

**CHILD LABOUR AND PUPILS' ACADEMIC PERFORMANCE IN KISOKO
SUBCOUNTY, TORORO DISTRICT**

BY

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DECLARATION

I hereby declare that this research project is entirely my original effort and it has not been submitted to any institution of higher learning for any award.

ALOO JULIET



Signed



Date.....

APPROVAL

I certify that this research report titled “child labour and pupils’ academic performance in Kisoko Sub County, Tororo District” was undertaken under my supervision.



Signed

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SUPERVISOR

Date: 23/09/2024

DEDICATION

This research project is dedicated to my dear mum Jane Akumu and my beloved sons Jonathan and Phillip for their love, care and support towards my education.

ACKNOWLEDGEMENT

My sincere thanks go to the Almighty God for the wisdom, love and spiritual guidance and protection. To my supervisor Mr. Imai Julius Onyapidi for the timely guidance and feedback which enabled me to complete this research project in time. Special gratitude to my course mates Sister Suzana, Juliet, Anna, and Hasifa among others, for the encouragement and academic guidance offered to me in the course of the study and undertaking of this research project. Be blessed all.

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ABSTRACT

The study sought the relationship between child labour and pupils academic performance in Kisoko sub-county, Tororo District, Uganda. The objectives of the study were to identify the forms of child labour, establish the effects of child labour on the academic performance and to suggest ways of improving pupil's academic performance in Kisoko sub-county, Tororo District. The study adopted case study methods. Data were analysed using both quantitative and qualitative data methods. The quantitative data analysis methods were descriptive statistics that included frequencies, percentages and means, and inferential analyses that were correlation and regression analyses. The study findings are; half of the pupils (65%) did not work for pay, profit, family or exchange or home use, the children had own employment, casual and unpaid family employment, the 25% of the pupils involved in non-paying activities. Majority of the pupils (75%) were exposed to labour, a high percent of teachers (50%) rated the pupil's performance in class as good. The results disagree with those of 15% of the respondents who noted that pupils performance was poor. The study concluded that; government and other stakeholder

CHAPTER ONE

INTRODUCTION

1.1.Introduction

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

1.2.Background of the study

1.2.1. Conceptual Perspective

This study addressed two variables namely child labour and academic performance.

Child labour refers to exploitation of children through any form of work that deprives children of their childhood, interferes with their abilities to attend regular schools and is mentally, physically, socially and morally harmful. A child is said to be given labour when parents, guardians or any other human action lead to physical, emotional, spiritual mistreat of the child. For example, looking after animals, baby seating, stone quarrying among others. It also involves failure of the parents to provide necessary love and care for the child.

Academic performance refers to the outcome of education; the extent to which a pupil has achieved his or her educational goals. It may also refer to a person's strong achievements in a given educational subject or co-curricular activities.

1.2.2. Historical Background

Children are commanded by God to obey their parents (Proverbs 1:8). The same has also applied in the African traditional ethics, due to some factors like poverty, diseases and death, this rule has been abused by parents or guardians and they engage children into the act of child labour. The child labour activities have of late increased causing an alarm to various concerned organization.

Child labour is a long time international vice that denies children from attending school at their tender ages, instead they work for their own or families survival. Child labour has always been

associated with high levels of poverty and family circumstances. There were about 215 million children working full time (ILO 2004). These children do not go to school and have little or no time to play without proper nutrition or care. Of the estimated 215 million child labourers around the globe, approximately 114 million (53 percent) are in Asia and the Pacific, 14 million (7 percent) live in Latin America and 65 million (30 percent) live in sub-Saharan Africa, (Robin, Carol, Jenifer).

The Ugandan Constitution does not prohibit child work; instead it defines the types of work to be undertaken by children such as help in household chores and forms provided the work is performed outside school hours, and it doesn't interfere with their schooling, physical and moral development. The employment decree 1975, limits employment to minimum 14 years of age. Child labour means the employment of children on their age group of 5 to 14 years with or without payment, children are paid for some work without their homes can be said to be child labours. Part 2 Section 9, of the children act (Uganda law), prohibit employing a child below the age of 13 years in any form of undertaking. Children's statute No.16 1996. Spells out the rights of a child and the welfare of principles that guide those caring for children. While laws require children to be in school, poverty and family circumstances force many children into child labour schemes at the expense of their education, health and safety as their childhood. Uganda introduced free and compulsory secondary education in line with the implementation of millennium Development Goals (MDG, 2008).

1.2.3. Contextual Perspective

Child Labour has long been identified as a problem in many countries both developing and developed. International and regional treaties namely: ILO Convention No. 138 (1973) on the Minimum Age for Admission to Employment, the ILO Convention No. 182 (1999) on the prohibition of the worst forms of Child Labour, the UN Convention on the Rights of the Child (1989) and the OAU Charter on the Rights of the Child have been acceded to by Government.

National laws notably the National Constitution 1995, the Employment Decree No. 4 of 1975 and the children's statute 1996 have been put in place to address child labour issues.

According to the survey done by National Bureau of Statistics (UBOS), 52,600 children in Tororo District are involved in economic activities and about 4,000 children are involved in the

worst forms of child labour or hazardous activities. Such as sand mining, stone quarrying, alcohol brewing and selling, waiters and waitresses, fetching water for sell, hardening, prostitution, potters at construction sites, scaring birds in rice gardens among others.

Child labour has an adverse effect on children's ability to develop into productive members of the society. When children are left to work and at the same time go to school, they will always perform poorly in school and therefore not to able to acquire the quality of education they need for effective production in future. Poor performance discourages the learners to continue in school, and consequently dropout of school. This creates a cycle of an uneducated work force whose chances to improve their standard of living are limited. The end result is future generations that perpetuates the viscous cycle of poverty due to lack of education. There is high dropout rates in primary schools especially in Tororo District, something that has made the researcher to undertake this study to find out the impact of child labour on academic performance of pupils in primary schools in Kisoko Sub county Tororo District.

1.2.4. Theoretical Perspective

According to 2005 National household Survey, it places the number of child workers aged 7-14 at 2.2. million or 38.3% of children in that age group. This includes 1.4. million children under the age of 12, and 735,000 children under the age of 10.

According to data from 12 Latin American countries states that third and fourth graders who attend school and never conduct market or labour perform 28% better on Mathematics tests and 19% better on language tests that children who both attend and work. Child labour is also problematic because it creates a vicious cycle.

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

Unfortunately, The children themselves do not have the opportunity to protest against these acts that are detrimental to their well-being. Moreover, given that many children who are exposed to

child labour are from and uneducated or orphaned families, the inability to protest is aggravated. Besides, many people do not understand the dangers and negative consequences of child labour, The situation has been worsened by HIV/AIDS pandemic, which has claimed lives of parents living orphans who have to make for themselves.

1.3.Statement of the Problem

Child labour is often considered a norm in this community as sizeable portion of the population have resources for survival that is, the use, procuring or offering of a child for illicit activities in particular for the production and trafficking (justicecentres.go.ug/) for monetary gains. In Kisoko, many children during school time are occupied by hazardous working conditions and exploited by being paid less and are subsequently being denied chance for sufficient education. Most of these children are in primary, yet they are to face National Examination and end up performing poorly at Primary Leaving Examination. If this situation is not put under control, the trend of learning in Kisoko Sub County, Tororo district as a whole will deteriorated; Therefore, it is against this background that researcher implored to carry out this study.

1.4.Purpose of the study

The purpose of the study was to explore the relationship between child labour and pupil's academic performance in primary schools in Kisoko Sub County, Tororo District.

1.5.Specific Objective of the study

- i. To identify the forms of child labour in Kisoko Sub County, Tororo District.
- ii. To establish the effects of child labour on the academic performance of upper primary pupils in Kisoko Sub County, Tororo District.
- iii. To suggest ways of improving academic performance in Kisoko Sub County, Tororo District.

1.6.Research Questions

1. What forms of child labour exist in Kisoko Sub County, Tororo district?
2. What are the effects of child labour on academic performance of primary pupils of Kisoko Sub County, Tororo district?
3. What ways can be used to improve academic performance in Kisoko Sub County primary schools.

1.7. Geographical scope

The study was carried out in the five selected primary schools namely: Kisoko Sub County, Tororo district.

The five schools were chosen because they are within the needs of the researcher and are of different religious denominations. The schools were randomly selected from a total number – schools in the Sub County.

1.6.3. Time Scope

The study lasted for a period of two months from March 2024 to April 2024. The study went through steps like topic identification proposal writing, data collection, data analysis and interpretation as well as dissertation writing and submission to the university as an examination and award requirement.

1.7 Significance of the Study.

In communities where pupils' performance in most public schools is dropping many research studies have been carried out to determine the effects of child labour on the academic performance of upper primary school pupils. However, there was need for such a study to be carried out in our locality with different cultural settings. Therefore, this study was an added advantage to government's stand on child right act and care, it also showed a significant influence of parents, guardians, teachers, other caregivers and the general public on child labour and academic performance. The results of this study were also useful, as they revealed the need for effective care and protection of children, especially the importance of providing educational needs for a higher academic performance.

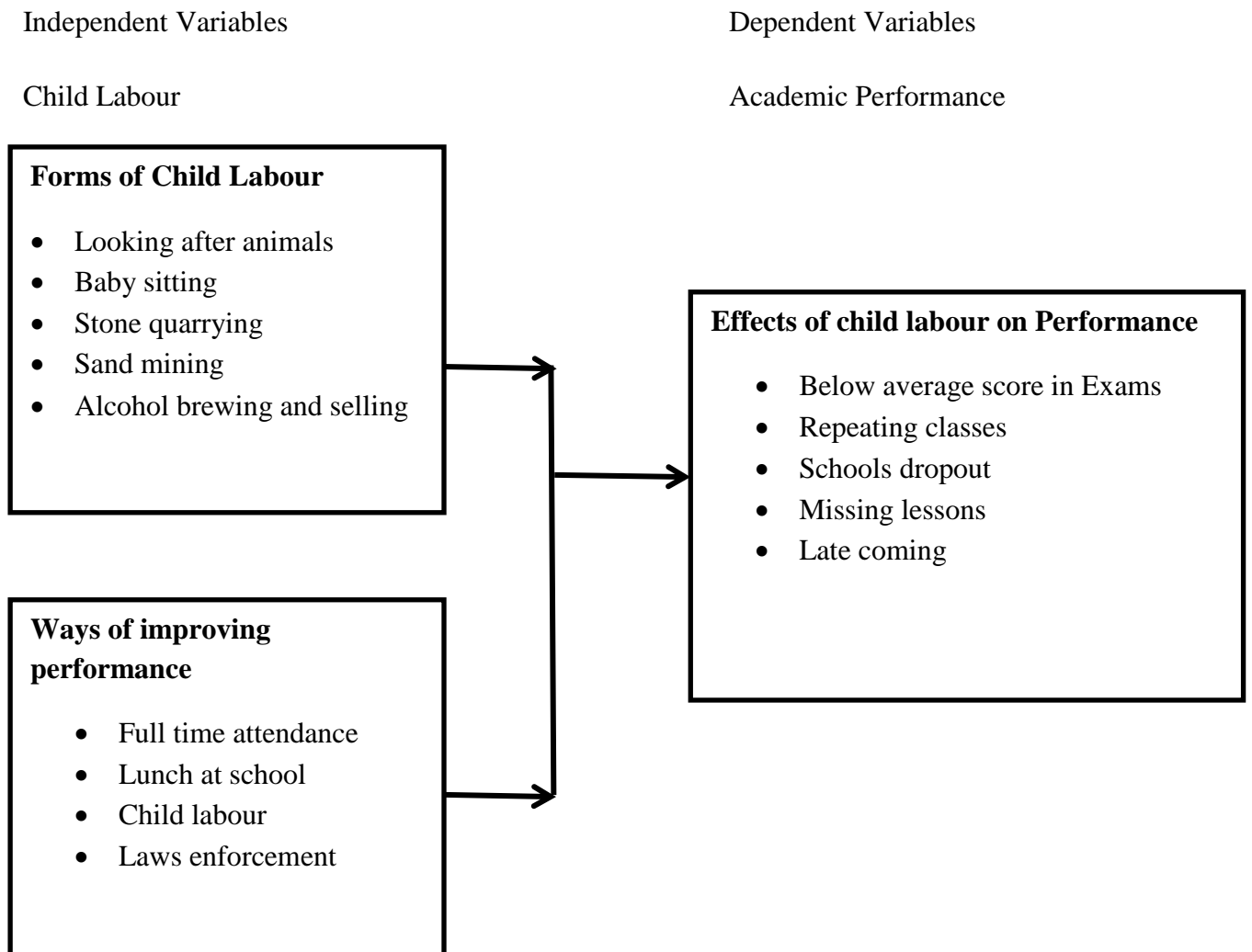
1.8 Conceptual Framework

Child labour in this study was conceived as the Independent Variable (IV) while academic performance in upper primary was conceived as the Dependent variable (DV). Forms of child labour was measured in the form of Looking after animals, baby seating, Stone quarrying, Sand mining; and Alcohol brewing and selling; with effects of child labour measured in the forms Below average score in examinations, Repeating classes, School dropout, Missing lessons, Late coming and Lack of concentration while ways of improving academic performance was measured as Provision of UPE to reduce on educational costs, Establishing strong laws against

child labour, Massive sensitization of the community on effects of child labour, Avoiding absenteeism, Government providing for orphans and needy children; and Parents and guardians to carrying on their duties by themselves without involving children as shown in the conceptual framework (figure 1.1).

This representation has helped to discover interventions that can reduce child labour and improve academic performance in primary school of Kisoko Sub County and to other schools in Tororo District.

Figure 1: A Conceptual framework



Adapted from: Sy & Glanz, 2008; Gorozidis & Panaicannou, 2011) and modified by the researcher

1.8.Operational Definition of Terms

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

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

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter discusses the literature review according to the research objectives on Child labour and academic performance of pupils in primary schools of Kisoko Sub County, Tororo district. It is divided into theoretical orientation of the study while the main review discusses literature related to major forms of child labour, the effects of child labour and suggestions to improve academic performance in primary schools of Kisoko Sub County.

2.2. Theoretical Review

To guide this study, the theory of Marxism (2017) can be applied to child labour. The theory implies that the wealthy employers in society use children as workers to save and gain money faster. Child labour leads to substitution towards the child's education if the child's education and the father's leisure are substitutes. It implies that an increase in the father's wage will also raise household income. Child labour is a true example of injustice practice which assumes overall adverse affects to child labourers and economy on the whole.

2.3. Objective by Objective Review of Related Literature

2.3.1. Objective 1; Forms of child labour in Primary schools and communities

World over, children work in the formal sector. They work often with their families in subsistence and commercial agriculture the fact being that Uganda is agricultural country for example on tea, rice, coffee and sugar cane plantation (some children also work in herding and fisheries. Children also work in domestic service like construction, transport like conductors, querries and mines especially those who have upgraded to 16 years. In urban areas street children are children who managed to escape from the abusive domestic service situation. A country's wide report on child labour shows that the eastern region most especially Mbale District is one of the regions in the country that is faced with numerous child labour practices. The most common include sexual exploitation, sugar cane harvesting, hawking and stone quarrying, looking after animals, baby seating, sand mining, alcohol brewing and selling. The over whelming poor social economic situation in the country, the number of children entering the labour market has steadily increased. This is forcing to work in order to feed for themselves or supplement family incomes.

According to the National Child labour report (2011/2012), approximate a total of 2,009,000 children engaged in some form of child labour. Mbale city had the highest proportion of children in hazardous work (80 percent) in Eastern region compared to all other Districts in the region.

The employment Act No.6, (2006), protects children from employments, hawking, commercial, social work and participation in manufacture, distribution and use of narcotic substances. The Occupational Safety and Health Act No. 9, (2006), provides for the inspection of work places, identification of hazards at the work place and other connected matters. It is hoped that, the implementation of these laws will help the elimination of all forms of child labour.

2.3.2. Objective 2: Effect of child labour on academic performance of upper primary school pupils.

The most common approaches to estimating the effect of child labour on academic performance in upper primary schools is the instructional variables approach which considers the school attendance and performance in tests or examination (ILO, 2012). This has been done by using other variables not caused by education, to predict involvement in child labour and using this prediction rather than child labour itself as an explanatory variable in a regression predicting school attendance. Beegle et al. (2005). Which employed this approach for Vietnamese's child labour in affecting children's performance in schools. There is poor enrolment and transition in primary schools. Mbale district development plan 2015-2016, notes that the total enrolment in primary schools stood at just about 8,230. Many young people drop off the formal education system lack alternative with proper mechanisms and linkages to enable them acquire requisite skills that would allow them to actively and decently participate in the labour market (ILO 2012). This study aimed at finding the effects of child labour on academic performance of upper primary school pupils in Kisoko Sub County, Tororo district.

Ammon et al (2000), have tried to specifically to look at child labour in a more detailed way. To them child labour covers tasks and activities that are undertaken by children to assist their parents in particular, such jobs of cooking, washing dishes, weeding, planting, harvesting, fetching water and firewood, herding cattle and baby seating. In this case, child work aims at tasks and activities that are undertaken by children to assist their parents in particular, such jobs of cooking, washing dishes, weeding, planting, harvesting, fetching water and firewood, herding cattle and baby seating. In case, child work aims at tasks and activities that are geared towards

socialization process. Child labour refers to work carried out to the detriment and endangerment of the child, mentally, physically, socially and morally. It is characterized with denial of children from rights is to education and other opportunities, children's separation and poor working conditions that include among others, long working hours, poor working environment, heavy work regardless of age and sex among others.

Bonded labour on the other hand is the status of child labour identified as the worst forms of child labour in ILO convention 182. Children may be exploited for sexual work i.e commercial sexual; exploitation of children.

2.3.3. Objective 3: Ways of improving academic performance in schools that have had child labour

The law sets as minimum age for employment at 14 years. The law on minimum age does not apply to children who work in agriculture. However, the law does prohibit all types of child labour that are hazardous, exploitative or would keep children under 14 years from attending school. In 2006, President Museveni signed four new laws that reform the labour code, including the employment Act No. 6, 2006. The employment Act defines the worst forms of child labour as children working for long hours that are more than 43 hours a week. The Act also prohibits children from engaging in night work between 6:30pm and 6:30am, and stipulates that children between 5 and 11 years can only engage in light work which is not harmful to their health, development or education, unless their work is part of a vocational training program (Diego 2012).

The law provides for fines and up to 7 years imprisonment for employers caught employing a child in any of the activities prohibited by the Act, these fines increase in cases where children are injured or killed while performing one of the prohibited activities with the law stipulating that a portion of the fine are to used to benefit the child and or their immediate family. The law prohibits slavery, bonded and forced labour, servitude. In 2015, government of republic of Uganda made significant advancement in efforts to eliminate the worst forms of labour. It introduced a bill to prohibit hazardous work children and established a minimum age of 16 years. It trained more then 1000 criminal law enforcement officers on issues related to the worst forms of labour. It approved national Action plan to combat human trafficking and it expanded on its cash transfer program to allow more children to stay in school.

The employment Decree, 1975 limits employment of children to minimum 14 years of age. The Decree empowers labour inspectors to monitor compliance. The children statute No. 6, 1996, also spells the rights of a child and the welfare principle that guide those caring for children. The constitution of Uganda, 1995 chapter 1 Article 34(4), provides the protection for a child from hazardous and exploitative work. The constitution clearly spells out the right for children; children are entitled to be protected from social and economic exploitation and should not be employed in or required to perform work that is likely to be hazardous or to interfere in their education, to be harmful to their health or physical, mental and spiritual moral or social development.

The law also prohibits children less than 18 years from being recruited into the military and holds the government responsible for protecting, rehabilitating and reintegrating children involved in armed conflict into society. The ministry of labour is responsible for enforcing child labour laws, but according to United States Development of State (USDOS), the ministry's enforcement of the minimum age law is limited. The police anti-trafficking unit is responsible for combating trafficking, though according to USDOS, it is not effective. In 2014, ten children who were trafficked from rural Uganda to Kenya for agricultural labour were later rescued. The Ministry of gender, labour and social development plan (2011/2012) recognizes child labour as a problem and calls for evaluation of the impact of child labour on the individual and the country as well as its implication for the quality of the future labour force. The Ministry of education and sports indicated in its Gender and Education policy that it would improve programs to prevent child labour and facilitate child workers return to school as a means of increasing children's participation and gender equity in primary education (Constitution of Uganda 2010).

CHAPTER THREE: METHODOLOGY

3.1.Introduction

This chapter focused on Research design, study population, sample size, sampling procedure, research instruments, validity and reliability, procedure for data collection and data analysis.

3.2.Research Design

The research was based on case study method. Case study research is good in facilitating understanding of a complex issue or subject and can extend experience or add strength to what was already known through previous research. Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

In addition, the case study brings the investigator to a direct contact with the problem in the field. This leads to a better conversance with the circumstances of a case and helps to assess the reactions of a group or community to questions.

3.3.Study Population

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

3.3.1. Sample size

The sample size was 110 respondents comprising of 75 pupils (P5 – P7), picked randomly, 30 teachers and 5 headteachers from the five primary schools selected for study.

Table: Population and Sample size composition

No	Category	Population	Sample population
1.	Pupils	2400	75
2.	Teachers	200	30
3.	Headteachers	20	5
	Total	2620	110

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

These methods were used to select respondents from the various primary schools. These methods were appropriate because the sample to be selected comprises of informed persons who possess vital data that is comprehensive to allow gaining better insight into the problem. Stratified sampling involves organizing the units into the population in strata using common characteristics, in this way every person in the selected strata has an equal chance of being represented.

3.5.Data Collection methods

3.5.1. Collection of primary data

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

3.5.2. Collection of Secondary data

Secondary data on the other hand is data which has already been collected for a certain purpose and documented somewhere else for different use but being utilized in the current research for another purpose. (Peersman, 2014 and Kumar, 2011).The secondary data for the study will be got from text

books, published research reports newspapers, interviews, magazines, journal articles, conference and workshop presentations and internet sites.

3.5.3. Data collection Methods and Instruments

Data was collected through questionnaires. This led to collecting reliable and comprehensive data that led to conclusions and recommendations to the study.

3.5.4. Questionnaires

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

3.6. Data Analysis

The quantitative data generated through the questionnaires was analysed during and after collection manually to generate mean, ratio and percentages according to the categories. These were used to establish the magnitude of the problem under investigation. Additionally, quantitative data was analysed in a form that involved tables, Respondents' opinions in quantitative information will be presented in a descriptive manner in a research report. The data from questionnaires was edited in order to discover the items miss-presented, detect gaps and discard items that never generated adequate information. Responses from questionnaires were also coded to generate required information for reporting. Tools like Microsoft Excel was used in the data analysis process.

3.6.1. Data Quality Control

Here validity, and reliability of the instrument was considered important from this study. The management of tools is detailed below.

3.6.2.1. Validity of Instruments

According to Middleton F, (2019,2020) validity refers to the degree to which a research tool measures what it is intended to measure. In her definitions is well in line with, Omwenga (2015) and

Pallant (2021) who agree that validity is the measure of whether or not the tool collects the data required to the pre-determined research questions relevantly.

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

3.6.2. Reliability of the Instruments

Pallant (2011) defined reliability as the degree to which the research tool or instrument yields consistent result on repeated trials. It is the degree of consistency, precision and trustworthiness of the result collected using the questionnaires the piloting exercise was acted upon as a test-retest after which, there language and the length was modified.

3.7. Data Processing and Analysis.

Marshal and Rossman (2016) defined data analysis as a messy, ambiguous and time consuming but a creative and fascinating process through which a mass of collected data is brought to order, structure and meaning. Data analysis according to them involves; organization, summarization and categorization aimed at finding patterns and themes therein for easy identification and linkages. Several methods were employed in processing the raw data from the field. These included: editing, coding, classification, tabulation and data analysis. These were done after data collection to make meaningful.

3.8. Ethical Consideration

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

3.9. Limitations of the study

Problems likely to be encountered by the researcher include:-

1. Financial constraints, especially for processing data, searching for the data on the internet, buying relevant text, magazines, printing and typing of the research work.

2. Information overload especially from the internet
3. Time may be another short coming as the research report has to be ready within a short period of time and given enormous data that will be analysed this will make it very difficult to work within the time that was allotted.
4. Non response as some of the respondents may not comply with the research questions

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND FINDINGS

4.1.Introduction

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

4.2.Socio Demographic Characteristics of the Respondents

4.1.1. Gender

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

Table 1: Table showing Gender

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

Source: Field Data April (2022)

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

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

4.1.2. Religion

Table 2 showing the Religion

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

Source: Field Data April (2022).

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

Table 3: Table showing the level of education

Levels	Frequency	Percentage
Primary	12	30
Secondary	25	63
University	3	7

Total	40	100
--------------	-----------	------------

Source: Field Data April (2022)

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

4.3. Child Labour Exposure

Labour Expense	Frequency	Percentage
Exposed to Labour	30	75
Not exposed to labour	10	25
Total	40	100

Source: Field Data April (2022)

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

4.4. Forms of Child Labour

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

Table 4: Table 4 Number of pupils' Working

Pupils working for	Pupils		Headteacher	
	F	%	F	%
Pay, profit, family or exchange of other favours				
Yes	26	65	20	100
No	10	25	0	0

No response	4	10	0	0
Total	40	100	20	100

Source: Field Data April, (2022)

From the research results, Slightly above majority of the pupils (65%) work for pay, profit, family or exchange or for any other favour while 25% of the pupils don't work for pay, profit, family or exchange or home use. This implies that children labour is real in Kisoko Sub County among primary school pupils. From the head teachers questionnaires all the headteachers agreed that they were aware of pupils who worked for pay/profit, for their family or did something in exchange for home use.

Table 5: Table 5 Pupil's Responses on the Status of Employment they had

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

Source: Field Data April (2022)

From the research results, pupils (48%) said they were unpaid family workers, 5% of them had their own employment, 37% if they were casual workers and 10% of them were employed.

This result corresponds with those of the headteachers, DEOs and the children officers who noted that majority of the pupils were unpaid family workers, casual workers and a few were in business. This implies that all the respondents had known of pupil who had worked for the family, had their own business and others who were just casual labourers.

Table 6: Table 6 pupils' Responses on Reason for Friends Dropping out of school.

Reasons for dropping out	Frequency	Percentage
Being orphaned	8	20
To care for siblings	2	5
To care for sickly parents	10	25
They got employment	20	50
Total	40	100

Source: Field Data April (2022)

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

4.5.Effects of Child Labour on Academic Performance

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

Table 7: Pupils responses on whether they got Homework.

Got homework	Frequency	Percentage
---------------------	------------------	-------------------

Yes	30	75
No	10	25
Total	40	100

Source: Field Data April (2022)

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

Table 8: Rating by pupils of their performance in class

Performance in class	Frequency	Percentage
Excellent	12	30
Good	20	50
Poor	6	15
Very poor	2	5
Total	40	100

Source: Field Data April (2022)

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

Table 9: Factors to improve academic performance

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

Source: Filed Data April (2022)

All the respondents felt that children should go to school full time, Provide lunch program in school, The government should enforce the law on child labour, About 88% of the respondent suggested that Government should provide for orphans and needy children needs at schools and Parents should carry out their duties without involving children for many hours and 75% of them

felt that all Parents should be informed of the importance of education. The respondents also indicated that the government should economically empower the community, provide intensive civic education! Sensitization, reinforce laws and rights of children, enforce children's Act and Labour laws should be followed to the later. According to Diego (2012) the Employment Act defines the worst forms of child labour as slavery, child prostitution, illicit activities or work likely to injure the health of a juvenile (ages between 16-18) The Act also prohibits children from engaging in night work between 6:30pm and 6:30am and stipulates that children between 13 and 16 years can only engage in light work which is not harmful to their health, development, or education, unless their work is part of a vocational training program.

CHAPTER FIVE:

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

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

5.2. Summary of the study

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

5.3. Summary of Findings

5.3.1. Forms of Child Labour

The study that slightly above half of the pupils (65%) did not work for pay, profit, family or exchange or home use. All the headteachers 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. Study of the activities the pupils were involved in were grazing, building houses, fishing, fetching water, household chores, cutting sugar cane, feeding chicken, fetching fire wood, hawking, washing clothes, weeding, cooking and tilling the land. On the status of employment the children had own employment, casual and unpaid family employment. The result

corresponds with those of the headteachers, DEOs and the children officers who noted the majority of the pupils were casual workers, others were in unpaid family work and a few were in business. The study revealed that the 25% of the pupils involved in non-paying activities. Majority of the pupils (75%) were exposed to labour.

5.3.2. Effects of Child Labour on Academic Performance

The study revealed that majority of the pupils (75%) got homework. The headteachers 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 headteachers who noted that pupils came to school without completing their homework because they had a lot of work at home.

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

5.3.3. Factors to improve academic performance

The study established that all respondents suggested that children should go to school full time, lunch program should be a law in schools, The government should enforce the law on the 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 provide intensive civic education sensitization, reinforce laws and rights of children, enforce children's Act and Labour laws should be followed to ensure improved academic performance of pupils.

5.4. Conclusions of the study

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

The parents let children work to supplement family income hence contributing to the family income this means that parents would pull their children from school to stay 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 if withdrawn 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 and retention in most schools.

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

5.5. Recommendations of the study.

The following are the recommendations for the study.

- i. There is need for the government and other stakeholders to discourage child labour from the family level; since poverty emerged as the most constraining factor on working children. Consequently, policy reforms and poverty reduction strategies remain fundamental upstream concern and must be pursued to tackle inequity and poverty.
- ii. The children should be sensitized the importance of educating and need for them to learn other than getting involved in child labour since this would mean a bright future for the children.
- iii. The school management should encourage both the parents to send their children to school since this eventually would reduce poverty in their homes when their children have received education.
- iv. Parents should be sensitized on the importance of education rather than using them to supplement to family income. Hence this should give parents the courage to face challenges and overcoming them without stopping their children from going to school.

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

5.6. Suggestion for further Research

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

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APPENDIX 1

Questionnaire for headteacher and teachers in Kisoko Sub County, Tororo District

I am a student at Busitema University, pursuing bachelor of Education under graduate student at Busitema University, Nagongera Primary degree.

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

Your cooperation will highly be appreciated.

Thank you.

SECTION A:

A. DEMOGRAPHIC CHARACTERISTICS:

1. What is your gender?

Male Female

2. What is your age?

1-10

11-20

21-30

31-40

41-50

50 and above

3. What is your designation?

Pupil/student School administrator Parent Teacher

4. What is your level of education? (For the teachers and parents,)

Certificate Diploma

Degree Masters

5. Do you see any form of child labour in your community?

Yes No

6. Has the above problem been addressed in your school?

Yes No

7. How have your school addressed the problem above?

Table 10: Forms of child labour practiced in Kisoko Sub-county

A. The following are some of the forms of child labour in Kisoko Sub County A SD D SD NS

Children carry out crop cultivation on farms at home

Looking after the livestock at their homes

Quarrying of rocks

Trading in goods and items like selling vegetables, among others.

Carrying out industrial activities

B. Child labour has affected students/pupils of Kisoko Sub County in the following ways. A SD D SD NS

Low school attendance by many school

Most children perform poorly after engaging in child domestic work

Most of the children under child work in my school after failing repeat classes and even drop out of school

Some of them get accidents as well as health problems as they carryout hazardous activities like spraying crops, digging, etc.

Some of them get accidents as well as health problems as they carryout hazardous activities like spraying crops, digging, etc.

It has led to reduction in life time earnings by children due to low school attainment as well as poor performance at school

It has also limited children's capital formation as they poorly attend schools as well as poor performance at school

C. Ways which can be used to improve performance in Kisoko Sub County in the following ways A SD D SD NS

Through provision universal primary education and universal secondary education to reduce education costs and improve on students' academic performance

Establishing strong law against child labour in my school to overcome the effects of child labour in school

Avoid being absent, pupils should attend class regularly from the first day that the classes begin. Attendance will give first-hand knowledge to the pupils to reduce in the poor academic performance by pupils in Kisoko Sub County, Tororo District

Focus on your academic goals, as far as possible, eliminate negative influence and distractions that may prevent pupils from reaching their goals during their studies in Kisoko Sub County, Tororo District.

Discipline yourself to study every day at least two hours or until you understand your assignment. Study to know and to understand what is being taught in class in upper primary

Thank you for cooperation

END.

APPENDIX 2:

PUPILS QUESTIONNAIRE FOR PRIMARY SCHOOL PUPILS

I am a student at Busitema University, Nagongera campus, Kisoko conducting a study on Child Labour and Academic Performance of Primary Pupils in Kisoko Sub County Tororo District. You are required to fill in vital information according to be question asked. The information you give will be treated with confidence and will help to shed light on children’s work activities in relation to their performance in school.

Your cooperation will highly be appreciated.

Thank you.

Section 1

1. Name
2. Age.....
3. Sex a) Male b) Female
4. Religion/Denomination a) Catholic b) Catholic b) Protestant c) Muslim d) others.
(tick as appropriate)
5. Level of education.....

6. What is your father’s highest level of education? (tick as appropriate)

a) None b) Primary c) Secondary/High school d) University/Higher e) Don’t know
f) N/A.
7. What is your mother’s highest level of education? (tick as appropriate)
a) None b) Primary c) Secondary / High school
d) University / Higher i.e post graduate e) Don’t know f) N/A.
8. What is your father’s present occupational / Employment?

- a) Farmer b) Business c) Employed
- d) Casual labourer d) Unemployed f) Others (specify)

9. What is your mother's present occupation?

- a) Farmer b) Business c) Employed
- d) Casual labourer e) Unemployed f) Others (specify)

10. What is your family's main source of income?

Section II

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

- a) Yes b) No

If yes, which ones?

.....

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

- a) Yes b) No

b) If yes, which ones?

.....

13. Do you fail to attend school to help your parents with work? I) Yes ii) No

If yes what do you do?

.....

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

Are your studies affected by the work you have stated above i) Yes ii) No if yes how

.....

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

b) If yes, how much (per month)

.....

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

.....

c) If yes what are you given as compensation?

.....

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

a) If yes, why

.....

b) If No, why

.....

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

.....

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

a) If NO why

.....

b) What is your opinion about those children who work for payment?

.....

18. 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 III

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) 10 times e) over 10

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

If yes how often

.....

4. What were the reasons for not attending school?

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

d) Others (specify)

5. (a) What position were you in the last end of term examination? ----- out of-----

(b) What about the previous term?

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

i) Most important

ii) Important

iii) less important

iv) Least important

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

.....
.....
.....

Thank you for cooperation

END.

APPENDIX 3**Table 11: Budget**

Items	Qty	Unit cost	Amount
Stationery	Assorted		170,000/=
Pens	4	600/=	24,000/=
Note books	5	1,000/=	5,000/=
Transport			150,000/=
Preparing Proposal			100,000/=
Preparing Questionnaires			100,000/=
Editing data, printing and binding	3	33,500/=	100,000/=
Airtime		15,000/=	15,000/=
Motivation and refreshment			200,000/=
Miscellaneous		20,000/=	23,600/=
Total Cost			766,000/=

APPENDIX 4

Table 12: Time Frame

Activities	Months		
	Feb 2024	March 2024	April 2024
Research topic approval			
Proposal development			
Proposal writing			
Proposal approval			
Data collection, analysis and presentation			
Final report writing and submission			



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**FACULTY OF SCIENCE AND EDUCATION
 DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. ALOO JULIET.....is a student
 of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
 Nagongera Campus. His/her Registration Number is... BULUP/2022/1927.....

The purpose of this letter is to formally request you to allow him/her to access any information in
 your organization which is relevant to his/her research.

His/her research topic is... CHILD LABOUR AND PUPILS' ACADEMIC
PERFORMANCE IN KISOYO SUBCOUNTY.....

Yours Sincerely,

BUSITEMA UNIVERSITY
 DEPARTMENT OF EDUCATION
 FACULTY OF SCIENCE AND EDUCATION
 06 MAY 2024 ★

[Handwritten Signature]

Dr. Kaweesi Mukama
 Ag Head of Department, Education
 NAGONGERA CAMPUS
 P.O BOX 236, TORORO (U)