

**AN ASSESSMENT ON THE INFLUENCE OF CHILD LABOUR ON CHILDREN'S  
ACADEMIC PERFORMANCE: A CASE STUDY OF FIVE SELECTED PRIMARY  
SCHOOLS IN ALEREK TOWN COUNCIL, ABIM DISTRICT**

**BEATRICE GLADIES ALOYO**

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**UGANDA CHRISTIAN  
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**DECLARATION**

I Aloyo Beatrice Gladies, hereby confirm that this Research Report has never been presented to any institution of higher learning for any award, so it is entirely out of my effort.

Signature.....*A. G.*.....

Date.....*07/07/2025*.....

## APPROVAL

This research was conducted under my supervision and submitted to Faculty of Social Sciences under my approval.

*Net*

.....  
**Mrs. Annet Mukoya Omoyo**

**(Supervisor)**

**Date..... 31.07.25.....**

## **DEDICATION**

I dedicate this Research Report to my Husband for supporting me morally and financially and above all God for guiding me spiritually.

## **ACKNOWLEDGEMENT**

I would like to thank and acknowledge my husband and those who loved me so much for their moral, spiritual, emotional and above all financial support.

I am deeply indebted to my research supervisor Mrs. Annet Mukoya Omoyo for the incredible and prevailing work done by her in bringing about success towards this research proposal.

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## **LIST OF ABBREVIATIONS**

NGOs	Non-Governmental Organizations
MOFPED	Ministry of Finance, Planning and Economic Development
UNEB	Uganda National Examination Board
HIV/AIDS	Human Immunodeficiency Virus, Acquired Immunodeficiency Syndrome
MOES	Ministry of Education and Sports
ILO	International Labour Organization
UNESCO	United Nations Educational, Scientific & Cultural Organization
UN	United Nations
UNICEF	United Nation Children's fund
NGO's	Non-governmental Organizations
WHO	World health Organization
%	Percentage

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## **ABSTRACT**

The study focused on assessing the influence of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District. The study was guided by the following objectives: to examine the causes of child labour on children's academic performance in primary schools; to analyze the effects of child labour on children's academic performance in primary schools and to examine mechanisms of overcoming child labour on children's academic performance in primary schools in Alerek Town Council, Abim District

This study adopted a descriptive cross-sectional survey research design using both quantitative and qualitative research methods to address the research questions and objectives. The researcher employed the simple random sampling technique during the research when selecting the sample size of the research and the researcher will also use both descriptive and analytical research designs.

The study concluded that most children in the community experienced child labour since the rest supported the statement. The cause of child labour included poverty of family members, lack of education of parents, unemployment of the parents, financial stress of the parents, family conflicts of members, serious marital problems, income inequality among parents, disagreement deaths of one or parents and sex of children whereas the effects of child labour included depression of pupils, dissociating difficulty in concentration in class, alcohol or drug abuse, street children, home displacement, early marriages and mental disabilities and the solutions of child labour includes, helps nurture the children, promote programs, schools, volunteer, and report suspected mistreatment. Act involved e.g. the community, strict government laws against child labour; provide basic necessities, community outreach sensitization programs and counseling.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction to the study

This chapter consists of the background to the study, statement of problem, purpose of the study, specific objectives of the study, research questions of the study, scope of the study, significance of the study, definition of key terms and conceptual framework respectively.

### 1.1 Background to the study

#### 1.1.1 Historical background

Globally, child labour is a phenomenon that predates and seems to have contributed to modern industrialization. It has been a characteristic of almost all economic systems at some stage of their life. What occurred in Europe during the industrial revolution and in the United States in the mid-nineteenth century where children were employed in large numbers in industries and commercial establishments (Basu, 1999), is similar to what is currently happening in the developing countries. In his article on the history of child labour in the US, Hindman (2002) examines the existence of child work prior to industrialization, before it was condemned as child labour. Hindman reports that child labour thrived in a number of industries, including coal mining, manufacturing (particularly glass making, the textile industry, sweatshops and industrial homework), street trades, agriculture and food processing (Hindman, 2002).

According to Sunthorn kajitet al., (2020), as the global movement against child labour grows, the need for more precise and detailed estimates on child labour has become apparent. It is increasingly recognized that in order to be effective and avoid hurting further the poorest of the poor, child labour policies should be founded on a better understanding of the causes, role and implications of child labour. While many studies on child labour have been conducted, few concern themselves with the consequences or have strong policy implications for child labour in sub-Saharan Africa. Yet according to ILO estimates, child labour participation rates are highest in the region, currently estimated at 29%,<sup>2</sup>compared with 19% in Asia and the Pacific, 16% in Latin America, 15% in the

Middle East and North Africa, 4% in the Transition Economies, and only in the developed economies (International Programme on the Elimination of Child Labour, 2002). Considering the magnitudes of child labour and the social and economic strain it imposes on the young and society in general, an understanding of the extent, causes and characteristics of child labour becomes imperative, so as to choose the right policies and avoid unexpected counter-effects. This need is clearly emphasized by Frans Roselaers, the director of the International Programme on the Elimination of Child Labour, in his preface to a report on child labour in the drugs trade in Thailand (Sunthornkajit et al., 2002).

Smith and Wilson (2022) found that over half of Australian schoolchildren aged ten years and above are engaged in paid formal work. Except for minority groups, most children who wish to work are able to find employment with relative ease. In India, Singh (2001) reports the predominance of female child labour in seed and vegetable production. In Ghana, Peru, Bolivia, Central African Republic and El Salvador, child labour participation rates reach 91%, 90%, 89%, 81% and 74%, respectively (O'Donnell et al., 2020). In spite of these historical considerations, the dynamics of child labour are far from being deterministic and have been regarded as significantly related to several factors clearly identified in the literature. In Tanzania, the sum of schooling and work appears constant (Mason and Khandker, 1998). For Uganda, a study by ILO (2002) conducted in tobacco growing areas shows that 64% of household's employ children on their farms to perform various activities including ploughing or land preparation, planting, weeding, and harvesting. About 48% of the farmers employ their own children; another 26% employ children from the neighborhood and about 23% employ relatives. While in Northern Uganda, rural school children work as many hours as children not in school. Lots of children are idle, that is neither in school or working. Among urban children, there is a much stronger division between those who work and those who study. Schoolchildren work much less than other children. Working children in urban households are often poor.

### **1.1.2 Contextual background**

According to Anukam (2018), Children are regarded as the heritage of the society as they occupy a special place in societal survival and continuity. They are also considered a gift from the Divine Being. In every culture, children are treasured, highly esteemed and appreciated and their proper upbringing is most paramount. The essentiality of having children, proper socialization and

internalization to make them a responsible being is woven and embedded in every society. In an African setting, children are prioritized above material wealth. According to Orazen (2003); childhood is a phase of life when a child is free from all tension, fun-loving, plays and learns new things. Apparently, not all children go through the beautiful stage of childhood; most children went through this period in full tension and burden to maintain their families. According to Mugerwa (2005), child labor is the worst ills of humanity. A child is said to be abused if he or she is denied basic rights like any other, citizen. In essence, he is subjected to a lot of maltreatment and forced to live under the most un-conducive environment.

Child labor is a complex phenomenon, commonly found in both rural and urban in areas in Africa. According to Ehiemere (2000), child labor constituted street hawking, farm work and domestic chores such as taking care of babies, fetching water and firewood, preparing and cooking food, individual cleanliness and washing. It is evident from most of the research that child's labor age usually affects under fifteen to eighteen years of age. This affects the child academic performance. Child labor gained scientific attention around the industrial revolution. Industrialization created manual jobs and there isn't enough hand to carry it out. However, many countries have conducted research and concluded that child labor is connected to economics instability of a country. Child labor was part of the Millennium Development Goals, which explicitly calls for eradication of child labor by 2030. Parker (2010), reported that child labor is associated with certain exposures like silica in industries, HIV infection in prostitution and prolonged health issues. Additionally, child labor may be associated with maternal illiteracy and poverty. Some under aged girls who were impregnated while in school may not have financial support to carter for themselves and their unborn child. They are likely to be forced into child labor (Mugerwa, 2005)

According to Andvig et al. (2001), the phenomenon of child labour is rooted in the level of economic development or rather, under-development. Countries in which large numbers of children are working are. On average, poor countries. With child labour rates of 2% or less, the developed countries appear to have overcome the problem. Hazan et al. (2002) argue that in the early stages of development, the economy is in a development trap where child labour is abundant, fertility is high and output per capita is low. As technological progress takes place, gradual increases in the wage differential between parental and child labour appear, which eventually induces parents to substitute child education for child labour. In addition, as economic growth and

transition take root, urbanization, improved education and increased female participation in the labour market result, leading to a decline in fertility rates. Slow changes in norms, the education system and in technology, together with changes in the economic structure, will influence both the nature of work performed by children and the participation rates (Andvig et al., 2001).

A more pragmatic view about child labour now seems to prevail, however. Indeed, in the face of limited knowledge of the causes of child labour, weak local enforcement capabilities, the predominantly rural nature of the population in most developing countries and a perceived need for poor families to let their children work to earn some extra income, the effectiveness and even desirability of national and international bans on child labour have been called into question (Cockburn, 1999). As Basu (1999) imagines, sending their children into the labour force is a family's last income-earning resort. As soon as income increases, the children are withdrawn from the labour force. The difficulty of regulating the informal sector where most children work is also acknowledged. The fact is that a total, and effective, ban on child labour would not be in the best interests of poor families that are reliant on their children's productive contribution to maintain a subsistence level. Combined, these mean that some forms of child labour are tolerated and in some cases the worst forms of the practice take place unnoticed/unreported (Basu, 1999).

Higher levels of education and the likelihood of continuing in school would reduce the probability of a child joining the labour market. Several studies find that in developing countries many children who attend school also work (Galli, 2001). Part-time child labour can be seriously harmful to the child's education, however, and in fact may lead to the child eventually dropping out of school, with negative implications for human capital development. Non-fostered children, as opposed to foster children and orphans, are more likely not to participate in child labour, but rather to be engaged in school. Parental preferences and desire for their own children to be better off in the future would dictate that, other things equal, own children would not be sent to work (Cockburn, 1999).

In the long run, the economy takes off to a sustained steady-state growth equilibrium where child labour is finally virtually abolished and fertility is low. This implies that developing countries should not worry quite so much about child labour as it should eventually take care of itself' as the economies grow. In the meantime, however, children do need protection from the worst labour

practices and exploitation, and this requires specific policy action. While the bulk of literature on the determinants of child labour focuses on East Asian and Latin American countries, little exists for African countries and it is therefore important to carry out studies that address this gap. Literature on the economic consequences of child labour is equally very small and scattered (Galli, 2001).

### **1.1.3 Theoretical background**

Child labour and school attendance, Alio (2003) observed that social status and educational level of parent influence school attendance. They claimed that geographical location of school, student's attitude towards school and subjects, inadequate supervision of student's activities by teachers and parents and poor teaching methods, lack of facilities affects pupils' school attendance.

Okewe (2003). Khanam et al (2005) stated that on the other hand, child labour may impede school attendance and the quality of learning achievements of children. Child Labour and Academic Performance is often a complex issue. According to Garrison (2003) "Reliability of young people to embrace the opportunities for employment will depend to a large extent upon the type of education and training they receive". In Uganda, education can hold the key towards successful livelihood, while lack of it can spell doom for the individual. For instance, Singh (2013) reported that working long hours while in school affects standardized test scores and grades. According to Marxian theory, the process of exploitation is a part of the redistribution of labour. The use of this theory in this study is appropriate since a child may be forced into labour in order to meet the needs of the family as a result of unequal distribution of wealth.

Several theoretical contributions on child labor emphasize the importance of educating a single generation of parents and the long-term implications for decision-making in future generations. The theoretical mechanism draws attention to the impact that an education has on the parent's human capital and income. That is, educated parents earn enough income to afford to educate their own children. However, the empirical evidence very strongly suggests that a parent's education affects future generations above and beyond the impact on household wealth. There are several possible explanations. For example, educated parents have a greater appreciation for the value of an education, whereas uneducated parents may simply want to believe that the human-capital decisions made by their own parents were correct. In any event, cost-benefit analysis of

programs that concentrate on educational attainment must look beyond the impact that an education has on a future parent's income stream and incorporate the implications for human-capital formation by subsequent generations.

It has also been argued that the human capital of an education provides the family with an asset that can be used in the event of adverse economic events, or that it increases a family's access to formal capital markets. That is, the credit constraint facing a family is relaxed if there is a literate member of the household.

## **1.2 Statement of the problem**

Child labour is the employment of children under an age determined by law or custom of the government of any country. The complex issue of child labour is a developmental issue worth investigating. The notion that children are being exploited and forced into labour while not receiving education is crucial to development and a concern to many people. Child labour has increased substantially over the last years in Uganda. In 2020, 14% or 2 million children between the age of 5 and 17 were found in child labour. In 2022, this was risen to 39.5% (37.9% girls and 40.9% boys) or 6.2 million children. In rural areas the prevalence is 42.3%, with Karamoja (55.6%), Lango (52%), Elgon (47%), Busoga (46%) and Acholi (45.7%) as the sub regions with the highest prevalence. Child labour is the highest among the age bracket 5 to 11 (UBoS Report 2024). Concretely in Abim District, 58% of the children aged 5-11 are performing work that is mentally, physically, socially or morally dangerous and harmful and interferes with their schooling and as such undermines their potential and the development of society (Abim District Local Government report 2024).

Although the government through the Ministry of Gender Labour and Social Development adopted the second National Action Plan on the elimination of child labour in 2021. The five-year action plan has put forward five priority areas; that is to say a stronger legal, policy and institutional framework, partnerships and coordination, increased access to social protection, education, skills development and social assistance, more research and advocacy, robust monitoring and evaluation. Its aim is to reduce child labour with 4% by 2025 and to withdraw and rehabilitate 100,000 children from child labour and provide skills development training to 200,000 children (Uganda Bureau of Statistics Report 2024).

Despite the above initiative, there are several factors contributing to the prevalence of child labour in Abim District. These are high levels of poverty and vulnerability, the impact of HIV/AIDS and recently COVID19, very low social protection coverage, limited decent work opportunities, limited legal protection and lack of enforcement, absence or weak realization of other fundamental principles and rights at work, high and prohibitive cost of education and negative cultural norms. (Abim District Local Government report 2024). However, most of the cited studies on child labour have either been done in other regions in the country and they have been done in secondary schools or special schools. And there is limited research linking child labour to academic performance in primary schools in Alerek Town Council, Abim District thus creating a knowledge gap. Based on this background, it was imperative to study the influence of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District.

### **1.3 Purpose of the study**

The purpose of this study is to assess the influence of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District

### **1.4 Specific objectives**

1. To establish the causes of child labour in primary schools in Alerek Town Council, Abim District
2. To analyze the effect of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District
3. To assess interventions that can be used in eradicating child labor in Alerek Town Council, Abim District

### **1.5 Research questions**

1. What are the causes of child labour in primary schools in Alerek Town Council, Abim District?
2. What is the effect of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District?
3. What are the interventions that can be used in eradicating child labor in Alerek Town Council, Abim District

## **1.6 Scope of the study**

### **1.6.1 Content scope**

The study was limited to assessing the influence of child labour on academic performance in primary schools, with child labour being the independent variable and academic performance being the dependent variable. The concept of child labour is defined to include high levels of poverty and unemployment among parents and guardians, the impact of HIV/AIDS and recently COVID19, Broken homes, polygamous home, orphans and high costs of education and negative cultural norms. The study analyzed the academic performance as to low score and concentration in school academic work, low grades and pass marks, high school dropouts, lateness and absenteeism in school, low comprehending ability in classes and poor reading and writing ability and also the study will provide interventions that can be used to eradicate child labour for instance empowering parents through self-help programs, government policies and reforms on poverty reduction strategies, children's rights awareness, social economic stability, child labor campaigns and subsidies to poor families.

### **1.6.2 Geographical scope**

The study was carried out in the selected primary schools in Alerek Town Council, Abim District namely; Alerek primary school, Loyoroiti primary school, Koya primary school, Welela primary school and Kolotuoro primary school respectively.

### **1.6.3 Time scope**

The study took a period of three years from 2022 to 2025. The researcher chose this time frame because the study provided enough and detailed information to draw valid conclusions and making actionable recommendations. And the researcher demonstrated the importance of considering specific time frames and locations when conducting research especially in schools and communities respectively.

## **1.8 Significance of the study**

- ✓ The beneficiaries of the study may include the administrators, teachers, learners, curriculum developers, parents, community and NGOs.
- ✓ The outcome may assist the administration to have increase in school enrollment, decrease low dropout rates and the society will have harmony, and petty crimes will be reduced.
- ✓ The finding of this study will raise public awareness about the child labor and may sensitize the community help in eradicating the menace. Teachers may devise ways of attracting students to schools.
- ✓ The finding of this study will help to improve the home and school environment for the benefit of the child.
- ✓ The results will be used by curriculum developers to review and to render refreshed courses to suit the learners. The outcome of the results may also help NGOs to organize workshops and seminars on importance of eradicating child labor in the society.

## **1.9 Definition of key terms**

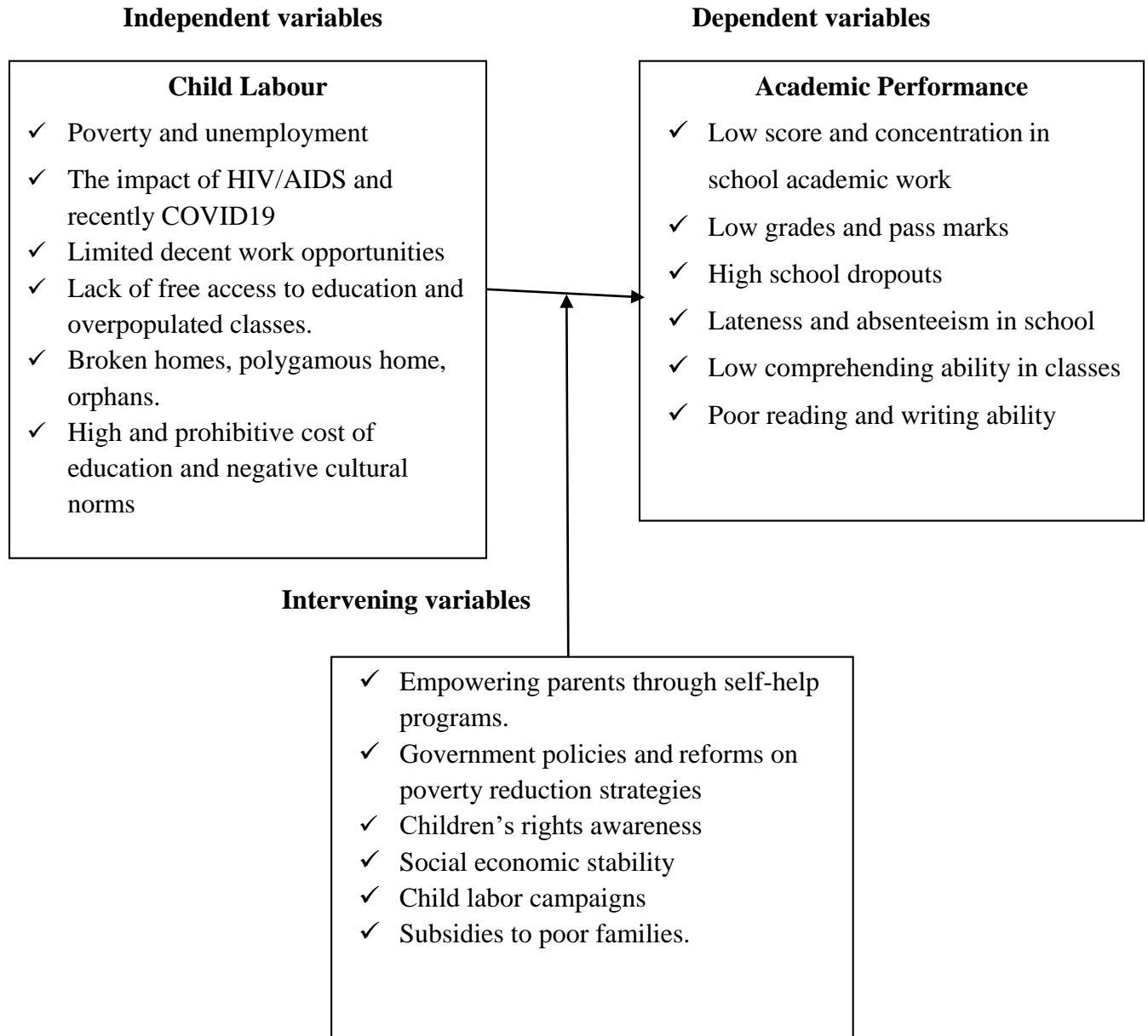
According to Gunnarsson and Orazem (2003) child labour means work done by children under fifteen (15) years of age and generally takes two forms, these are: unpaid child's work in the household or on a household farm, and the paid child's work or labour which is outside the home in the market or enterprise. According to Ehiemere (2000), child labour constituted street hawking, farm work and domestic chores such as taking care of babies, fetching water and firewood, preparing and cooking food, individual cleanliness and washing. Most of the research findings stated earlier affirmed that child's labour age to be under fifteen to eighteen years of age as most affected.

Child labour, according to Kissekka (2009), refers to the participation of children in productive labour on a fulltime basis. Ankam (1995) defined child labour as any physical engagement of child either paid or unpaid directed at alleviating adult burden outside or inside the home to make a living. The International Labour Organization (2005) defined the term as engagement of children below fifteen (15) years of age on work or employment on a regular basis with the aim of earning a livelihood for themselves or their families. Aina and Zechum (2009) defined a child as a person who is physically, mentally, socially underdeveloped within the age period from birth to eighteen

(18) years old. Odusanya (2002) defined a child as someone who is under fourteen (14) years of age that is time of care, protection and learning. During this period, there are many issues that the child cannot deal with: the parents and society are expected to take responsibility for whatever a child does during this period and determine the kind of adult he/she will become. On the other hand, labour is defined by Hornby and Wakefield (2006) as bodily or mental work. Thus, labour in the context of the research is work of any form, for productive ends. The Standard Dictionary (2009) defined labour as a physical or mental exertion, particularly for some useful or desired end. Schultz (2007) emphasized the importance of foregone earnings in human capital accumulation.

Academic performance is the outcome of education; the extent to which a pupil has achieved his/her educational goals. It may also refer to a person's strong achievements in a given academic arena. Thus, it is sometimes called proficiency and may be quantified in several ways, such as exams and tests. In a given term or session, high academic performance may mean a pupil is on the honor roll (Walberg, 2022).

## 1.10 Conceptual frame work



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction to the chapter

This chapter contains the review of the related literature. The literature will be derived from the topical outline of the specific objectives.

#### 2.1 Causes of child labor on children's academic performance

According to Marcus (2020), in African countries like Nigeria and South Africa poverty is certainly the greatest single force driving children into the workplace. Marcus further notes that wide scale poverty is among the most reasons why children work. When families cannot afford to meet their basic needs like food, water, education or health care, they have no choice but to send their children to work to supplement the household income. Poverty is considered as one of the most important causes of child labour in Karamoja as it is linked to other driving factors including: low literacy and numeracy rates, lack of decent work opportunities, natural disasters and climate change, conflicts and mass displacement. Poverty and child labour form a vicious cycle, without tackling one, we cannot eradicate the other (ILO, 2006).

According to Berger, K.S. (2021). Asserts that lack of access to quality education causes child labor that affects a child's academic performance. The availability and quality of schooling is among the most important factors. School needs to be a welcoming environment, with appropriate class sizes, a curriculum designed for the local context, and affordable for rural communities. Getting children into school and out of harmful work is one thing but keeping them there a means creating quality education accessible for all. World Bank (2022) report shows that there is more need for construction of schools and renovation of the ones present in Karamoja in order to improve on the quality of education in the area. Children, especially in hard to reach areas, find it hard to access school on a regular basis but rather resort to looking for employment as another means of employment in society. The quality of education in schools also discourages children from continuing with education Timothy J. (2019).

Marlin Segae. (2019), reviewed that poor access to decent work is a root cause to child labour. In USA, Children who were involved in child labour often lacked the basic educational grounding which would enable them to acquire skills and to improve their prospects for a decent adult working life. In Nigeria, young people cannot access work which is safe, with social protection, fair pay, equality for men and women and which provides a space for workers to express their opinions, they often have no choice but to do work which is hazardous. In Uganda basically Karamoja region children above the minimum working age are doing hazardous work which is considered child labour.

According to the Inequality Save the Children Alliance (ISCA, 1997) also notes that other structural social inequalities based on gender, ethnicity, age, class and caste, influence which children work the kinds of work they do, and their working conditions. Perceptions of what constitutes childhood vary widely between cultures and full time work may be considered the most appropriate activity for a poor, low caste, or minority child. Likewise, girls in Karamoja region are expected to work while their brothers attend school. The inequalities in social and educational service provision and income opportunities between rural and urban areas can also create particular pressures on rural children to work and not attend School, as well as, sometimes to migrate voluntarily or forcibly to urban areas to take up these legal and illegal opportunities.

According to Murungi, K. (2020). Noted that natural disasters and climate change are also fundamental cause of child labour in east Africa mos especially in Kenya and Uganda respectively. In Karamoja areas, farmers who see their crops destroyed on account of climate changes have no other choice but to send their children out to work. The effects of natural disasters and climate change are one which is becoming of increasing concern. Families in Karamoja who depend on reliable seasons for farming are particularly vulnerable to altered patterns of rainfall, soil erosion, or extreme weather. When crops are destroyed or farming land is ruined, families struggle to make a living and are more likely to send their children to work in neighboring farms (Murungi, K. 2020).

According to Bequele & Boyden (2019) asserts that **traditional factors** establish female role in certain societies dictates that women will not fit into traditional roles if they become educated. There is a pervasive notion in some African nations that educated females will not get married or have children. For example, people of India's lower castes are expected to perform manual labors are more apt not to attend school. Also in East Africa it among the Masai of Kenya and the Karamajong of Uganda many families their solely raise their daughters to take over household duties in order to release the mother for paid labor. Such cultural practices limit the education of females and promote child employment. The acceptance of separation perpetuates child labor as well (Weinor 2020).

According to the ILO children make up more than half of the total number of people displaced by war due to conflicts, mass migration or political unrests for example in Somalia and southern Sudan. These children are particularly vulnerable to forms of exploitation, including child labour, due to an increase in economic shocks, a breakdown of social support, education and basic services, and disruption of child protection services. The incidence of child labour in countries affected by conflict is almost twice as high as the global average. Children are also vulnerable to becoming involved in armed conflict which is considered one of the worst forms of child labour. The issues of political instability in some areas does not favor an environment for schooling to proceed because children are always on the run, hence failing to be in school full time. Children therefore, opt to carry on work and seek the ways of earning a living. In Uganda for example, the Karamoja region are not politically stable which has limited the number of children attending school, hence leading them to resort to working for long hours. This in return, increases the rate of child labor

Also according to Prof David M. (2020), noted that lack of sensitization among members of the community especially to parents may not give them the knowledge about the importance of sending children to school. In Karamoja for example some parents may not know the use of sending children to school, but prefer engaging them in child labor activities. Community sensitization therefore needs to be encouraged in communities.

### 2.3 Effect of child labor on children's academic performance

Teacher's characteristics; Primary school teachers have a very significant role in terms of offering quality and relevant education to primary school pupils. Their input is key to pupils' performance in the examination. UNESCO (2002) maintains that the quality of education will not improve without a critical look at the teachers practices. Their motivation and satisfaction is very important. The World Bank report (1986) acknowledges that satisfaction of teachers is generally positively related to achievement; satisfied teachers would concentrate in teaching thus ensuring better performance.

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

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

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

**Pupil's Characteristics;** Hansell (1981) suggests that a child's self-image, self-concept or expectations are critical for academic development because they forecast on the self and even determine the child's experience. If the child thinks he will do poorly, he opts to hang back and avoid doing the very things that will help him/her to learn. Also there is need to identify what motivates learners since if they are used and fail to see the connection between their personal lives and what they are taught in schools, they become candidates of 'academic failure' and eventually this leads to poor performance in exams (UNESCO(1989:8).

Parent's role in student's life is the foundation and pillar of student life hence cannot be assumed (Nyongesa, 2019) points that education starts within the home. Homes shape the character behavior and perceptions, one's background determine whether he/she grows up self-confident, hardworking and responsible or angry and inadequate (Republic of Kenya, 1995).

Furthermore, child labour may even be beneficial to educational attainment. Working allows children to put to practice skills learnt at school, thereby solidifying their knowledge. For instance, working for the family business may facilitate the development of their quantitative competence, acting as informal 'extra tuition' where the child is required to apply his/her numeracy skills to real world situations. Juggling between working and school may also enhance children's time management skills, making them more efficient in studying. Moreover, working can provide children with a sense of self-esteem, responsibility and confidence. For instance, a study of children's contributions to the household economy in Ethiopia found that working is a source of pride for the children themselves (Heissler and Porter 2010). Working may therefore develop children's human and psychosocial capital that may improve their performance in school.

#### **2.4 Interventions to eradicate child labor on children's academic performance**

Ray, (2022), this author explains that the government of Uganda has and is still committed to the efforts to the eliminate child labour its worst forms. This has been done through the enactment and ratification of local/national, regional and international legal instruments and the establishment of a policy frame work. Some of the instruments include; the ILO convention 182 on the worst forms of child labour, minimum age convention NO138, United Nations convention on the rights of the child. National legislation include; the Uganda constitution (1995)

Heady, (2021), legal and policy frame work is another possible solution to the child labour. The government of Uganda and associated stake holders initiated a number of institutions interventions to address child labour. The ministry of gender labour and social development which is the country's premier agency for handling all labor issues and the ILO-IPEC office, country office, championed the development of the national policy on the child and drafting of the national action plan 2001-2015. to further address the problem of child labour ministry increased the budget for the child labour policy. These two institutions have undertaken to oversee the implementation of a number of pilot interventions for the elimination of child labour in selected activities which are largely founded by the ILO and partner organizations.

Aside Government intervention, some NGO and CSOs have been involved in fighting for children's rights and the elimination of a child labour under the umbrella of non-government organization advocacy for policy formation. These institutions have participated at different levels of policy formulation, dissemination, implementation and advocacy of child labour policy. The government of Uganda and the donor community have gone ahead to give support to children in need through implementation advocacy and withdrawal of programmes under these institutions based on their mission statements and goals include; save the children, ILO, plan Uganda (2019), UNICEF, and invisible children. These organizations have worked with many school dropouts to improve their survival skills. However, the effectiveness of the legal and institution frame work interventions is highly questionable, given the persistent increase of child labour cases in the urban informs sector in Kampala. (Daily Monitor 6:23:2022)

Ramjet, (2020), the universal primary education program is one of the practical steps towards addressing the problem of child labour. Initiated by the government of Uganda in 1997, the policy is aimed at increasing the number of primary school going children. It may be positioned therefore that attempts to offer free primary education to children especially the poor vulnerable one could go along in curtailing child labour. On the country, this policy has been a failure since the completion rates are and the number of school dropouts has been a failure since the completion rates are low and number of school dropouts has been persistent.

To succinctly address the problems of child labour and achieve the goal of universal education the government of Uganda needs to first of all address the several challenges hindering the success of UPE program. Introduction of the USE programme may not have been necessary peers, but that can only address the problem in the short-term. With USAID assistance, the ministry of education and sports (2022) also develops a basic education policy and coasted frame work for educationally disadvantaged children to increase assess among children not served by the current education system engaged in hazardous labour. This policy expands and coordinates current non-formal education efforts targeting underserved populations. Other education programmes include; the complacent opportunities for primary education programme.

Akabayashi, (1999) the welfare model based on the children's act 59. This section of literature review is based on the welfare principle of the children's act 59.the act is the supreme law governing the rights and welfare of children alongside other laws and the constitution of the republic of Uganda. The principle there in provides for the responsibility in terms of protection and welfare of minors with society.

Based on the welfare principles in the children's act welfare of the child supreme. This principle has developed simultaneously with the concept of transforming parental power into parental responsibility. As such, the courts of law are been put in place to adjudicate matters pertaining to the issues of the child. The basic policy of law revolves around the protection of minors and the same is ensured by widening the parameters of parental liability, by stressing upon the states duty towards children and by altering the courts task from supervision to virtual parental care.

The changing role of the state in the matters involving children in a major consideration to the responsibility of the state towards children. For instance, where there is failure in discharge of parental duties and obligations, then the state steps children in to the picture by assuming the responsibility or the position of the state steps children in to the picture by assuming the responsibility or the position of the parents. To minimize the levels of security to the children, a consistent effort is made to streamline the combined efforts of the state and the parents. For instance, for education of their children, the law requires that parents make provision for compulsory primary education of their children and the state strives to provision for primary education as mandated by the constitution of Uganda. As stipulated section 5(1) (a), to maintain a

child shall be that of the parent. Guardian or any person having custody of a child maintains that child and in particular, that duty gives a child the right to education guidance.

According to section 2 of the children's act (1996) a child is a person below the age of eighteen years. The first schedule of this act provide for the welfare principles and principal of the schedule provides that whenever the state, a court, a local authority or any other person determining any question with respect to the child's upbringing, the child's welfare shall be of paramount importance. Principle II of the schedule provides that all matters relating to a child, whether before court or before any other person, regard shall be had to the general principle that any delay in determining the question is likely to be prejudicial to the welfare of the child. The child according to this act, in the first schedule 4© shall have the right to exercise, in addition to all the rights stated in the child and the organization of African union charter on the rights and welfare of the child with appropriate modifications to suit the circumstances in Uganda that are not specifically mentioned in this Act. For instance, section 5(2) of the children's act provides that any person having custody of a child shall protect the child from discrimination, violence, abuse and neglect. Every child has a right to be protected from discrimination, neglect and abuse by any person. This include the will deter them from achieving an education. The guardians or parent the child according to the welfare principle, the state has to carry on this responsibility.

However, the fact that Uganda has various laws regarding the protection of children's rights including the children's act, its ironical that parents have continued due to poverty to engage their own children in informal activities to supplement meager family incomes. Some parents deny their children education especially the girls since many expect them to get married at an early age and earn bride wealth. The girl child is being prepared for marriage roles since the law that will protect them has not enforced. Children have therefore fallen prey of the old traditional and many are seen engaging themselves in urban informal activities which are detrimental to their health and deter them from having an education. Section 8 provides for harmful. Employment and it states; child shall be employed or engaged in any activity that may be harmful to his or her health, education or mental, physical; or moral development. As stipulated in section 7 of the children's act (2006), it shall be unlawful to subject a child to social or custody practices that are harmful to the child's health. Forcing children into early marriages not only violates their rights as children, but them puts them at risk of dangers early pregnancies and catching HIV/AIDs.

Disabled children are yet another marginalized group in our society today. Many times they have been denied education, and those that have managed to educate themselves, have no special facilities tailored to their needs. Parents interpret disability to mean inability instead of otherwise and institutions in place (public) have made no efforts to cater for the needs of these children. This explains the act that stipulates that; the parents of children with disabilities and the state shall take appropriate steps to that those children are (a-assessed as early as possible as to the extent and nature of their disabilities') offered appropriate treatment; and c) affordable facilities for their rehabilitating and equal opportunities to education(The Education Act 2008) At the local level, it's the duty of the local councils to safeguard children and promote reconciliation between parents and their children. This intends to safeguard and promote the welfare of the child. Additionally, according to section 10(2) of the children's affairs are instituted who works together with the local councils in children's affairs.

The act further provides in section 11 that it's the duty of every member of the community who has evidence that the children's rights are infringed upon to report the matter to the local government unit designated by the chief justice by notice in gazette. This court shall be presided over by magistrate. This court has power to hear and determine criminal charges against a child, applications relating to child care and neglect.

The children's act is therefore a vital instrument if child labour is to be addressed. This act needs to be translated in several vernaculars for easy interpretation and implementation (the local government act 1997). In the study, some authors did not mention other causes of child labour as parental Illiteracy. Here, some parents do not get a chance of going to school therefore to their children. They look at it as irrelevant and as wastage of money. This is come in most African countries like Uganda in particular. Some parents for example in rural areas like karamoja do not consider the children's future as being important to them. Hence they are forced to family activities like digging, collecting fire wood where

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology for the study which includes the procedures and processes followed in conducting this research which includes; research design, area of study, study population, sample size determination, sampling techniques, data collection methods, procedure for data collection, reliability and validity, data presentation and analysis and lastly ethical considerations and study limitations are defined and covered in this chapter.

#### **3.1 Research Design**

This study adopted a descriptive cross-sectional survey research design using both quantitative and qualitative research methods to address the research questions and objectives.

The cross-sectional survey adopted enabled the researcher to pick a cross-section of respondents over a short period of time and allowed the researcher to get a detailed description of the study topic. Qualitative and quantitative approaches were used to collect, present and interpret data so as to enhance the quality of the study findings.

The qualitative research focused on gathering of mainly verbal data rather than measurements and provided a complete, detailed description of the research topic while quantitative research focused more in counting and classifying features and constructing statistical models and figures to explain what was observed. Therefore, the design enabled the researcher to collect both forms of data concurrently during the study and then incorporate the information in the interpretation of the results.

#### **3.2 Area of the Study**

The study was conducted in Alerek Town Council, which is located in Abim district, found in Karamoja sub-region, Northern Region, Uganda. It is located approximately 140 kilometres, by road, west of the city of Moroto, the largest urban centre the Karamoja sub-region.

### 3.3 Population of the Study

The study population constituted of 172 respondents from which samples were selected. Respondents include; education administrators, teachers, pupils, parents and local leaders respectively.

**Table 3.1: Showing population and sample size of the respondents**

<b>Respondents</b>	<b>Population</b>	<b>Sample Size</b>	<b>Sampling Technique</b>
Pupils	134	96	Simple random sampling
Teachers	23	13	Purposive sampling
Educational Administrator	29	5	Purposive sampling
Local leaders	6	6	Simple random sampling
<b>Total</b>	<b>172</b>	<b>120</b>	

**Source: Primary Data, 2025**

### 3.4 Sample Size and Sampling Techniques

The sample size was determined by using Slovene’s formula. For this study, the sample size was one hundred twenty (120) respondents and the formulae for calculating was as follows;

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{172}{1+172(0.0025)} = \frac{172}{1.43} = 120$$

The researcher employed unbiased random sampling to select respondents from the target population, ensuring that they all have equal and independent chance of participating in the study.

**Purposive Sampling:** The study adopted purposive sampling because it was quick and efficient technique of selecting respondents, and participants were selected using purposive sampling had in-depth knowledge of the subject being studied and provided detailed information and insights. Purposive sampling was utilized to select educational administrators and teachers respectively.

Simple random sampling: Simple random sampling was applied to select pupils. Parents and local leaders.

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

The study utilized various data collection methods including questionnaires, interviews, and documentary reviews. Therefore, they helped to collect data from various sources and through different methods to ensure the credibility of the research findings.

#### **3.5.1. Questionnaires**

The study employed closed-ended questions to obtain straightforward answers such as agree, strongly agree, not sure, disagree, and strongly disagree. This approach was employed to simplify the respondents' task of completing the questionnaires.

#### **3.5.2 Interviews**

The researcher used unstructured in-depth interviews which allowed flexibility in the questioning and encouraged respondents to freely express themselves, which helped in learning their perspectives and understanding of the objectives being studied.

#### **3.5.3 Documentary Review**

The researcher conducted a review of documents related to the impact of child marriage on human rights violation among girls in order to obtain secondary data. The documents reviewed included child marriage reports and human rights violation reports from the sub county and the district at large. Additionally, secondary data provided a broader perspective and a comprehensive understanding of the research topic which helped to improve on the reliability and validity of the research

### **3.6 Quality Control Methods**

In order to ensure credibility of the research, validity and reliability was applied to check respondents' credibility

### **3.6.1 Validity**

To ensure the validity of the research, research instruments were submitted to research supervisor for scrutiny and analysis. The purpose was to identify any areas with deficiencies and also to make changes on the instruments in order to increase their validity based on the opinions and recommendations of the reviewers.

### **3.6.2. Reliability**

To ensure the reliability of the findings in the study, the researcher used various methods of data collection, which included questionnaires and interviews. The instruments were reviewed by research supervisor in order to identify areas for improvement and increase accuracy and trustworthiness of the research findings.

## **3.7 Data analysis techniques**

The researcher was able to address the research questions through data analysis, which involved organizing, structuring, and making sense of the collected information. The researcher used both qualitative and quantitative analysis methods to examine the data, identify key patterns and relationships, and draw conclusions based on the results.

### **3.7.1. Quantitative data analysis**

The researcher examined quantitative data for completeness and consistency, quantified it, and applied descriptive statistics, specifically frequency distribution tables, to determine the number of occurrences of values for a given variable. The results were then presented in frequency and percentage tables, providing a clear and more comprehensible presentation of the descriptive data obtained.

### **3.7.2. Qualitative data analysis**

The study employed content analysis to analyze qualitative data gathered from respondents. It involved arranging and coding their views, constructing categories, and presenting rich narratives and descriptive summaries of their responses. The content analysis helped to interpret the data and draw conclusions.

### **3.8 Ethical considerations**

The researcher followed a number of research guidelines to maintain ethical standards during the planning, collection and processing of data and these included; seeking informed consent of the respondents and making it known that their participation is voluntary and they were free to withdraw from the study at any time or may not answer questions they are uncomfortable with.

First and foremost, the researcher sought permission from the people/respondents and gave them reasons why she was conducting the interview. In this case respondents were allowed the right to or not to participate in the interview. Respondents were informed that their honest opinions are welcomed and confidentiality was maintained that is to say, they will not be quoted without their permission. This helped to develop/create confidence between the respondents and the interviewer tried to build rapport and used a friendly language.

The researcher observed due respect to the respondents' privacy and confidential treatment to the names of the participants, their work places; the respondents remained anonymous. The researcher also sought permission from the relevant authorities to gain access to the selected areas of study in order to collect data and also ensured the originality of the work while avoiding plagiarism and fraud.

### **3.9 Limitations of the Study**

The study was limited to assess the influence of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District. Due to the large sample available for the study, results were not be generalizable beyond the specific population from which the sample was drawn. Due to the failure of sample respondents to answer with openness, results are not accurately reflect the opinions of all members of the included population. Due to the length of the study, a significant number of respondents available in the preliminary testing were unavailable or unwilling to participate in the final stage of testing. And time was quite limited to fully assess all respondents for interview and questionnaire administration as well as to analyze all the information in journal and other documentary sources/ articles.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction to the chapter

This chapter consists of the introduction, response rate, demographics characteristics of respondents, presentation and analysis. It should be noted that the presentation of findings was guided by the research objectives and the results were generated to appropriately address the research questions.

#### 4.1. Response Rate

**Table 4.1: Summary of the response rate**

<b>Response rate</b>	<b>Frequency</b>	<b>Percentage</b>
Filled and returned Questionnaires	110	91.7
Non-response	10	8.3
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Field Data 2025**

The researcher was able to obtain data from 110 participants out of the targeted sample of 120 participants who filled and returned questionnaires representing 91.7% response rate. While 10 participants out of the targeted sample of 120 participants returned questionnaires with no response representing 8.3% respectively which is generally considered high and indicates a strong level of participation in the research study.

#### 4.2. Demographics characteristics of respondents

The background information of respondents examined the age of the respondents, gender of the respondents, religion of the respondents, level of education of the respondents, marital status of the respondents and occupation of the respondents. All these were considered essential in the study since they helped to know the characteristics of respondents that participated in the study.

#### 4.2.1 Gender of the respondents

**Table 4.2: Gender of the respondents**

<b>Gender</b>	<b>Respondents</b>	<b>Percentage (%)</b>
Male	68	56.7
Female	42	35
Missing	10	8.3
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Field Data 2025**

From the results in table 4.2, 56.7% of the respondents were male and 35% of the respondents were female. The other 8.3% of the participants did not indicate their gender details. The study's gender representation appears that there were more male participants than females. Additionally, the 6.1% of participants who did not indicate their gender details may represent a potential bias in the study, as their perspectives and experiences may differ from those who identified as male or female.

#### 4.2.2. Age of Respondents

This was been considered one of the variables in the study and the results are presented in table 4.3 below.

**Table 4.3: Age of Respondents**

<b>Age</b>	<b>Respondent's</b>	<b>Percentage (%)</b>
12-20	60	50
21-29	30	25
30-38	15	12.5
39 and above	5	4.2
Missing	10	8.3
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Field Data 2025**

The data presented in table 4.3 shows the distribution of research participants by age category. The largest percentage of participants (50%) falls into the age category of 12-20 years old, followed by 25% in the age category of 21-29 years old, meanwhile, 12.5% of the participants were 30-38 years, 4.2% were above 39 years, and the other 8.3% did not indicate their age categories. This means that those with a lot of experience in life were fully represented in this study as well.

#### 4.2.3. Level of education of respondents

The level of education of participants was considered an influencing factor in the study results. This is because participants' education highlights their ability to participate and understand the research queries adequately and the results are presented below;

**Table 4.4: Level of Education of Respondents**

<b>Education</b>	<b>Respondents</b>	<b>Percentage (%)</b>
None	65	54.2
Certificate	25	20.8
Diploma	12	10
University	8	6.7
Missing	10	8.3
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Field Data 2025**

It is observed from the table 4.4 above that majority of the research respondents 54.2% respondents had no education at all, meanwhile, 20.8% of the respondents had certificate, 10% had diplomas, 8.3% did not indicate their level of education, and 6.7% attained degrees. The distribution of educational levels among the respondents implies that the sample was diverse and included individuals with varying levels of education.

#### 4.2.3 Marital status of the respondents

The respondents were also asked about their marital status. And the results are shown in the table below;

**Table 4.5 Marital status of the respondents**

<b>Marital Status</b>	<b>Respondents</b>	<b>Percentage (%)</b>
Married	35	29.2
Single	60	50
Divorced	6	5
Widowed	09	7.5
Missing	10	8.3
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Field Data 2025**

The results from table 4.5 above, indicate that majority of the respondents with 50% were single followed by 29.2% of the respondents who were married, 7.5% of the respondents were widowed, while 5% of the respondents were divorced and 8.3% of the respondents did not indicate their marital status. This implies that the study obtained information from individual with varying marital status to cover all dimensions of child labour.

#### **4.2.5 Occupation of the respondents**

**Table 4.6 Occupation of the respondents**

<b>Occupation</b>	<b>Respondents</b>	<b>Percentage (%)</b>
Farmers	20	16.7
Unemployed	40	33.3
Business	35	29.2
Casual laborers	15	12.5
Missing	10	8.3
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Field Data 2025**

The results from table 4.6 above, indicate that majority of the respondents with 33.3% were unemployed, followed by 29.2% of the respondents who were in business, 16.7% of the respondents were farmers, while 12.5% of the respondents were casual laborers and 8.3% of the

respondents did not indicate their marital status. This implies that the study obtained information from respondents of different occupation to cover all dimensions of child labour.

#### 4.2.6 Child Labour Exposure

**Table 4.7 Distribution of pupils based on labour exposure**

<b>Child labour exposure</b>	<b>Respondents</b>	<b>Percentage (%)</b>
Exposed to labour	68	56.7
Not exposed to labour	42	35
Missing	10	8.3
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Field Data 2025**

From the results, analysis of children based on labour exposure in table 4.7 shows that 56.7% of the pupils were exposed to labour while 35% of the pupils were not 8.3% of the pupils did not indicate their labour exposure. The analysis shows that children exposed to labour had a higher percentage to those who are not.

#### 4.3 Causes of child labour on children’s academic performance

The descriptive statistics of the findings on the causes of child labour on children’s academic performance are presented in table 4.2 below; where SA= Strongly agree, A= Agree, D= Disagree, SD= Strongly disagree and M = Missing

**Table 4.8 Descriptive Statistics on the causes of child labour on children’s academic performance**

S/N	Causes of child labour	SCORE									
		SA		A		D		SD		M	
		F	%	F	%	F	%	F	%	F	%
1	Poverty of the family members	30	25	65	54.2	09	7.5	06	5	10	8.3
2	Lack of education of parents	40	33.4	30	25	30	25	10	8.3	10	8.3
3	Unemployment of the parents	32	26.7	42	35	12	10	24	20	10	8.3
4	Financial stress of the parents	50	41.7	38	31.7	20	16.7	02	1.6	10	8.3
5	Family conflicts of members	22	18.3	40	33.4	16	13.3	32	26.7	10	8.3
6	Inadequate community sensitization	46	38.3	38	31.7	18	15	08	6.7	10	8.3

**Source: Field Data 2025**

To assess the influence of child labour on children’s academic performance in primary schools in Alerek Town Council, Abim District, the study established the causes of child labour on children’s academic performance in primary schools was conceptualized as the independent variable of this study, and table 4.8 represent the causes in the town council.

Results in the table 4.8 above on poverty of the family members as a cause of child labour in primary schools shows that 25% of the respondents strongly agreed, 54.2% of the respondents agreed, while 7.5% of the respondents disagreed, whereas 5% of the respondents strongly disagreed and 8.3% of the respondents did not indicate their response on poverty of the family members as a cause of child labour in primary schools. This implies that poverty of the family members predominantly causes of child labour which influences children’s academic performance in primary schools as majority of the respondents agreed with the response.

Also results from table 4.8 above on lack of education of parents as a cause of child labour in primary schools shows that 33.4% of the respondents strongly agreed, 25% of the respondents agreed, while 25% of the respondents disagreed, and 8.3% of the respondents strongly disagreed and 8.3% of the respondents did not indicate their response. This indicates that lack of education of the parents causes of child labour which influences children's academic performance in primary schools as majority of the respondents agreed with the response.

Furthermore, results from table 4.8 above on unemployment of the parents as a cause of child labour in primary schools show that 26.7% of the respondents strongly agreed, 35% of the respondents agreed, while 10% of the respondents disagreed and 20% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This implies that unemployment of the parents causes of child labour which influences children's academic performance in primary schools as majority of the respondents agreed with the response.

Also results from table 4.8 above on financial stress of the parents as a cause of child labour in primary schools show that 41.7% of the respondents strongly agreed, 31.7% of the respondents agreed, while 16.7% of the respondents disagreed and 1.6% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This implies that financial stress of the parents causes of child labour which influences their academic performance in primary schools as majority of the respondents agreed with the response.

Additionally, results from table 4.8 above on family conflicts of the parents as a cause of child labour in primary schools show that 18.3% of the respondents strongly agreed, 33.4% of the respondents agreed, while 13.3% of the respondents disagreed and 26.7% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This indicates that family conflicts of the parents' causes of child labour which influences their academic performance in primary schools as majority of the respondents agreed with the response.

Lastly, results from table 4.8 above on inadequate community sensitization as a cause of child labour in primary schools show that 38.3% of the respondents strongly agreed, 31.7% of the respondents agreed, while 15% of the respondents disagreed and 6.7% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This indicates that

inadequate community sensitization causes of child labour which influences their academic performance in primary schools as majority of the respondents agreed with the response.

#### 4.4 Effects of child labour on children’s academic performance in primary schools

The descriptive statistics of the findings on the effects of child labour on children’s academic performance are presented in table 4.9 below; where SA= strongly agree, A= Agree, D= Disagree, SD= Strongly disagree and M = Missing

**Table 4.9 Descriptive statistics on the effects of child labour on children’s academic performance**

S/N	Effects of child labour	SCORE									
		SA		A		D		SD		M	
		F	%	F	%	F	%	F	%	F	%
1	Low score and concentration in school academic work	24	20	75	62.5	06	5	05	4.2	10	8.3
2	Low grades and pass marks	32	26.7	48	40	27	22.5	03	2.5	10	8.3
3	High school dropouts	40	33.3	52	43.4	12	10	06	5	10	8.3
4	Lateness and absenteeism in school	40	33.3	48	40	15	12.6	07	5.8	10	8.3
5	Low comprehending ability in classes	45	37.5	50	41.7	10	8.3	05	4.2	10	8.3
6	Poor reading and writing ability	38	31.8	43	35.8	25	20.8	04	3.3	10	8.3

**Source: Field Data 2025**

To assess the influence of child labour on children’s academic performance in primary schools in Alerek Town Council, Abim District, the study analyzed the effects of child labour on children’s academic performance in primary schools was conceptualized as a dependent variable, and table 4.9 below represent the effects in the town council.

Results in the table 4.9 above on low score and concentration in school academic work as an effect of child labour in primary schools shows that 20% of the respondents strongly agreed, 62.5% of the respondents agreed, while 5% of the respondents disagreed, whereas 4.2% of the respondents strongly disagreed and 8.3% of the respondents did not indicate their response. This implies that low score and concentration in school academic work affects children's academic performance in primary schools as majority of the respondents agreed with the response.

Also results from table 4.9 above on low grades and pass marks as an effect of child labour on children's academic performance in primary schools shows that 26.7% of the respondents strongly agreed, 40% of the respondents agreed, while 22.5% of the respondents disagreed, and 2.5% of the respondents strongly disagreed and 8.3% of the respondents did not indicate their response. This indicates that low grades and pass marks affects children's academic performance in primary schools as majority of the respondents agreed with the response.

Furthermore, results from table 4.9 above on high school dropouts as an effect of child labour on children's academic performance in primary schools show that 33.3% of the respondents strongly agreed, 43.4% of the respondents agreed, while 10% of the respondents disagreed and 5% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This implies that high school dropouts affects children's academic performance in primary schools as majority of the respondents agreed with the response.

Also results from table 4.9 above on lateness and absenteeism in school as an effect of child labour on children's academic performance in primary schools show that 33.3% of the respondents strongly agreed, 40% of the respondents agreed, while 12.6% of the respondents disagreed and 5.8% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This implies that lateness and absenteeism in school affects children's academic performance in primary schools as majority of the respondents agreed with the response.

Additionally, results from table 4.9 above on low comprehending ability in classes as an effect of child labour on children's academic performance in primary schools show that 37.5% of the respondents strongly agreed, 41.7% of the respondents agreed, while 4.2% of the respondents disagreed and 8.3% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This indicates that low comprehending ability in classes as affects

children’s academic performance in primary schools as majority of the respondents agreed with the response.

Lastly, results from table 4.9 above on poor reading and writing ability as an effect of child labour in primary schools show that 31.8% of the respondents strongly agreed, 35.8% of the respondents agreed, while 20.8% of the respondents disagreed and 3.3% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This indicates that poor reading and writing ability affects children’s academic performance in primary schools as majority of the respondents agreed with the response.

#### 4.5 Interventions that can be used in eradicating child labor in primary schools

The descriptive statistics of the findings on the interventions that can be used in eradicating child labor in primary schools are presented in table 4.10 below; where SA= strongly agree, A= Agree, D= Disagree, SD= Strongly disagree and M = Missing

**Table 4.10 Descriptive Statistics on the interventions that can be used in eradicating child labor in primary schools**

S/N	Intervention to eradicate child labour	SCORE									
		SA		A		D		SD		M	
		F	%	F	%	F	%	F	%	F	%
1	Empowering parents through self-help programs	26	21.7	06	5	63	52.5	15	12.5	10	8.3
2	Government policies and reforms on poverty reduction strategies	22	18.3	20	16.7	52	43.4	16	13.3	10	8.3
3	Children’s rights awareness	05	4.3	40	33.3	40	33.3	25	20.8	10	8.3
4	Social economic stability	07	5.8	28	23.4	50	41.7	25	20.8	10	8.3
5	Child labor campaigns	08	6.7	10	8.3	50	41.7	42	35	10	8.3
6	Subsidies to poor families	10	8.3	25	20.8	40	33.3	35	29.3	10	8.3

Source: Field Data 2025

To assess the influence of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District, the study assessed the interventions that can be used in eradicating child labor in primary schools and table 4.10 represent the interventions;

Results in the table 4.10 above on empowering parents through self-help programs as an intervention that can be used to eradicate child labor in primary schools shows that 24.2% of the respondents strongly agreed, 58.3% of the respondents agreed, while 5% of the respondents disagreed, whereas 4.2% of the respondents strongly disagreed and 8.3% of the respondents did not indicate their response. This implies that empowering parents through self-help programs can eradicate child labor in primary schools as majority of the respondents agreed with the response.

Also results from table 4.10 above on government policies and reforms on poverty reduction strategies as an intervention that can be used to eradicate child labor in primary schools shows that 30% of the respondents strongly agreed, 43.3% of the respondents agreed, while 16.7% of the respondents disagreed, and 1.7% of the respondents strongly disagreed and 8.3% of the respondents did not indicate their response. This indicates that government policies and reforms on poverty reduction strategies can eradicate child labor in primary schools as majority of the respondents agreed with the response.

Furthermore, results from table 4.10 above on children's rights awareness as an intervention that can be used to eradicate child labor in primary schools show that 33.3% of the respondents strongly agreed, 41.7% of the respondents agreed, while 12.5% of the respondents disagreed and 4.2% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This implies that children's rights awareness can eradicate child labor in primary schools as majority of the respondents agreed with the response.

Also results from table 4.10 above on social economic stability as an intervention that can be used to eradicate child labor in primary schools show that 31.7% of the respondents strongly agreed, 41.7% of the respondents agreed, while 12.5% of the respondents disagreed and 5.8% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This implies that social economic stability can eradicate child labor in primary schools as majority of the respondents agreed with the response.

Additionally, results from table 4.10 above on child labor campaigns as an intervention that can be used to eradicate child labor in primary schools shows that 35% of the respondents strongly agreed, 41.7% of the respondents agreed, while 8.3% of the respondents disagreed and 6.7% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This indicates that child labor campaigns can eradicate child labor in primary schools as majority of the respondents agreed with the response.

Lastly, results from table 4.10 above on subsidies to poor families as an intervention that can be used to eradicating child labor in primary schools shows that 29.2% of the respondents strongly agreed, 33.3% of the respondents agreed, while 20.8% of the respondents disagreed and 8.3% of the respondents strongly disagreed, and 8.3% of the respondents did not indicate their response. This indicates that subsidies to poor families can eradicate child labor in primary schools as majority of the respondents agreed with the response.

## **CHAPTER FIVE**

### **DISCUSSION AND INTERPRETATION OF THE FINDINGS**

#### **5.0 Introduction to the chapter**

In this chapter, the discussion of the findings of this study is done. The findings were based on a response rate of 90.4%, which is above the recommended 80%. The discussion was done according to the research objectives of the study, as presented in the following sub-sections.

#### **5.1 Demographic Data**

The participation was assessed based on the gender distribution of the respondents, with 56.7% male and 35% female. Additionally, the majority of the research participants belonged to the 12-20 age category with 50%, followed by 25% in the 21-29 years category. This indicates that the study mainly involved participants with sufficient highlighting both potential strengths and limitations of the research design.

This study provides additional information about the education level of the research respondents, with 54.2% having none of the academic qualification and most of them where school going children, followed by respondents who attended at least a certificate course with 20.8%. This is important because it indicates that the respondents could understand and interpret the research questions asked in the data collection instruments. The findings also mention the recommendation of Prof. David M. (1991) that researchers should reveal the characteristics of the research population to ensure the data is relevant and reliable. By revealing this information, the researcher is providing transparency and promoting the credibility of the study.

#### **5.2 The causes of child labour in primary schools**

The study aimed to establish the causes of child labour in primary schools in Alerek Town Council, Abim District. The study found that child labour is evident in Alerek Town Council with poverty of the family being the highest cause with 79.2%, followed by financial stress of the parents with 73.4%. Other factors facilitating child labor on children's academic performance in primary

schools in Alerek Town Council, Abim District included inadequate community sensitization with 70%, unemployment of the parents with 61.7%, additionally lack of education of parents with 58.4% and finally family conflicts of members with 51.7%. These findings are supported previous views Marcus (2020) who revealed that wide scale poverty is among the most reasons why children work to meet their basic needs like food, water, education or health care, parents or guardians have no choice but to send their children to work to supplement the household income.

World Bank (2022) report shows that there is more need for construction of schools and renovation of the ones present in Karamoja in order to improve on the quality of education in the area. Children, especially in hard to reach areas, find it hard to access school on a regular basis but rather resort to looking for employment as another means of employment in society

### **5.3 The effect of child labour on children's academic performance in primary schools**

The study aimed to analyze the effect of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District. The results indicated that the respondents did not fully believe that child labour was effectively carried out in the town council. The finding highlights that low score and concentration in school academic work was high by 82.5%, followed by high school dropouts with 76.7%. other effects of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District included low comprehending ability in classes with 79.2%, while lateness and absenteeism in school with 73.3%, meanwhile poor reading and writing ability with 67.6% and finally low grades and pass marks 66.7% respectively. The results of this study are similar to the findings of a previous study conducted by Aggarwal (2000) observed basic reason for some schools good performance was determined by organization aspect of the teacher. And also Hansell (1981) suggests that a child's self-image, self-concept or expectations are critical for academic development because they forecast on the self and even determine the child's experience. If the child thinks he will do poorly, he opts to hang back and avoid doing the very things that will help him/her to learn.

#### **5.4 The interventions that can be used in eradicating child labor in in primary schools**

To address the research objective on the interventions that can be used in eradicating child labor in Alerek Town Council, Abim District. The data analysis showed that most of the respondents disagreed with the interventions put forward to eradicate child labour effectively in the area. The findings of the study found out that 76.7% of the respondents revealed that there is no child labour campaigns in the Alerek Town Council, followed by 65% who disagreed that parents are not empowered through self-help programs, additionally 62.5% disagreed with social economic stability of the area, and also 62.4% disagreed that there is no subsidies given to poor families, while 54.7% disagreed with government policies and reforms on poverty reduction strategies that they are not active in the area and finally 54.1% disagreed that there is no children's rights awareness in Alerek Town Council

The study findings on the on the interventions that can be used in eradicating child labor in Alerek Town Council, Abim District were consistent with the results of a study conducted by Heady, (2021) who suggested that the ministry of gender labour and social development which is the country's premier agency for handling all labor issues should increase the budget for the child labour policy formulation, dissemination, implementation and advocacy of child labour policy in order to eliminate child labour in selected activities. However, the effectiveness of the legal and institution frame work interventions is highly questionable, given the persistent increase of child labour cases in the urban centers. In another study by Ramjet, (2020) on child labour campaigns and children rights as stipulated in section 5(1) (a), in the 1995 constitution of Uganda to maintain a child shall be that of the parent, guardian or any person having custody of a child maintains that child and in particular, that duty gives a child the right to education guidance. For instance, for education of their children, the law requires that parents make provision for compulsory primary education of their children and the state strives to to offer free primary education to children especially the poor vulnerable one who could go along in curtailing child labour.

## **CHAPTER SIX**

### **SUMMARY AND CONCLUSION**

#### **6.0 Introduction to the chapter**

This chapter deals with giving a brief summary of the research findings, conclusions drawn from the research findings and appropriate recommendations which should be adopted to reduce child labour and their social life.

#### **6.1 Summary of the study**

The purpose of the study was to assess the influence of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District. The study used a descriptive cross-sectional survey research design using both quantitative and qualitative research methods to address the research questions and objectives. Descriptive statistics were used in the presentation and interpretation of results. The respondents were protected and all procedures were explained to them and participation was based on consent of the subject. Confidentiality was observed and no experiments were conducted.

#### **6.2 Summary of findings**

##### **6.2.1 Causes of child labour on children's academic performance in primary schools**

The study revealed that slightly above half of the pupils (65%) did not work for pay, profit, family or exchange or home use. All the teachers agreed that they were aware of pupils who worked for pay, profit, for their family or did something in exchange for home use during the study. Some of the causes that prompted were; poverty of the family members, lack of education of parents, unemployment of the parents, financial stress of the parents, family conflicts of members and inadequate community sensitization. The activities the pupils were involved in were grazing, building houses, fetching water, household chores, feeding cows, fetching fire wood, hawking, washing clothes, weeding, cooking and tilling the land. On the status of employment the children had own employment, casual and unpaid family employment. The result corresponds with those of the teachers, education administrators and the children officers who noted that majority of the

pupils were casual workers, others were in unpaid family work and a few were in business. The study revealed that the 25% of the pupils involved in non-paying activities. Majority of the pupils (75%) were exposed to labour.

### **6.2.2 Effects of child labour on children's academic performance in primary schools**

The study revealed that majority of the pupils (75%) got homework. The teachers also noted that the homework given to the pupils was adequate. The study established from the pupils that majority of them don't complete their homework. The pupils noted that the main reason as to why they did not complete their homework was because of household chores being too much. The results agreed with those of the teachers who noted that pupils sometimes came to school without completing their homework because they had a lot of work at home. On the rating of the performance, a high percent of the pupils (50%) rated their performance in class as good. The results disagree with those of 15% of the respondents who noted that pupils' performance was poor.

### **6.2.3 Interventions to eradicate child labor in primary schools**

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

## **6.3 Conclusions of the Study**

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

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

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

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

#### **6.4 Recommendations of the Study**

The following are the recommendations for the study.

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 labour 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 hence children who have dropped out of school to help their parents was able to continue with their education more effectively. Education officers at national and county levels should work with children officers to achieve this goal

#### **6.5 Areas for further research**

1. A similar study should be carried out on the impact of child labour on academic performance of pupils in selected primary schools in other areas of the Country.
2. A study on parents' awareness of the disadvantages of child labour on academic performance of pupils should be carried out in Alerek Town Council, Abim District.

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## APPENDICES

### Appendix I: Questionnaire Guide

I am Aloyo Beatrice Gladies, a student of Uganda Christian University, currently undertaking a research on the influence of child labour on children's academic performance in primary schools in Alerek Town Council, Abim District. You are privileged to participate in this research and your selection has been based on random sampling. Please feel free as you respond because the information you give will only be used for academics purposes, treated confidential and will be held anonymous before publication.

Thank you

#### Section A

1. Name:.....
2. Age:.....
3. Sex: a) Male b) Female
4. Religion/Denomination (Tick as appropriate)  
a) Catholic    b) Protestant    c) Muslim    d) others (specify).....
5. Level of Education  
a) None    b) Primary    c) Secondary/High school  
d) University/Higher    e) Don't know f) N/A
6. Marital status of the parents  
a) Married    b) Divorced/separated    c) Single parent  
d) Widowed    e) others (specify).....
7. What is your father's present occupation/Employment?  
a) Farmer    b) Business    c) Employed    d) Casual laborer  
e) Unemployed    f) Others (specify)
8. What is your mother's present occupation?  
a) Farmer    b) Business    c) Employed  
d) Casual laborer    e) Unemployed    f) others (specify).....
9. What is your family's main source of income?

**Section B**

10. Do you do any work in the morning before going to school?

- a) Yes            b) No

a) If Yes, which ones?

.....

11. Do you do any work in the evening after school?

- a) Yes            b) No

a) If yes, which ones?

.....

12. Do you fail to attend school to help your parents with work?

- i) Yes            ii) No

a. If yes what do you do?

.....

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

.....

c. Are your studies affected by the work you have stated above?

- i) Yes            ii) No

d. If yes how

.....

13. Do you sometimes work for payment (in cash?)

- i) Yes            ii) No

b) If yes, how much (per month)

.....

c) Are you compensated in kind when you work?

- i) Yes            ii) No

d) If yes what are you given as compensation?

.....

14. Do you work with adults?

- a) Yes            b) No

a) If yes, why

.....

b) If No, why

.....

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

.....

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

a) If Yes why

.....

b) If NO why

.....

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

.....

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

b) If yes, what is being done?

.....

c) If yes, by who?

.....

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

### **Section C**

1. How often do you complete your school homework?

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

2. For the past one month how many times have you been punished for not completing school homework?

- a) Once    b) 2-3 times    c) 3-5 times    d) 6-10 times    e) Over 10

3. Do you sometimes fail to attend school?

- a) Yes    b) No

If Yes how often

.....

b. What were the reasons for not attending school?

- a. Lack of school fees
- b. Sickness
- c. To attend house chores/duties

d. Others (specify)

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

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

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

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

**Section D: Causes of child labour on children’s academic performance**

Please choose the most appropriate answer by using the scoring system below.

Strongly agree 1, Agree 2, Neutral 3, Disagree 4, and Strongly disagree 5

S/N	Causes of child labour (rated items)	SCORE				
		1	2	3	4	5
1	Poverty of the family members					
2	Lack of education of parents					
3	Unemployment of the parents					
4	Financial stress of the parents					
5	Family conflicts of members					
6	Inadequate community sensitization					

**Section E: Effect of child labour on children’s academic performance**

Please choose the most appropriate answer by using the scoring system below.

Strongly agree 1, Agree 2, Neutral 3, Disagree 4, and Strongly disagree 5

S/N	Effects (Rated Items)	SCORE				
		1	2	3	4	5
1	Children miss educational opportunities					
2	Children become less academically productive					
3	Children are exposed to hazardous work					
4	Children experience short and long term health problems					
5	Children experience exhaustion and malnutrition					
6	Children experience isolation and severe depression					

**Section F: Interventions that can be adopted in order to stop child labour**

Please choose the most appropriate answer by using the scoring system below.

Strongly agree 1, Agree 2, Neutral 3, Disagree 4, and Strongly disagree 5

S/N	Interventions (Rated Items)	SCORE				
		1	2	3	4	5
1	Empowering parents through self-help programs.					
2	Government policies and reforms on poverty reduction strategies					
3	Children’s rights awareness					
4	Social economic stability					
5	Child labor campaigns					
6	Subsidies to poor families.					

**Appendix II: Interview Guide**

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

Any other information

.....  
.....

**Thank you very much for your contribution**

Appendix III: Introductory letter

