgan (1970) table. The researcher worked with a sample of the population that was selected to be representative of the population. A sample size of 80 respondents and these were selected as shown in the table below;

Table 4.1: Categories of the sample

Respondents	Sample size	Sampling technique
Head teacher	01	Purposive sampling
Teachers	09	Purposive sampling
Pupils	60	Simple random sampling
Local officials	10	Purposive sampling
Total	80	

Source: Primary data

3.5 Sampling Techniques

3.5.1 Purposive sampling

Purposive sampling technique was the non-probabilistic sampling technique to be used. Purposive sampling is a sampling procedure in which the researcher chooses members of the population to participate in the sample based on his or her own decision (Saunders, 2012). This was used in selecting 09 teachers, 01 head teacher and 10 local officials. Purposive sampling has the advantage of allowing the researcher to choose only those participants who are informed about the study variables and therefore provided valuable information for the purposes of this study.

3.5.2 Simple random sampling

Simple random sampling: Simple random sampling is a sampling technique where every item in the population has an even chance and likelihood of being selected in the sample respondents (Ames, Glenton, & Lewin, 2019). Simple random sampling was used to select 60 P.6 pupils. This technique was used because their population was too big so the researcher conveniently chose them until the required sample size.

3.6 Data collection methods

3.6.1 Questionnaire method

Researcher administered questionnaires was used to collect quantitative data from 60 pupils at Bubyangu Primary School. These were used to save on time because their number being too big to interview, so they read and therefore fill in the questionnaire sheets. After identifying the

respondents for the study, the researcher self-administered the questionnaires to the respondents one after the other.

3.6.2 Interview method

An interview guide is a data collection instrument that a research uses to obtain through oral communication and face to face interactions (Kallio et al., 2016). The researcher used the interview to collect data from 01 head teacher, 09 teachers and 10 local leaders because the researcher expected these respondents to have sufficient information on the subject matter. Key informant interview method was used because it is easy to fully understand someone's impression or expansion or learn more about their answers to questionnaires and obtaining first-hand information. During data collection, the researcher interacted with interviewees one after the other.

3.7 Data Quality and Control

3.7.1 Validity

Validity refers to the extent to which research results can be accurately interpreted and generalized to other populations (Sekaran, 2003). Research tools were first prepared, presented to the supervisor who checked on their correctness. The supervisor's comments were used to improve the questionnaire and the interview guide. The researcher thereafter used the formula below to establish validity of the research tools;

$$\text{Content validity index (CVI)} = \frac{\text{Agreed items by both supervisors as suitable}}{\text{Total number of the items judged}}$$

3.5.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeat (Sekaran, 2003). The questionnaires were pretested using respondents from a different school and Cronbach's Alpha Reliability Coefficient was computed using statistical Package for Social Scientists (SPSS 16) and scores were evaluated. In statistics, Cronbach's alpha is a coefficient of reliability, commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. According to Sekaran (2003), some professionals as a rule of thumb, require a reliability of 0.70 or higher before they use an instrument.

3.6 Research Procedure of Data Collection

After approval of the proposal, the researcher obtained an introduction letter from the head of department of Social Sciences to collect data. The researcher proceeded to the area of study with introduction letter from Uganda Christian University. The researcher thereafter obtained permission from the management of school and made an appointment with the respondents.

3.7 Data analysis and Interpretation

Content analysis was used to analyze qualitative data. Content analysis is a tool for describing the state of a phenomenon at a given time or its evolution over time (Cherry, 2015). This approach allows the researcher to analyze an observed phenomenon in a non-intrusive manner, that is, without having to deal with people or circumstances directly.

Quantitative data was provided in a variety of ways, including frequency tables, percentage distributions, and other methods as required. For research, SPSS was used and procedure included typing, editing, tabulation, and interpretation to provide the data.

3.8 Ethical Considerations

This was ensured through the following ways;

Informed consent: Prior to beginning the study, the participant were given correct and complete information about the study's intent.

Voluntary participation: Participants in the study were told that their participation in the study was not to be paid in any way; it was completely voluntary. All participants in the study were told of their right to refuse to be interviewed or to withdraw at any time for any reason, with no bias or clarification.

3.9 Limitations of the study

The time was limited to accomplish the study. This was solved by drafting a timetable for all the activities that were carried out by the researcher.

Limited funds to cover up expenses during the entire research study. This was solved by soliciting funds from friends, parents, brothers and sisters to avail enough funds to facilitate all the expenses that were incurred.

The researcher faced a problem where by some of the participants were not be willing to provide information. This was solved by informing the participants that the research was just for study purpose.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and analyses the study findings according to the study objectives and these include; the effects of poverty on school attendance in Bubyangu Sub County, the effects of illiteracy on school dropout in Bubyangu Sub County and the relationship between child labor and school dropout. Before I present the findings on the objectives, below are the findings on the background of the respondents.

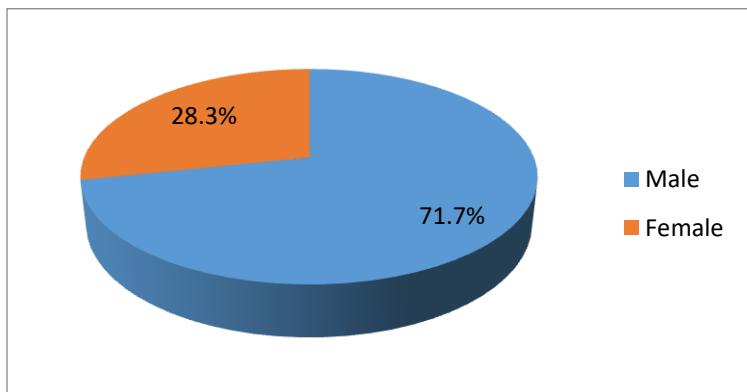
4.1 Response Rate

Out of 60 questionnaires that were distributed to the respondents who were pupils, all the questionnaires were returned which represents a 100% response rate. The high response rate was obtained in a way that the respondents were given the questionnaires to fill them in their free time of work and the researcher agreed with the respondents the right time to pick the fully filled questionnaires. This response rate was good as the researcher could easily base on this to analyse the main objectives of the research study and come up with deduction or conclusions of great significance to the study.

4.2 Background of the Respondents

This consists of the gender and age of the respondents as presented below;

4.2.1 Gender of respondents

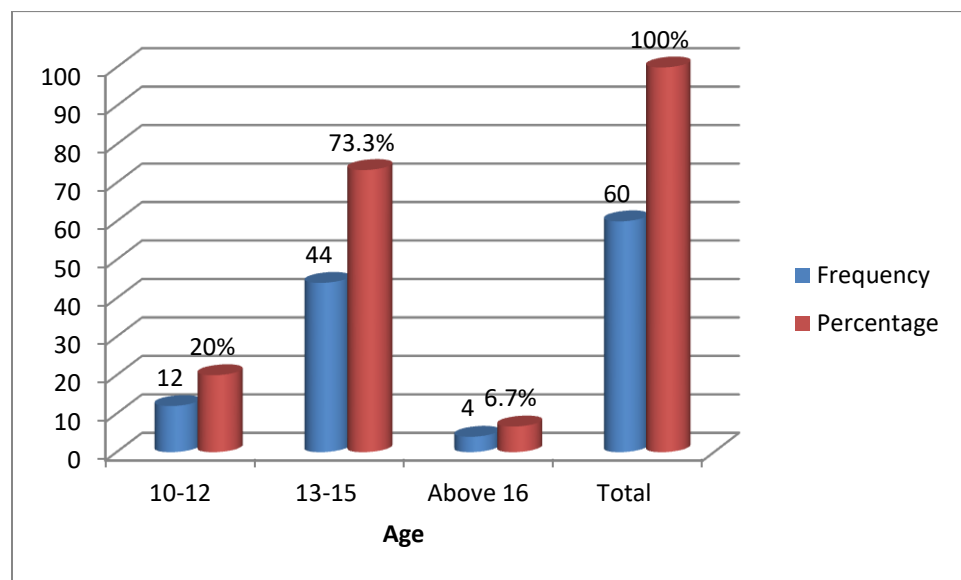


Source: Primary data, 2024

Figure 4.1: Shows the gender of respondents

The findings in figure 1 above indicate that 71.7% of the respondents were males and 28.3% of the respondents were females. It therefore implies that more males participated in the study than females.

4.2.2 Age of the respondents



Source: Primary data, 2024

Figure 4.2: Shows the age of the respondents

The findings in figure 4.2 indicate that 73.3% of the respondents were aged 13-15 years, 20% were aged 10-12 years and 6.7% were aged above 16 years. It therefore implies that majority of the respondents were aged 13-15 years and these were mostly P.6 and P.7 pupils. These pupils were able to interpret the research questions.

4.3 Effects of poverty on school attendance in Bubyangu Sub County

This was the first objective of the study and it intended to assess the effects of poverty on school attendance. The findings are presented below;

Table 4.2: Effects of poverty on school attendance in Bubyangu Sub County

Statements	Agree		Not Sure		Disagree		Total	
	F	%	F	%	F	%	F	%
Struggling in affording basic necessities makes it challenging to prioritize education	46	76.7	14	23.3	-	-	60	100
Lack of access to healthcare leads to illnesses, impacting a child's ability to attend school regularly	49	81.7	11	18.3	-	-	60	100
Poverty causes unstable living conditions, making it challenging for pupils to attend school consistently.	43	71.7	17	28.3	-	-	60	100
Learners from poor families may be required to work to support their families leading to absenteeism	51	85.0	9	15.0	-	-	60	100
The stress of living in poverty can affect a pupil's mental well-being which hinders attendance in class	49	81.7	11	18.3	-	-	60	100
Learners from low-income families may face social stigma impacting the motivation to attend school	46	76.7	14	23.3	-	-	60	100

Source: Primary data, 2024

The findings in table 4.2 above indicate that majority of the respondents (76.7%) agreed that struggling in affording basic necessities making it challenging to prioritize education. This was followed by 23.3% of the respondents who were not sure and none of the respondents showed a disagreement to the statement.

Also, majority of the respondents (81.7%) agreed that lack of access to healthcare leads to illnesses, impacting a child's ability to attend school regularly. The response was followed by 18.3% of the respondents who were not sure with none of the respondents indicating a disagreement.

Majority of the respondents (71.7%) admitted that poverty causes unstable living conditions, making it challenging for pupils to attend school consistently. This was followed by 28.3% of the respondents and none of the respondents disagreed.

Further, majority of the respondents (85%) of the respondents admitted that learners from poor families may be required to work to support their families leading to absenteeism. It was followed by 18.3% of the respondents who were not sure and none of the respondents disagreed to the statement. An interview with a one of the interviewees revealed that,

"In my experience, poverty not only affects attendance but also academic performance. Students dealing with poverty may have to work part-time jobs to support their families, resulting in fatigue and reduced focus in class." (Head teacher)

Another respondent alluded,

"The effects of poverty on school attendance are profound. Many students from impoverished backgrounds struggle with unstable living conditions, making it difficult for them to prioritize education over basic needs." (Teacher)

Additionally, majority of the respondents (76.7%) agreed that the stress of living in poverty can affect a pupil's mental well-being which hinders attendance in class while 18.3% of the respondents were not sure. However, no respondent show a disagreement to the statement during data collection. One of the interviewees responded that,

"Living in poverty creates a constant state of anxiety and uncertainty for pupils. This stress can manifest in various mental health issues like anxiety and depression, making it challenging for them to focus on their studies and attend classes regularly." (Local official)

Finally, majority of the respondents (76.7%) agreed that learners from low-income families may face social stigma impacting the motivation to attend school, 23.3% of the respondents were not sure. No respondents showed a disagreement. One of the respondents alluded,

"The lack of basic necessities due to poverty can lead to feelings of shame and inadequacy among pupils. These negative emotions can significantly impact their self-esteem and mental well-being, ultimately affecting their motivation to attend school." (Head teacher)

4.4 Effects of illiteracy on school dropout in Bubyangu Sub County

This was the second objective of the study and it intended to assess the Effects of illiteracy on school dropout. The findings are presented below;

Table 4.3: Effects of illiteracy on school dropout in Bubyangu Sub County

Statements	Agree		Not Sure		Disagree		Total	
	F	%	F	%	F	%	F	%
Illiterate pupils often struggle to keep up with their peers academically, leading to frustration	37	61.7	23	38.3	-	-	60	100
Illiteracy subject pupils to social stigma affecting their sense of belonging in the school environment	41	68.3	19	31.7	-	-	60	100
Difficulty in reading and writing hinders effective communication with teachers and peers	49	81.7	11	18.3	-	-	60	100
Illiterate parents have limited support for their children can contributing to dropout from school	44	73.3	16	26.7	-	-	60	100
The frustration and shame associated with illiteracy can take a toll on pupils' mental health	33	55	27	45	-	-	60	100

Source: Primary data, 2024

The findings in table 4.3 indicate that majority of the respondents (61.7%) agreed that illiterate pupils often struggle to keep up with their peers academically, leading to frustration. This was followed by 38.3% of the respondents who were not sure and none of the respondents showed a disagreement to the statement. An interview response revealed that,

"Illiterate pupils often feel left behind in class, unable to participate fully in discussions or activities.....This sense of exclusion can be demoralizing and contribute to their academic struggles and frustration." (Teacher)

Majority of the respondents (68.3%) agreed that illiteracy subject pupils to social stigma affecting their sense of belonging in the school environment. It was further followed by 31.7% of the respondents who were not sure and none of the respondents showed a disagreement to the statement.

Further, majority of the respondents (81.7%) agreed that difficulty in reading and writing hinders effective communication with teachers and peers and this was followed by 18.3% of the respondents who were not sure. None of the respondents showed a disagreement to the statement. One of the key respondents said that,

"Communication breakdowns occur frequently when I struggle with reading and writing..... It's like there's a barrier preventing me from fully engaging in conversations, which can be disheartening and frustrating." (Head Teacher)

Also majority of the respondents (73.3%) agreed that illiterate parents have limited support for their children can contribute to dropout from school. This was followed by 26.7% of the respondents who were not sure and none of the respondents showed a disagreement to the statement.

Finally, majority of the respondents (55%) agreed that the frustration and shame associated with illiteracy can take a toll on pupils' mental health, it was further followed by 45% of the respondent who were not sure and none of the respondents showed a disagreement to the statement.

4.5 Relationship between child Labor and school dropout

This was the third objective of the study and it intended to establish the relationship between child labour and school dropout. The findings are presented below;

Table 4.4: Shows the relationship between child labour and school dropout

Statements	Agree		Not Sure		Disagree		Total	
	F	%	F	%	F	%	F	%
Children engaged in labor prioritize work over education	57	95	3	5.0	-	-	60	100
Long hours of labor can leave children exhausted, impacting their ability to focus on studies	55	91.7	5	8.3	-	-	60	100
Working in poor conditions exposes children to health risks leading to absenteeism due to illness	51	85.0	9	15.0	-	-	60	100
Children working alongside peers who have dropped out of school may be influenced to do the same	56	93.3	4	6.7	-	-	60	100
Child labor hinders the development of essential skills needed for academic success leading to dropout	58	96.7	2	3.3	-	-	60	100
Children involved in labor may lack the necessary support or encouragement to stay in school.	56	93.3	4	6.7	-	-	60	100

Source: Primary data, 2024

The findings in table 4.4 above indicate that 95% of the respondents agreed that children engaged in labor prioritize work over education, 5% were not sure and none of the respondents showed a disagreement on the statement. It therefore implies that children engaged in labor prioritize work over education since the statement was supported majority of the respondents. One interviewee expressed,

"For many children in impoverished communities, working is not a choice but a necessity. Education may seem like a luxury when their families rely on their income to survive day-to-day." (Local leader)

Another respondent mentioned,

"Some children prioritize work because they are unaware of the long-term benefits of education. Without proper guidance or exposure.....they fail to see how education can improve their future prospects." (Head teacher)

Whether long hours of labor can leave children exhausted, impacting their ability to focus on studies, 91.7% of the respondents agreed, 8.3% were not sure and none of the respondents disagreement. This therefore implies that long hours of labor can leave children exhausted, impacting their ability to focus on studies since the statement was supported by majority of the study. One of the key respondents in an interview revealed,

"Pupils who work long hours often exhibit signs of fatigue in class.....their ability to engage with the material and participate actively diminishes, leading to lower grades and a lack of enthusiasm for learning." (Teacher)

Whether working in poor conditions exposes children to health risks leading to absenteeism due to illness, 85% of the respondents showed an agreement to the statement, 15% were not sure and none of the respondents showed a disagreement to the statement. It therefore implies that working in poor conditions exposes children to health risks leading to absenteeism due to illness since the statement was supported by majority of the respondents.

Whether children working alongside peers who have dropped out of school may be influenced to do the same, 93.3% of the respondents agreed to the statement, 6.7% were not sure and none of the respondents showed dissatisfaction with the statement. It therefore implies that children working alongside peers who have dropped out of school may be influenced to do the same since the statement was supported by majority of the respondents.

Whether child labor hinders the development of essential skills needed for academic success leading to dropout, 96.7% of the respondents agreed to the statement, 3.3% were not sure and none of the respondents showed a disagreement to the statement. It therefore implies that child labor hinders the development of essential skills needed for academic success leading to dropout since the statement was supported by majority of the respondents.

Finally whether children involved in labor may lack the necessary support or encouragement to stay in school, 93.3% of the respondents agreed, 6.7% were not sure and none of them disagreement. This therefore shows that children involved in labor may lack the necessary support or encouragement to stay in school since most of the respondents supported the statement.

Table 4.5: Relationship between motivation and employee performance using Spearman's rho

			Child labour	School dropout
Spearman's rho	Child labour	Correlation Coefficient	1.000	.609(**)
		Sig. (2-tailed)	.	.000
		N	60	60
	School dropout	Correlation Coefficient	.609(**)	1.000
		Sig. (2-tailed)	.000	.
		N	60	60

** Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient is 0.609 and this implies that there is a strong positive correlation between child labor and school dropout. The correlation is significant since the p-value (.000) < 0.05 so there is a significant relationship between child labor and school dropout. This implies that an increase child labor leads to an increase in school dropout. More pupils will continue drop out of school so long as they are involved in child labor.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of major findings, conclusion and recommendations.

5.1 Discussion of Major Findings

This section discusses the major findings in line with the study objectives as below;

5.1.1 Effects of poverty on school attendance in Bubyangu Sub County

This was the first objective of the study and it intended to assess the effects of poverty on school attendance. The findings revealed that majority of the respondents (76.7%) agreed that struggling in affording basic necessities makes it challenging to prioritize education. The finding is in line with (Gorski, 2017) who contends that when individuals face financial constraints that hinder their access to essentials like food, shelter and healthcare, their focus shifts from educational pursuits to meeting immediate survival needs. The burden of financial insecurity can lead to stress, anxiety, and a lack of concentration, making it challenging for learners to engage fully in their studies. As a result, education often takes a back seat as individuals grapple with the pressing demands of daily life.

Also, majority of the respondents (81.7%) agreed that lack of access to healthcare leads to illnesses, impacting a child's ability to attend school regularly. This finding is consistent with Yoshikawa et al. (2012) who assert that the lack of access to healthcare services due to poverty can have detrimental effects on a child's health, leading to increased susceptibility to illnesses. When children do not receive timely medical attention, minor health issues can escalate into more severe conditions, hindering their ability to attend school regularly. Illnesses not only affect a child's physical well-being but also impact their cognitive development and educational progress. Consequently, the cycle of poor health perpetuates as missed school days due to illnesses can lead to academic setbacks and long-term educational challenges.

Majority of the respondents (71.7%) admitted that poverty causes unstable living conditions, making it challenging for pupils to attend school consistently. The finding is in line with Johnson et al. (2016) who contend that poverty significantly contributes to unstable living conditions, which, in turn, pose challenges for learners to attend school regularly. Factors such as lack of access to basic necessities, including food, shelter, and healthcare, can hinder a student's ability to attend school consistently. Poverty can significantly affect the stability of living conditions for learners, thereby posing challenges to their consistent school attendance. When families struggle with financial constraints, children may be required to work to support their households, leading to irregular school attendance.

Further, majority of the respondents (85%) of the respondents admitted that learners from poor families may be required to work to support their families leading to absenteeism. This finding is in line with Lematang and Kathuri (2021) who denote that learners from economically disadvantaged backgrounds often encounter significant challenges that can hinder their educational pursuits. The need for learners to contribute to their family's income leads them to engage in work, which can lead to frequent absences from school. This situation arises from the financial constraints faced by their families, compelling the learners to prioritize work over education. The requirement to work to support their families not only impacts the students' attendance but also affects their academic performance and overall well-being.

Additionally, majority of the respondents (76.7%) agreed that the stress of living in poverty can affect a pupil's mental well-being which hinders attendance in class. The finding is in line with Johnson, Riis, & Noble (2009) who assert that children living in poverty see many chronic stressors, including unsafe neighbourhoods where there are high levels of crime, parents who are making minimum wage which causes a financial strain on the family, parents who are separated or divorced, siblings living in different households, and households that are overcrowded.

Finally, majority of the respondents (76.7%) agreed that learners from low-income families may face social stigma impacting the motivation to attend school. This finding is in line with Lematango and Kathuri (2021) who denote that learners from low-income families often encounter social stigma that can significantly affect their educational journey. The negative perceptions and stereotypes associated with poverty can create barriers to academic success and

hinder their motivation to attend school regularly. Social stigma can manifest in various forms, such as discrimination, bullying, or exclusion based on economic status. The fear of being judged or marginalized by their more affluent peers can further demotivate students from low-income families, impacting their overall academic performance and attendance. The constant pressure to conform to societal expectations and overcome financial challenges can be overwhelming, leading to a sense of hopelessness and disengagement from the educational process.

5.1.2 Effects of illiteracy on school dropout in Bubyangu Sub County

This was the second objective of the study and it intended to assess the Effects of illiteracy on school dropout. The findings are discussed as follows; majority of the respondents (61.7%) agreed that illiterate pupils often struggle to keep up with their peers academically, leading to frustration. The finding correlates with Reschly (2010), illiteracy can have a profound impact on a student's academic progress, ultimately leading to higher rates of school dropout. When students struggle with basic reading and writing skills, they often face significant challenges in keeping up with their peers in various subjects. This struggle can result in poor academic performance, low self-esteem and a lack of motivation to continue their education.

Majority of the respondents (68.3%) agreed that illiteracy subject pupils to social stigma affecting their sense of belonging in the school environment. This finding is in line with Hooks (2003) who contends that when individuals struggle with reading and writing, they may face ridicule or discrimination from peers, teachers, and society at large. This social stigma can create a sense of shame and inadequacy, pushing learners to disengage from educational settings to avoid further embarrassment. Illiteracy can lead to isolation as individuals may find it challenging to communicate effectively with others, participate in classroom activities, or engage in social interactions.

Further, majority of the respondents (81.7%) agreed that difficulty in reading and writing hinders effective communication with teachers and peers contributes to dropout from school. The findings in Fisher and Rothenberg (2008) asserts that communication is a fundamental aspect of the learning process, as it allows students to express their thoughts, ask questions, and engage in discussions. However, when students struggle with reading and writing, they may feel

embarrassed, frustrated, or isolated, which can hinder their willingness to participate in classroom activities and interact with others.

Also majority of the respondents (73.3%) agreed that illiterate parents have limited support for their children can contribute to dropout from school. The finding is in line with Shah, Haider., Taj (2019) who assert that when children do not receive adequate support from their parents, especially if the parents are illiterate, it can significantly impact their educational journey and increase the likelihood of dropping out of school. Illiterate parents may struggle to assist their children with homework, engage in educational discussions, or advocate for their educational needs effectively. This lack of academic support and involvement can create a challenging environment for the child, leading to feelings of frustration, inadequacy, and disengagement from school.

Finally, majority of the respondents (55%) agreed that the frustration and shame associated with illiteracy can take a toll on pupils' mental health. This finding is consistent with Bartlett (2001) who denotes that illiteracy can be a significant source of frustration and shame for pupils, especially in an educational environment where literacy is highly valued. The inability to read, write, or comprehend basic educational materials can lead to feelings of inadequacy, embarrassment, and low self-esteem among students.

5.1.3 Relationship between child Labor and school dropout

This was the third objective of the study and it intended to establish the relationship between child labour and school dropout. The findings are revealed that the correlation coefficient is $-.609$ and this implies that there is a strong positive correlation between child labor and school dropout. The correlation is significant since the p-value $(.000) < 0.05$ so there is a significant relationship between child labor and school dropout. An increase child labor leads to an increase in school dropout. More pupils will continue drop out of school so long as they are involved in child labor. The finding is consistent with a study by Guarcello and Rosati (2007) which revealed that work reduced 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 do necessarily affect “actual learning out

comes”. Also a study by Fetuga, Njokanma and Ogunlesi (2007) found out that if working children have worse academic performance.

Rahman and Khanam (2012) found that child work had a negative effect on learning attainment in the areas of arithmetic and reading in Ghana. In a study conducted by Al-Gamal et al (2013) in Jordan, children who were not engaged in any form of work were found to perform better in school than those who are engaged in work. Afenyadu (2010) contended that not all work is dangerous to children’s mental development and that work improves their basic knowledge and skills. He noted that the damage that child labor may do depends on the intensity and nature of the work.

5.2 Conclusion

Findings on the Effects of poverty on school attendance revealed that struggling in affording basic necessities makes it challenging to prioritize education, lack of access to healthcare leads to illnesses, impacting a child's ability to attend school regularly, poverty causes unstable living conditions, making it challenging for pupils to attend school consistently, learners from poor families may be required to work to support their families leading to absenteeism, stress of living in poverty can affect a pupil's mental well-being which hinders attendance in class and finally learners from low-income families may face social stigma impacting the motivation to attend school.

Findings on the effects of illiteracy on school dropout revealed that illiteracy subject pupils to social stigma affecting their sense of belonging in the school environment, difficulty in reading and writing hinders effective communication with teachers and peers contributes to dropout from school, illiterate parents have limited support for their children can contribute to dropout from school and finally the frustration and shame associated with illiteracy can take a toll on pupils' mental health.

Findings on the relationship between child labor and school dropout revealed that the correlation coefficient is $-.609$ and this implies that there is a strong positive correlation between child labor and school dropout. The correlation is significant since the p-value $(.000) < 0.05$ so there is a significant relationship between child labor and school dropout.

5.3 Recommendations

The following include the study recommendations;

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

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

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

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

The government can help in curbing dropout rates by empowering parents through self-help programs. Education officers at national and county levels should work with children officers to achieve this goal

5.4 Areas for further research

A study on parents' awareness of the disadvantages of child labor on academic performance of pupils should be carried out.

A study should be carried out on the effect of stoppage of child labor on the academic performance of pupils should be carried out.

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APPENDICES

Appendix I: Questionnaire for Pupils

Dear Respondent,

I am **Nadunga Catherine** a student of Uganda Christian University pursuing a Bachelors Degree of Social Work and Social Administration. This study is about “*The effects of child labor on child education in Bubyangu Sub-county, Mbale District*”. You have been identified as a respondent and I do request for your time to answer my questionnaire. The study is for academic purposes and all information given shall be treated with strict confidentiality.

Tick where necessary

Section A: Bio Data

1. Gender of respondents

a) Male ☐

b) Female ☐

2. Age bracket

a) Between 10-12 ☐

b) Between 13-15 ☐

c) Above 16 ☐

Section B: The effects of poverty on school attendance in Bubyangu sub county

Which of the following statements explain the causes of child labour; 5) Strongly Agree (SA), 4.

Agree (A), 3. Not Sure (NS), 2. Disagree (D), 1. Strongly Disagree (SD)

No	Statements	5	4	3	2	1
1	Struggling in affording basic necessities makes it challenging to prioritize education.					
2	Lack of access to healthcare leads to illnesses, impacting a child's ability to attend school regularly					
3	Poverty causes unstable living conditions, making it challenging for pupils to attend school consistently.					
4	Learners from poor families may be required to work to support their families leading to absenteeism					
5	The stress of living in poverty can affect a pupil's mental well-being which hinders attendance in class					
6	Learners from low-income families may face social stigma impacting the motivation to attend school					

Section C: The effects of illiteracy on school dropout in Bubyangu sub county

Which of the following statements explain the extent to which you; 5) Strongly Agree (SA), 4. Agree (A), 3. Not Sure (NS), 2. Disagree (D), 1. Strongly Disagree (SD)

No	Statements	5	4	3	2	1
1	Illiterate pupils often struggle to keep up with their peers academically, leading to frustration					
2	Illiteracy subject pupils to social stigma affecting their sense of belonging in the school environment					
3	Difficulty in reading and writing hinders effective communication with teachers and peers					
4	Illiterate parents have limited support for their children can contributing to dropout from school					
5	The frustration and shame associated with illiteracy can take a toll on pupils' mental health					

Others, specify;

.....

Section C: The relationship between child labor and school drop out

Which of the following statements explain the solution to child labour; 5) Strongly Agree (SA), 4. Agree (A), 3. Not Sure (NS), 2. Disagree (D), 1. Strongly Disagree (SD)

No	Statements	5	4	3	2	1
1	Children engaged in labor prioritize work over education					
2	Long hours of labor can leave children exhausted, impacting their ability to focus on studies					
3	Working in poor conditions exposes children to health risks leading to absenteeism due to illness					
4	Children working alongside peers who have dropped out of school may be influenced to do the same					
5	Child labor hinders the development of essential skills needed for academic success leading to dropout					
6	Children involved in labor may lack the necessary support or encouragement to stay in school.					

Others, specify;

.....

End

Thank you for participating

Appendices II: Interview Guide for Key Respondents

Dear respondent,

I am **Nadunga Catherine** a student of Uganda Christian University pursuing a Bachelors Degree of Social Work and Social Administration. This study is about “*The effects of child labor on child education in Bubyangu Sub-county, Mbale District*”. You have been identified as a respondent and I do request for your time to answer my questions. The study is for academic purposes and all information given shall be treated with strict confidentiality.

- i. How long have you been in this role please?
- ii. In your opinion, what are the effects of poverty on school attendance?
- iii. Would you please explain the effects of illiteracy on school dropout?
- iv. In your opinion, what is the relationship between child labor and school drop out?
- v. Do you have any other comment?

Thank you for your time

Appendix III: Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size.

Adapted from Krejcie & Morgan, (1970).



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MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To: SENIOR ASSOCIATE
CHIEF ADMINISTRATOR

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss NABUNGA CATHERINE

Of Registration Number; WS21/MUC/1032 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree IN SOCIAL WORK / SOCIAL ADMINISTRATION

He/ she is required to carry out an academic research on the topic

EFFECT OF CHILD LABOR ON CHILD EDUCATION IN BUBYANGU
SUB-COUNTY M. AL.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (3) copies for postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may render to him or her accordingly.

Thank you

Yours faithfully

Mr. Kampurira Timothy

Academic Registrar