

**THE PREVALENCE OF CHILD LABOUR ON SUGARCANE PLANTATIONS
AND ITS EFFECTS ON PUPILS ACADEMIC PERFORMANCE
IN PRIMARY SCHOOLS OF KIGANDALO SUB COUNTY
MAYUGE DISTRICT, UGANDA**

**BY
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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION
OF BUSITEMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR OF
EDUCATION PRIMARY DEGREE**

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DECLARATION

I, Habaja Balam declare that the work presented in this research project titled, “The prevalence of child labour on sugarcane plantations and its effects on pupil’, academic performance in primary schools of Kigandalo sub county Mayuge district, Uganda,” has not been presented in any university for any academic award.

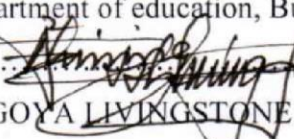
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HABAJA BALAAM

APPROVAL

APPROVAL

This research report has been done under my supervision and is hereby approved for submission to the department of education, Busitema University.

Signature :  Date: 16th / 09 / 2024

MR. MUGOYA LIVINGSTONE
(UNIVERSITY SUPERVISOR)

DEDICATION

To Nanvunano Primary School Staff, my twins-Muhwana Jemimah and Mulongo Keziah and Ms. Babine Catherine as being my inspiration, challenge and encouragement all the way through my bachelor studies.

To Mr. Mugoya Livingstone who has spent his time and effort during this research by teaching, mentoring and practical down to earth guidance about research work; I bless him in the name of Jesus Christ, the Holy Spirit and God the father. Amen.

Lastly, I dedicate it to God himself and his heavenly almighty, because he has seen what I have gone through during this course between myself and my family.

LIST OF ABBREVIATIONS

ECD	-	Early Childhood Development
FAL	-	Functional Adult Literacy
FGDs	-	Focus Group Discussions
ILO	-	International Labour Organization
MoES	-	Ministry of education and sports
MOES	-	Ministry of Education and Sports
MSIL	-	Mayuge Sugar Industries Limited
NALSIP	-	National Adult Literacy Strategic Investment Plan
PPP	-	Public Private Partnership
SCOUL	-	Sugar Corporation of Uganda Limited
UMA	-	Uganda Manufacturers Association
UNESCO	-	United Nations Educational, Scientific and Cultural organization
UPE	-	Universal Primary Education
UPOLET	-	Universal Post-O-Level Education and Training
UPPET	-	Universal Post-Primary Education and Training
USE	-	Universal Secondary Education
USMA	-	Uganda Sugar Manufacturers Association
WEP	-	Women's Empowerment Programme

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I wish to acknowledge my maternal aunt Namubali Peninah, maternal Uncle Guloba Misaki Wafula, of Butaleja former headmaster Mr Kalulu Wycliffe, Head teacher Buyugu primary school Mayuge for their encouragement to go for further studies and their word of welcome from the university every beginning of new term when I was a staff with them.

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ABSTRACT

This study investigated “The prevalence of child labour on sugarcane plantations and its effects on pupil’, academic performance in primary schools of Kigandalo sub county Mayuge district, Uganda.” Sugarcane cutting, a prevalent form of child labor in many rural areas, may have detrimental effects on children's physical, emotional, and cognitive development.

Through a mixed-methods approach combining surveys, interviews, and academic assessments, this research aims to provide insight into the relationship between sugarcane cutting and educational outcomes among children. Additionally, the study sought to identify potential mitigating factors and interventions to alleviate the negative impact of this labor practice on children's academic performance and welfare.

CHAPTER ONE

INTRODUCTION

This chapter constitutes the background of the study, statement of the problem / justification, research objectives, and research questions, significance of the study and conceptual framework with its description or scope of the study.

1.0 Background to the study

In the bid to promote economic growth and human development, government of Uganda introduced the Universal Primary Education (UPE) policy in 1997. UPE started by allowing only four children per family but in 2000, it was opened to every one of school going age or interested adults. The 2008 Education Act extended UPE to Universal Post-Primary Education and Training (UPPET), including Universal Secondary Education (USE). Ministry of Education and Sports (MOES) provides grants to (some) government-aided schools, and pays scholarships to some private schools under a Public Private Partnership (PPP).

In 2012, a number of grants and scholarships were also given at upper secondary level under a further policy of Universal Post-O-Level Education and Training (UPOLET). MOES also encourages, but does not fund, Early Childhood Development (ECD). The sector has a good sector policy framework for equity and inclusion covering location, disadvantaged groups, special needs and gender equity.

The introduction of UPE accompanied by government commitment, including political leadership resulted into a surge in primary school enrolment from 3.1 million in 1996 to 7.6 million in 2003. Recent statistics from the 2014 census show that approximately 8 million pupils were enrolled in primary school in 2014.

This marked a significant increase in enrolment since the previous census of 2002, where approximately 6.2 million pupils were enrolled in primary education (UBOS, 2017). However, much as primary school enrolment has been a success, the concern now is with regard to the internal efficiency of primary education such as the ability to retain pupils until they graduate from primary school. The incidence of pupils dropping out of school is particularly high in primary six (34.9%) and primary five (22.1%) (NSDS, 2016). This was also viewed by United

Nations Education Scientific and Cultural Organization (UNESCO, 2012). Stumbling blocks to universal primary education in there press conference.

In contrast, Uganda in recent times has witnessed the central government encouraging farmers to invest in commercial agricultural enterprises as one of the efforts for poverty alleviation and wealth creation. In areas close to sugarcane-processing industries in Uganda (e.g., Kinyara Sugar Works Ltd., Masindi, Mayuge Sugar Industry Ltd (MSIL), Mayuge, Kaliro Sugar Ltd, Kaliro, and Kakira Sugar Ltd, Jinja, sugarcane cultivation has been highly preferred relative to other more traditional crops (e.g., coffee, cotton) as well as plantation forests, as it is perceived to be more profitable and economically valuable.

In this, sugarcane growing has done more harm than good to the education sector especially in Busoga region. According to five-year district development plan 2015/16 – 2019/20, many children have got engaged in different activities like sugarcane cutting, loading, among others. They do all this for survival since they are paid instantly hence forgetting the value of education since they are earning some good money. This has led to the highest level of poor performance in school going children at all levels in the region.

Uganda Bureau of Statistics 2020 figures show that Busoga has 1.2 million poor persons of which 0.4 million are living in food poverty. Food poverty, often referred to as household food insecurity, can be triggered by a crisis in finance or personal circumstances. It encompasses both the affordability of food and its availability within local communities.

Although sugar cane growing has led to poor performance rate to increase in Uganda, there are other factors social, political and economic factors which lead to poor performance. But for this study, the analysis will be more on the effect of sugarcane cutting to the performance of children in schools a case study of Kigandalo sub-county Mayuge district

1.1 Justifications of the study

The study deemed important for a number of reasons. In a developing country like Uganda that is overburdened with educational expenditure, incidences of poor performance cannot be seen in any other light but as a serious wastage of scarce resources, which could be better invested in other endeavors of national development. The deep-rooted causes of this educational problem should be understood in their proper societal context if realistic and viable solutions are to be suggested.

By noting the trends of pupils and poor performance especially in Kigandalo Sub County, we can make a closer and more analytical look at the problem putting more emphasis on sugar cane growing.

1.2 Statement of the problem

The introduction and adoption of sugar cane growing especially on commercial basis in most parts of the country has had great pros and cons especially onto the societies around or fully engaged in the activity since 1919 with the establishment of Kakira sugar limited in Jinja district. Despite of the commercial benefits attributed to sugar cane growing the activity is also greatly associated to negative benefits such as poor performance which has continuously and still ruins the academic future of most children defined as both pupils and students as they happen to be so ambitious.

Uganda has the highest level of school dropout in east Africa according to the 2010 report by the United Nations Educational, Scientific and Cultural organization (UNESCO) as compared to Kenya, Tanzania and Rwanda. Staggering 71% dropout (New vision 10th Nov 2012).

Therefore it is necessary that state, Non state organization in form of Non-Governmental Organizations (NGOs) and other concerned persons should come up with measures aimed at reducing on the negative impacts of sugar cane growing in line with education attainment with any population.

1.3 Statement of hypothesis

There is a significance of sugarcane cutting as an effect on the performance of pupils in Kigandalo Sub County, Mayuge district.

1.4 Purpose of study and Research questions

The purpose of this study is to investigate the prevalence of child labour on sugarcane plantations and its effects on pupil's academic performance in primary schools of Kigandalo sub county Mayuge district

By understanding the effects of this prevalent form of child labor, the study aims to inform interventions and policies to mitigate its negative consequences and promote children's right to education and holistic development.

1.5 Research Questions:

1. What are the forms of child labor practiced on sugar cane plantations in Kigandalo Sub County?
2. What is the state of academic performance in Kigandalo Sub County?
3. What is the relationship child labor has on the academic performance Kigandalo Sub County?

1.6 Objectives of the study

This includes main objective and specific objectives.

1.6.1 Main objective

To assess the impact of sugarcane cutting on the academic performance and overall well-being of school children in Kigandalo Sub-County, Mayuge District.

1.6.2 Specific objectives

1. Find out the forms of child labor practiced on sugar cane plantations
2. To find out the state of academic performance in Kigandalo sub County.
3. To investigate the relationship child labor has on the academic performance.

1.6.3 The significance of the study

The findings of the study will be useful for sensitizing pupils to prioritize on improving academic performance over sugarcane related child labor.

It's intended to help stake holders in decision making on how to improve academic performance among the sugar cane growing population.

This study will lead and propel me for the award of a bachelor in education primary of Busitema University.

1.7 Conceptual framework

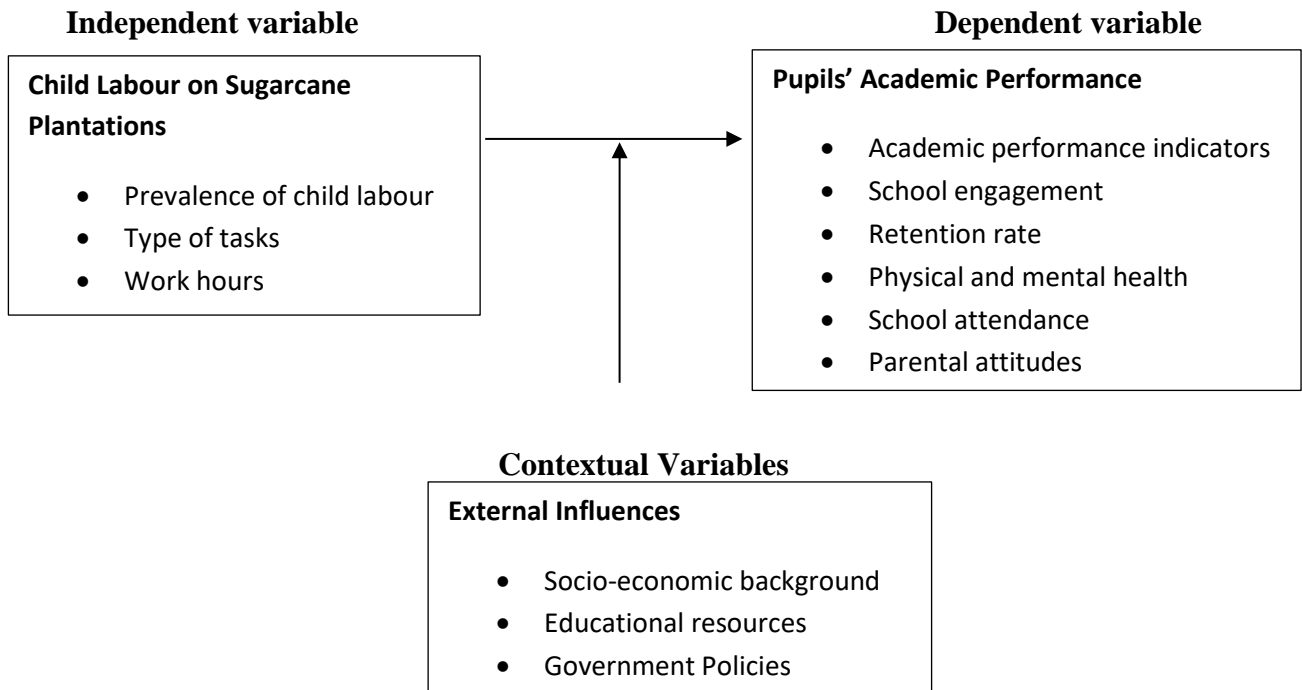


Figure 1: produced by the researcher

1.8 The scope of the research study

The research study will be specifically to find out the prevalence of child labour on sugarcane plantations and its effects on pupils academic performance in primary schools of Kigandalo sub county Mayuge district

1.8.1 Geographical scope

Kigandalo Sub County is located in Mayuge district in Busoga region in the eastern part of Uganda. The inhabitants of Kigandalo Sub County are of a mixed tribes. There are the Jopadhola, Samia, Bagisu, Bagwere, Iteso, Basoga and mostly Banyole and even if these people are mixed and intermarried, the language of communication is Lusoga. Apart from subsistence farming, the main occupation is sugarcane farming as plantation agriculture. Some schools in this Sub County are Nanvunano, Maleka, Isenda, Bweza, Nakazigo, Buyaga parents, Bugulu, Kigandalo, Nakiddubuli, Peterson, Baligasima, His care, as primary schools. I will sample these schools in this area because it is within the location of sugarcane growing and next is because some of the children I teach are in it.

1.8.2 Content scope

The study will be to find out the effect of sugarcane cutting as an effect to the performance of children in Kigandalo Sub County, Mayuge district.

1.8.3 Time scope

The study will be carried out for three months. Starting in March, 2024 to May, 2024

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the reviews of literature which led to draw significant conclusion and serve as a guide for the study.

2.1 Education in Uganda

Uganda is one of East Africa's developing countries, bordered by Tanzania, Rwanda, the Democratic Republic of the Congo, South Sudan, and Kenya. It occupies 236,040 square kilometres (91,140 sq. mi) and has 26,404,543 people.

According to Criminal Investigations Agency (CIA) World Fact Book 2004, more than 80 percent of its population is rural and 35% of the people lives below poverty line. The United Nations characterized the current condition of Uganda with its unstable government and struggling people as "the world's worst humanitarian crisis."

In 1997 the Ugandan government introduced the Universal Primary Education (UPE) program to improve enrolment and attainment in primary schools. It was initially realized to provide free education for four children per family, but the program was not performing based in its regulations due to the complex structure of Ugandan families.

Most Ugandan families have more than four children and households started sending every child, which resulted in a rapid increase in student enrolment in primary schools. Due to the circumstances, President Museveni announced that the UPE was open to all children of all families (Omona 74).

According to the Ministry of Education and Sports (MoES) statistics, though the UPE has for time and again registered several setbacks, the government of Uganda introduced USE for secondary students with research showing that girls' secondary public education enrolment rates increased approximately 49%.

This policy is most beneficial to girls of poor households who otherwise would not have had the opportunity to attend due to fees and the general belief that boys' secondary education yields more benefits than girls.

The government has attempted various policies targeted at adult education, with inconsistent results. These include: the Functional Adult Literacy (FAL) Programme, Women's

Empowerment Programme (WEP), and the National Adult Literacy Strategic Investment Plan (NALSIP).

Some results prove that these programmes have bettered the living conditions of women, as they have increased influence in decision making, greater economic accumulation, better self-esteem, and knowledge of their rights in society.

In summary, the system of education in Uganda has a structure of 7 years of primary education, 6 years of secondary education (divided into 4 years of lower secondary and 2 years of upper secondary school), and 3 to 5 years of post-secondary education and Sports Sector Fact Sheet 2000 – 2012 according to (<http://www.education.go.ug/files/downloads/Fact%20Sheet%202012%20final.pdf>).

The government of Uganda recognizes education as a basic human right and continues to strive to provide free primary education to all children in the country.

However, issues with funding, teacher training, rural populations, and inadequate facilities continue to hinder the progress of educational development in Uganda.

Girls in Uganda are disproportionately discriminated against in terms of education; they face harsher barriers when trying to gain an education and it has left the female population disenfranchised, despite government efforts to close the gap

The effect of sugarcane growing on the performance of children.

Despite the fact that many people have generated a lot of wealth from sugarcane growing, there has been a habit of negligence in labour as children are used yet they have to be at school. Child labour is one of the greatest hindrances to children's participation in education (Admassie, A. 2003).

The world over, agriculture is the sector where the largest share of working children are to be found. Over 132 million girls and boys aged between 5 and 14 years work in crop and livestock production (World Economic Survey, 2006).

Child labour is defined by ILO (1973) convention number 138 on minimum wage, and the ILO (1999) convention Number 182 on worst forms of child labour, as work that harms children's well-being and hinders their education, development and future livelihoods.

Working children often lack access to schools or skill training, effectively preventing them from gaining education that could help them get out of poverty in the future (Kiriikua, 2010).

According to International Labour Organization Child labour in the primary production of sugarcane May 2017 they put forward the following points that: Sugarcane is grown in several places in the world including Brazil, Colombia, South Africa and Uganda.

It is grown and marketed as any other cash crop in Uganda and its grown mainly in the eastern part of Uganda as Kakira being the main producer of sugar in the country followed by Mehta in Mukono (SCOUL), and Mayuge sugar works in Mayuge district. Mayuge Sugar Industries Limited (MSIL) is located on the Musita–Mayuge–Lumino–Majanji–Busia Road, in Mayuge District in the Eastern Region of Uganda, about 9 kilometres (6 mi) northwest of the town of Mayuge, the location of the district headquarters.

This is about 20 kilometres (12 mi) south of Iganga, the nearest large town. The main factory of the company is located approximately 28 kilometres (17 mi), by road, east of Jinja, the largest city in the sub-region. The coordinates of the company headquarters and factory are 0°30'21.0"N, 33°24'55.0"E (Latitude: 0.505824; Longitude: 33.415278).

The company is a medium-sized sugar manufacturer, established in 2005, with production capacity of 60,000 metric tonnes annually. The sugar factory also owns and operates Mayuge Thermal Power Station, a 1.6 megawatt co-generation electric facility, with expandable capacity to 22 MW. The company is a member of Uganda Manufacturers Association (UMA), an industry group.

In this region, it is the children who are mostly used to provide cheap labour, thus affecting the quality of their education. Manual harvesting: the most common task performed by fewer than 18s is the non-mechanical harvesting of sugarcane.

There is evidence of this practice in a number of countries, including Bolivia, Mexico, Paraguay, India, Kenya, the Philippines and Cambodia.

A survey in Mexico found that 80 per cent of fewer than 18s in the sector cut cane. A survey conducted by Save the Children in Maharashtra found that 60 per cent of children working in sugarcane cultivation were cane-cutters.

Their work involves cutting thick stalks of cane with a sharp instrument (a cane knife or machete) and carrying them in heavy bundles to be transported to the mill. Around half of the children surveyed in the Save the Children study reported carrying heavy loads, sometimes up to 25kg.

The physical demands of this type of work mean that it is most often performed by adolescents, while younger children may be responsible for piling up the canes into bundles. Younger children reportedly assist by cleaning the cane and binding the pieces together.

International Labour Organization on Child labour in the primary production of sugarcane May 2017 also put it forward that Activities: children take part in land and soil preparation, planting and weeding, crop protection, manual harvesting and ancillary work (e.g. household chores).

The type of work performed depends on the child's age and gender – older boys tend to be cane cutters while girls are more likely to perform ancillary work, and on:

Wages and hours: In many countries, seasonal or agency fieldworkers are paid on a piecework basis, i.e. per tonne of cane that they cut, which encourages long working hours and no breaks, only to harvest enough to receive the low, basic wage, then on;

Health and safety:

Workplace health and safety is one of the most recognized issues in sugarcane production. In many countries and regions, workers continue to harvest sugarcane manually; they often work for long hours in intense heat and are prone to machete-related injuries ranging from minor cuts to severed limbs, as well as health defects, snake bites, caustic soda burns and respiratory problems from burning cane.

Sugarcane cutting, a prevalent form of child labor in many agricultural communities, poses significant challenges to the education and well-being of children.

This literature review synthesizes existing research on the impact of sugarcane cutting on school children, focusing on academic performance, socio-economic factors, and the physical and psychological effects of this labor practice.

Prevalence of Sugarcane Cutting:

Studies indicate that sugarcane cutting is widespread in rural areas, particularly in regions where sugarcane cultivation is a dominant agricultural activity. In sub-Saharan Africa, including Uganda, sugarcane production often relies on family labor, leading to the involvement of children, sometimes as young as six years old, in harvesting activities (Browne et al., 2017). The prevalence of child labor in sugarcane cutting varies across regions but remains a pressing concern for child welfare and education.

Impact on Academic Performance:

Research consistently demonstrates a negative association between engagement in sugarcane cutting and academic performance among children. A study conducted in India found that children engaged in sugarcane cutting exhibited lower levels of school attendance and academic achievement compared to their non-engaged peers (Dehejia & Lleras-Muney, 2004). Similarly, research in Latin America highlighted the detrimental effects of sugarcane cutting on children's cognitive development and educational outcomes (Doepke & Zilibotti, 2005).

Socio-Economic Factors: Several socio-economic factors contribute to children's involvement in sugarcane cutting. Poverty, limited access to education, and reliance on agricultural livelihoods are key drivers of child labor in sugarcane-producing regions (Ray, 2000). Additionally, factors such as parental education level, household size, and land ownership influence the likelihood of children engaging in sugarcane cutting (Bhalotra & Heady, 2003). Addressing these structural determinants is crucial for tackling the root causes of child labor in sugarcane cultivation.

Physical and Psychological Effects: Engagement in sugarcane cutting exposes children to various physical and psychological risks. Long hours of labor under harsh environmental conditions, including exposure to heat and sharp tools, increase the likelihood of injuries and accidents among child laborers (Humphries & van der Meulen Rodgers, 2006).

Moreover, the repetitive nature of sugarcane cutting can lead to musculoskeletal disorders and chronic health issues in children (Diana et al., 2019). Psychologically, children involved in sugarcane cutting may experience stress, anxiety, and low self-esteem due to the strenuous nature of the work and its impact on their education and social development (Andrijasevic, 2010).

Interventions and Policy Recommendations: Effective interventions to address child labor in sugarcane cutting require a multi-dimensional approach encompassing education, social protection, and economic development strategies. Community-based initiatives focusing on improving access to education, vocational training, and alternative livelihood opportunities have shown promise in reducing child labor prevalence in sugarcane-producing regions (Dammert & de Hoop, 2012). Additionally, policy measures such as stricter enforcement of child labor laws, provision of social assistance to vulnerable families, and promotion of sustainable agricultural practices can contribute to mitigating the adverse effects of sugarcane cutting on children's well-being and education.

In conclusion, sugarcane cutting represents a significant impediment to the education and welfare of children in agricultural communities. Addressing the root causes of child labor and implementing targeted interventions are essential steps toward safeguarding children's rights and promoting their holistic development in sugarcane-producing regions like Kigandalo Sub-County, Mayuge District, Uganda.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter explains the methods and materials that were used to carry out this study. Therefore it focused on elaborating the research design, location of the study, target population and sample size, research instruments, data collection techniques, data analysis and finally the logistics and ethical considerations in the study. Study area Kigandalo Sub County is found in Mayuge District in the Busoga Sub-Region of Eastern Uganda.

3.1 Research Design

Research design is used to structure the research; to show how all of the major part of the research project, the samples or group work together in addressing research question (Kothari, 2004). Due to the nature of the proposed study, the researcher used descriptive design. Descriptive was used to help researcher to establish the investigation of relationship between sugarcane activities and child labor. Descriptive research is according to Saunders et al. (2007) the research for which the purpose is to produce an accurate representation of persons, events or situation.

3.2 Location of the study.

The study focuses on Kigandalo Sub County, located within Mayuge District in the eastern region of Uganda. Kigandalo Sub County is characterized by its significant presence of sugarcane plantations, which are often associated with child labor practices.

The sub-county consists of several parishes, including Kigandalo, Isenda, Matovu, Kyoga, Kigulu, Maleka and Bugondo. Sub County has over 20 schools currently with 1Nursery Schools, 13 government aided Primary Schools, and 2 Secondary Schools.

Mayuge District is bordered by Iganga District to the north, Bugiri District to the northeast, Namayingo District to the east, the Republic of Tanzania to the south, and Jinja District to the west. The coordinates of the district are: 00 20N, 33 30E. Elevation: 1,350 m (4,430 ft.). The researcher selected five parishes and in each parish one school.

3.3 Target population and sample size

According to Ahmad N., Astifar F. A & Razak N.A.A., (2023), a target population refers to all members of a real or hypothetical set of people to which one wishes to generalize the results of the research. The population of this study will comprise of:

Head teachers.

The researcher included head teachers in this study reason being that they keep records of pupils on pupils' attendance of school. They are expected to be following up children's regular attendance in their respective schools.

Teachers

Teachers teach the pupils and they should be knowing how child labour affect the performance of pupils especially in upper primary section among boys and girls. They were therefore expected to give relevant information on how child labour affects the attendance of the boys and girls in the upper primary classes.

Pupils in primary seven class

These are directly affected by the menstruation, its management and effects on their attendance of school. They are therefore expected to give relevant and first-hand information informed they are, their experiences and ways of managing menstruation while continuing to attend school regularly.

3.4 Research instruments

Research instruments in a survey are the tools or mechanisms used to collect data. These instruments help gather specific types of information from respondents.

According to Creswell, J.W. 2017 (5th edition) (Author of *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*): "Instruments in quantitative research are critical to ensuring validity, reliability, and the overall strength of the collected data."

Questionnaire: A set of written questions with options for the respondent to choose from or write responses depending on Likert Scale: A type of closed-ended question that asks respondents to rate their level of agreement on a symmetric scale (e.g., strongly disagree to strongly agree).

Example: "I am satisfied with the product: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)." And Open-ended questions that Allow respondents to express answers in their own words.

Data collection techniques

Data collection techniques in surveys are methods used to gather information from respondents. According to Don A. Dillman 2014 (Author of *Mail and Internet Surveys: The Tailored Design Method*): "The method of data collection is not simply a technical decision; it influences the

accuracy, cost, and timeliness of the survey." In this survey, Questionnaires was used. A structured set of questions given to respondents to fill out independently.

3.5 Sampling and sampling techniques

3.5.1 Sample

According to Walters, W. H. (2021), a sample is a group of elements (people or objects) selected to take part in a study. These people are referred to as subjects or respondents in the specific study. This refers to the portion of all people selected to participate in the study (Taherdoost, 2020).

The study was based on a sample size of 82 respondents as was arrived at by following Krejcie, R.V. & Morgan, D. W. (1970)'s table of sample size determination at a 90% and 5% confidence level and margin of error respectively as shown in the table below.

Table 3.1. Sample of respondents per school

Category of the population	Population of study	Sample size	Completed the questionnaire	Sampling technique
Head teachers	05	05	04	Purposive
Teachers	20	15	13	Convenience
Boys	40	40	38	Simple random
Girls	30	24	24	Simple random
Total	95	84	79	

Source: Krejcie, R.V. & Morgan, D. W. (1970).

Table 3.1: Population of respondents

S/no.	Name of schools	No. of head teachers	No. of teachers	No. of pupils	Total
1	Nanvunano	1	3	9	13
2	Buyaga	1	3	12	16
3	Bweza	1	3	16	20
4	Kigandalo	1	3	19	23
5	Maleka	1	3	8	12
	Total	5	15	64	84

The target population for my study was children attending primary seven class in Kigandalo Sub County, Mayuge District, Uganda, as well as teachers and head teachers of primary seven class. The sample size of the study was five (5) schools, fifteen (15) teachers and sixty four (64) pupils. And these made up a total of eighty two 84 respondents.

3.5.2 Sampling Techniques

The following sampling techniques were used in selection of respondents;

a) Purposive sampling technique

This was used to select head teachers and the students. Head teachers were the heads of the sample schools while students were selected basing on their sex. 40 were boys while 24 were girls. This was intended to cater for boys who were more than girls in primary seven classes.

b) Convenience sampling

The researcher used convenience sampling techniques to select teachers. The researcher obtained a list of all the teachers in each of the 5 schools and then conveniently selected the samples. The reason for using convenience sampling technique was to easily get information within the short time available from those included in the sample and hence to participate in the study.

3.5.3 Sampling Procedure

Turner, D. P. (2020), takes a sampling procedure as a process of selecting a portion of the entire population to represent the others in the study. This is augmented by Hubbard (2017) who said that it's practically impossible to include every human being in the target population and thus it is necessary then to take use of an accessible population as a subset of the target population or group. The target population is "who" the researcher wants to study and accessible population is who the researcher can "actually" study (study population).

Still Hubbard (2017) was of the view that resource restrictions such as budget constraints, Geographical location and time contribute to the need for limited research population so as to increase reliability. Hence following the above view, research had to be conducted in five out of the seven accessible parishes and one school in each parish of Kigandalo Sub County.

The researcher used probability sampling techniques such as the; simple random sampling technique so as to give everyone in the target population equal chance to participate in the study and also helped to avoid biasness in determining the study population. Simple random sampling

was applied to select the 82 respondents from all the five UPE selected schools in Kigandalo sub county in Mayuge district and these included: Nanvunano P/S (School A) from Isenda parish, Buyaga P/S (School B) from Kigulu parish, Kigandalo P/S (School C) from Kigandalo parish, Bweza P/S (School D) from Kyoga parish and Maleka P/S (School D) from Maleka parish. These schools were selected also factoring in the nature of the foundation bodies as they were; Roman Catholic (the first), Anglican (third two) and Moslem founded schools respectively.

Simple Random sampling was used, specifically to identify the individuals who, finally participated in the study from the population category. This was done guided by the calculated sample size from each category of the population. Here therefore, each person from the Population category was given equal chance of being chosen to be among the sample size. The simple random sampling was carried out using the lottery method and random numbers.

A research method, according to Firdaus, Zulfadilla, Caniago F. (2021), is a systemic way that one uses in the collection of data necessary in the process of identifying and explaining the phenomena being investigated. So, in this study, the researcher opted for a descriptive research method because it gives a description of the state of affairs as it exists at present and with this method, the researcher has no control over the variables but can only report what has happened or what is happening.

3.5.4 Instruments Of Data Collection

The following instruments were used in data collection

1. Questionnaire

These were administered to the pupils, teachers, and head teachers. They were made up of both open and closed ended items which were filled by the respondents themselves. The reason for using questionnaire is that they would give respondents enough time to fill given the busy schedule of their official duties.

2. Interview guide

This was administered to all respondents orally alongside questionnaires. The reason for using interview guide is that it allowed to collect enough qualitative and quantitative data from the respondents who would find it difficult to sit and complete the questionnaires.

3. Response rate

After collecting back all the questionnaires, some respondents had not completed and some had completely not answered anything therein. These were discarded and the rest considered to compute the questionnaire response rate. Of the sampled 5 head teachers 4 head teachers representing 80% ($4/5 \times 100$), 15 teachers, 13 of them representing 86.6% ($13/15 \times 100$) as well as 70 of the sampled 64 ($38+24=62$) pupils representing 88.5% ($62/70 \times 100$) were able to complete the questionnaire. This means response rate of 86.3% ($82/95 \times 100$) which was sufficient for meaningful data analysis to take place.

3.6 Data quality control

3.6.1. Validity

According to Rozali, M. Z, Puteh S., Yunus, F.A.N, Hamdan, H. Latif ,H. F. M (2022), validity refers to the accuracy of the instrument in collecting what it is intended to collect. In order to ascertain the validity of the instruments, the researcher first presented the instruments to the supervisor for verification.

Secondly, the researcher then first pilot – studied the instruments by administering them to other head teachers, teachers and pupils in non-participating schools before they are administered to the real samples. The findings from the pilot study were used to ascertain the validity of the instruments.

3.6.2 Reliability

Rozali1 M. Z et al (2022), takes reliability of the instrument to be the ability of the instrument to collect similar response when administered to the same respondents more than once. The researcher measured the reliability of the instruments using test-retest method whereby one instrument was administered more than once to the same category of respondents. The consistence of the findings from the two intervals were then used to determine the reliability of the instruments.

3.6.3 Data analysis

Data analysis in surveys involves processing and interpreting the data collected to draw meaningful conclusions. According to Earl Babbie (2016) (Author of *The Practice of Social Research*): "Data analysis is the process of making sense of the raw numbers to uncover patterns, relationships, and insights." The data was analyzed both qualitatively and quantitatively. Quantitatively. The data was first edited for completeness, proofread and coded to eliminate all

the errors and omissions. The data was then be computed to frequencies and then converted to percentages. Qualitative data analysis was involved in making a detailed and in-depth discussion of the findings.

3.6.4 Ethical consideration

The researcher first of all ensured confidentiality of the respondents in the data collection process. Their names and other personal information were not recorded anywhere on the interview guide or on the questionnaire form. Privacy of the respondents had to be protected. The researcher also first sought prior consent whereby respondents were first informed about the benefits and probable risks involved in their participation in this study.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter the results of the study are presented and discussed. The purpose of this study was to investigate the effect of sugarcane cutting on the academic performance and overall well-being of school children in Kigandalo Sub-County, Mayuge District.

The data were analysed around key objectives of the study, thus to; Find out the forms of child labor practiced on sugar cane plantations, to find out the state of academic performance in Kigandalo sub County, and to investigate the relationship child labor has on the academic performance.

4.1 Demographic Characteristics

4.1.1 Gender of respondents

Table 1: Gender of respondents

Table 1 below was drawn to show the gender of all the P.7 pupils, head teachers and their teachers that were sampled.

Category	Frequency	Percentage (%)
Male	50	59.52
Female	34	40.48
Total	84	100.00

Source: Primary data (2024)

From Table 1 above, it is clearly shown that majority of the respondents in the study were male 50 (59.52%) while their female counterparts were 34 (40.48%). Data presented in the table still indicates only 84 respondents provided in the tabulated data, showing that some of the questionnaires (5) were not received back from the respondents.

It should be noted the Primary seven boys formed the bulk of the respondents because they were presumed to provide better information about sugarcane activities in Primary schools than the girls. The (8) male respondents were the teachers of Primary seven who were chosen to provide insight into child labour on sugarcane plantations and its effects on pupils academic performance in primary schools of Kigandalo sub county.

Age of respondents

Table 2: Age of respondents

Age in years	Frequency	Percentage (%)
10 -15	60	71.42
16 – 20	8	9.52
21 – 25	0	0.00
26 – 30	0	0.00
31 – 35	2	2.4
36 – 40	5	5.95
41 – 45	5	5.95
46 – 50	2	2.38
51 – 55	1	1.19
56 – 60	1	1.19
TOTAL	84	100.00

Source: Primary data (2024)

The findings in Table 2 indicate that majority of the respondents were in the age group of 10- 15 who were 60(71.42%), followed by 16-20 who were 8 (9.52%), 31 – 40 and 41-45 had 5,5 (5.95%) 31 – 35, 46 -50 had (2.38%) respectively, 51 -55(1.19%) and 56 -60 (1.19%) and 21 -25, 26-30 with 0.00 %.

The bulk of the respondents were in the age range of 10-15 indicating that P.7 pupils were the majority of the respondents and they fall in that age range. This age bracket was followed by those aged 16 – 20 who were some P.7 boys that for some reasons delayed to complete the Primary school cycle.

Teachers aged 36 - 40 and 41- 45 were ranked next amongst the respondents respectively. These were basically the certificate holding teachers of the Upper primary section and specifically the P.7 class. Notably, the age brackets of 51 -55 and 56 – 60 were the least prevalent of all the respondents. Commonly, these are supposed to be teachers who are about to retire. 21 – 25, 26 – 30 were not represented because they were not found in selected schools.

3. Marital status of respondents

Table 3 shows the marital status of the respondents

Category	Frequency	Percentage (%)
Widowed	0.00	0.00
Married	20	23.80
Single	64	76.20
Total	84	100.00

Source: Primary data (2024)

From above it is seen that majority of the respondents in the study were single 76.20% followed by the married ones with 23.80% and nothing from widowed.

The singles were the majority because it also represents the percentage of the P.7 pupils who are single and the given married percentage is for the heads, teachers.

Education level of the respondents

Table 4 shows the level of education of the respondents

Category	Frequency	Percentage (%)
Primary	64	76.19
Secondary	15	17.86
Tertiary	5	5.95
Others	00	0.00
Total	84	100.00

Source: Primary data (2024)

In table 4, it is seen that majority of the respondents had a primary level of education (76.19%), followed by the secondary level (17.86%) as well as those with tertiary level (5.95%) and none with other forms of education level.

Qualification of respondents

Table 5 shows the qualifications of the respondents.

Category	Frequency	Percentage (%)
Master's degree	0.00	0.00
Bachelor's degree	5	5.95
Diploma	1	1.19
Certificate	14	16.66
None	64	76.2
Total	84	100.0

Source: Primary data (2024)

Majority of the respondents shown in table 5 above are not qualified at all (76.2%). These were followed by the certificate holders (16.66%), followed by bachelors holders at (5.95%), diploma holders were (1.19%) and none master's degree holders.

Findings show that the majority of the respondents were not employed at all and these were the P.7 pupils who were still attending the Primary school. These were followed by the certificate, bachelors and diploma holders respectively.

Type of employment of respondents

Table 6 shows the type of employment of the respondents

Category	Frequency	Percentage (%)
Permanent	19	22.6
Temporary	1	1.2
None	64	76.2
Total	84	100.00

Source: Primary data (2024)

Findings in Table 6 show that majority of the respondents were not employed at all (76.2%) Followed by (23.80%) in permanent and (1.2) in temporary employment. These findings show that majority of the respondents were the pupils in Primary seven who were not yet employed followed by the teachers on the government payroll as well as those teachers who are not yet on government payroll.

Objective 1: To find out the Forms of Child Labor practiced on sugarcane plantation in Kigandalo sub county Mayuge district.

The first objective of the study was to find out the Forms of Child Labor practiced on sugarcane plantation in Kigandalo sub county Mayuge district, Uganda and to achieve this, a questionnaire with five items was issued. Following a Likert scale; where 1= strongly disagree (SD), 4= Disagree (D), 3= unsure (U), 2= agree (A) and 1= strongly agree (SA), the responses were as tabulated below: -

Objective 1: To find out the Forms of Child Labor practiced on sugarcane plantation in Kigandalo sub county Mayuge district.

Table 7 shows out the Forms of Child Labor practiced on sugarcane plantation

Forms of Child Labor practiced on sugarcane plantation	1	2	3	4	5	TL
1. I have ever worked on a sugarcane plantation	10 (11.9%)	1 (1.2%)	3 (3.6%)	30 (35.7%)	40 (47.6%)	84 (100.00%)
2. I have cut sugarcanes in sugarcane plantations	1 (1.2%)	20 (23.8%)	20 (23.8%)	3 (3.6%)	40 (47.6%)	84 (100.00%)
3. I have been loading and unloading sugarcane.	4 (4.8%)	5 (5.9%)	5 (5.9%)	20 (23.9%)	50 (59.5%)	84 (100.00%)
4. I have been carrying heavy loads of sugarcanes.	20 (23.9%)	5 (5.9%)	5 (5.9%)	4 (4.8%)	50 (59.5%)	84 (100.00%)
5. I have been applying fertilizers/pesticides in sugarcane plantations	10 (11.9%)	30 (35.7%)	1 (1.2%)	3 (3.6%)	40 (47.6%)	84 (100.00%)

Source: Primary data, 2024

Findings from Table 7 shows that five items were investigated on.

In the first item, the researcher needed to know those who have ever worked on sugarcane plantation. To this, 11.9% strongly disagreed, 1.2% disagreed, 3.6% were unsure, 35.7% agreed and 47.6 strongly agreed to have worked in plantations.

For the second item was about cutting sugarcanes. 1.2% strongly disagreed, 23.8% disagreed, 23.8 were unsure, 3.6 agreed and 47.6 strongly agreed to have cut sugarcanes. This finding is in tandem with the qualitative finding from the interview guide in which one of the head teachers stated;

“She had observed or heard of students being involved in labor on sugarcane plantations. However, cutting sugarcanes has no particular day”

(Head teacher – Nanvunano)

So, from the above comment it is very likely that some students are escaping from school to go home and join in cutting sugarcanes.

With regard to the third item of, I have been carrying heavy loads of sugarcanes. 4.8% strongly disagreed, 5.9 disagreed together with those of unsure, 23.9 agreed and 59.5 strongly agreed with loading and unloading of sugarcanes.

When asked in the fourth item to comment on I have been carrying heavy loads of sugarcanes. 23.9 strongly disagreed, disagreed and unsure tied together at 5.9%, 4.8 agreed and 59.5 strongly agreed with carrying heavy loads of sugarcanes.

Merging the above findings with the comment from another head teacher below confirms another observation;

“Commonly, whenever our students miss school, you find them felling sugarcanes from the garden to the road. In some cases, some of these. Children are unfit to carry these tied sugarcane bundles which affects their health and academic performance”

(Head teacher – Kigandalo)

The head teacher of school C was, in his comments, confirming the finding that some students miss school especially during periods of harvesting sugarcanes.

Lastly, with the item of I have been applying fertilizers/pesticides in sugarcane plantations. 11.9% strongly disagreed, 35.7% disagreed, 1.2% was unsure, 3.6% agreed and 47.6 strongly agreed with it.

Objective 2. To find out the state of Academic Performance in Kigandalo Sub County

The second objective of the study was to find out the state of Academic Performance. To meaningfully investigate this, five aspects were included in the questionnaires to which different categories of the population responded using the Likert scale explained earlier.

Table 8 shows the state of Academic Performance

The state of Academic Performance	1	2	3	4	5	TL
1. My school has a large enrolment	30 (35.7%)	3 (3.6%)	1 (1.2%)	10 (11.9%)	40 (47.6%)	84 (100.00%)
2. My school has a good daily pupil attendance	50 (59.5%)	3 (3.6%)	1 (1.2)	10 (11.9%)	20 (23.8%)	84 (100.00%)
3. Pupils escape from school to work in sugarcane plantations	10 (11.9%)	5 (5.9%)	4 (4.8%)	5 (5.9%)	60 (71.5%)	84 (100.00%)
4. Pupils do home work	60 (71.4%)	2 (2.4%)	2 (2.4%)	10 (11.9%)	10 (11.9%)	84 (100.00%)
5. Pupils complete primary school	55 (65.5%)	3 (3.6%)	1 (1.2%)	5 (5.9%)	20 (23.8%)	84 (100.00%)

Source: Primary data, 2024

As seen from table eight, the respondents gave varying opinions per investigated aspect.

On aspect one the state of Academic Performance 35.7% strongly disagreed, 3.6% disagreed, 1.2% were unsure, 11.9% agreed and 47.6 strongly agreed with schools having large enrolment.

And this is not a stand-alone finding as it corroborates well with the qualitative result from the interview with one of the head teachers as stated below;

“There are very many pupils in schools especially UPE schools due to government policy on free education”

(Head teacher – Maleka)

A combination of the qualitative findings from table 8 and the comments of the head teacher confirm that some schools have a large enrolment.

In aspect two, the researcher wanted to establish whether my school has a good daily pupil attendance. Here, 59.5% strongly disagreed with it, 3.6% disagreed, 1.2% were unsure, 11.9% agreed, and 23.8% strongly agreed with it. Pupil's daily attendance affects the child's performance.

For the third aspect of having Pupils escape from school to work in sugarcane plantations; 11.9% strongly disagreed, 5.9% disagreed, 4.8% was unsure, 5.9% agreed, and 71.5% strongly agreed with it. This was also confirmed by another head teacher in his words during the interview;

‘‘Having massive sugarcane growing in this sub county, some pupils report with machetes in their bags and then escape to work in sugarcane plantations.’’

(Head teacher- Buyaga)

It is both qualitatively and quantitatively confirmed that in majority of the primary schools in Kigandalo Sub County, majority of pupils escape to work in sugarcane plantations.

In the fourth aspect of; Pupils do homework; 71.4% strongly disagreed, 2.4% disagreed same as unsure, 11.9% agreed same as strongly disagreed.

As it was observed, most schools in Kigandalo Sub County do not either give home or the learners themselves do not attempt the homework given to them because they might have escaped to work in the plantations.

With regard to the fifth aspect of; Pupils complete primary 65.5% strongly disagreed, 3.6% disagreed, 1.2% was unsure, 5.9% agreed, and 23.8% strongly agreed with it. This rhymed well with the comments of a female head teacher who opined that;

‘‘Pupils attend in large numbers in lower primary but as you progress to the upper primary section, it recedes due to making some money in sugarcane growing at a young age. This leads to school dropouts and a lower rate of completion of the primary school cycle’’

(Head teacher – Bweza)

Objective 3: To investigate the Relationship between Child Labor has on the and Academic Performance

The third objective was to investigate the Relationship between Child Labor has on the Academic Performance. In pursuit of this objective, five items were included in the questionnaires to which the different categories in the sample responded according to likert scale as seen in the table below:

Table 9 shows the Relationship between Child Labor has on the Academic Performance

the Relationship between Child Labor has on the Academic Performance	1	2	3	4	5	TL
1. Many days of school I miss to attend due to work on sugarcane plantations.	10 (11.9%)	5 (5.9%)	4 (4.8%)	5 (5.9%)	60 (71.5%)	84 (100.00%)
2. I complete school cycle	30 (35.7%)	10 (11.9%)	1 (1.25%)	3 (3.6%)	40 (47.6%)	84 (100.00%)
3. There is rampant escaping of pupils to work in sugarcane plantations.	20 (23.8%)	4 (4.8%)	5 (5.9%)	5 (5.9%)	50 (59.6%)	84 (100.00%)
4. We do homework given to us	25 (29.8%)	3 (3.6%)	1 (1.2%)	10 (11.9%)	45 (53.5%)	84 (100.00%)
5. We always drop out of school to work in sugarcane plantations	15 (17.9%)	1 (1.2%)	1 (1.2%)	2 (2.4%)	65 (77.3%)	84 (100.00%)

Source: Primary data, 2024

Findings from table 9 reveal a multitude of information about the Relationship between Child Labor has on the Academic Performance.

In the first aspect of; missing school for many days due to work on sugarcane plantations; 11.9% strongly disagreed, 5.9% disagreed, 4.8% were unsure, 5.9% agreed, and 71.5% strongly agreed

that many days of school, they miss to attend due to work on sugarcane plantations. This was even corroborated by one of the head teachers when he stated that;

*‘‘We have enough teachers. Well distributed and allocated in classrooms.
We only have a current challenge of daily missing of pupils to attend class
(Head teacher – Bweza)*

On aspect number two completing the school cycle; 35.7% strongly disagreed, 11.9% disagreed, 1.2% were unsure of it, 3.6% agreed, and 47.6% strongly agreed with it. That showed that many pupils who begin primary one, do not mostly complete primary school cycle.

On aspect 3, which was on rampant escaping of pupils to work in sugarcane plantations; 23.8% strongly disagreed, 4.8% disagreed, 5.9% were unsure of it same as agreed, while 59.6% strongly agreed with it. According to above, rampant escaping of pupils to work in sugarcane plantations inhibits their academic excellence and performance.

Aspect 4 about doing homework given to them; 29.8% strongly disagreed, 3.6% disagreed, 1.2% were unsure, 11.9% agreed with it, and 43.5% strongly agreed doing homework given to them.

Aspect 5 was on always drop out of school to work in sugarcane plantations; 17.9% strongly disagreed, 1.2% disagreed same as unsure, 2.4% agreed, and 77.3% strongly agreed dropping out to work in sugarcane plantation to income for their families.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations based on the Study findings presented. The purpose of this study was to investigate the prevalence of child labour on sugarcane plantations and its effects on pupil's academic performance in primary schools of Kigandalo sub county Mayuge district

5.1 Discussion

The discussion of the findings was conducted objective by objective as laid down below: -

5.1.1 Research Objective One

The first objective of the study was to find out the Forms of Child Labor practiced on sugarcane plantations in Kigandalo sub county Mayuge district. To effectively investigate this, five items were embedded in the questionnaire to help the researcher get an insight into the forms of child labour especially by the pupils in Primary Seven and the responses were given based on a five points of Likert scale of; strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1).

After analysing the findings in the five aspects, it was discovered that; loading and unloading sugarcane, carrying heavy loads of sugarcanes was rampant in the sub county by children both girls and boys. They both stood at 59.5% as the head teacher of Bweza primary school confirmed that many students were not attending school due to labour in sugarcane plantations.

The findings above agree with Uganda Bureau of Statistics. Uganda National Household Survey Report 2016/2017. 2018. Published online 2018. National estimates in Uganda suggest that 18% of children aged 5 to 17 years are engaged in child labour. Most of these children work in agriculture, though other sectors include construction, mining, manufacturing, domestic service, street work and commercial sexual exploitation

These findings also have a semblance with the findings of Haider and Qureshi (2015): The study found that children develop an interest in labor due to family responsibilities, a lack of

educational opportunities for children from poor families and household poverty at the cost of their education.

Similarly, According to a recent report, Nile post at 18 May, 2024 17:30 (by Sam Ibanda Mugabi) over 30% of children in Busoga are engaged in child labour, with most working on sugarcane farms.

In a nutshell, Uganda National Household Survey Report 2016/2017. 2018, Haider and Qureshi (2015), Nile post at 18 May, 2024 17:30 (by Sam Ibanda Mugabi); children in Kigandalo school were suffering from child labour due to prevalent sugarcane plantations. Due to these challenges, many children were losing valuable study time per month due to child labour to manage their household income.

5.1.2 Research Objective Two

The second Objective was to find out the state of Academic Performance in Kigandalo Sub County, Mayuge district. Five items were used to reach the findings.

It was also established that children will continue attending school regularly whether they are engaging in child labour but rampant escaping from school to work in sugarcane plantations hampers afternoon periods at school which stood at 71.5%.

The community members encourage children to work in plantations because they need cheap labour and poor bargaining power compared to adults.

According to research done by Isa Matovu on the factors affecting academic performance in Nawampiti Sub County in Luuka District, the socioeconomic status of parents, occupation, and lack of parental support to students, are among the causes of poor academic performance in Luuka District. (Matovu Isa, 2017). This has to do with sugarcane growing which most parents and their school-going children are engaged in. It takes not only the students' time but also their brains are devoted more to economic activities than their academic peril. The findings of these studies are an augmentation of the state of affairs in Kigandalo Sub county, Mayuge district. In this sub county, child labour has contributed highly to the absence of pupils in upper primary classes whenever their sugarcane activities appear.

Daniel Edwegu the Research report published in the New Vision of (2022), some pupils and students report in the first term for enrollment and only come back in the third term to sit for promotion exams! They had gone to earn money from sugarcane plantations. In Busoga, some farmers abandon food production for sugarcane growing, but the recent high PLE failure rate is evidence that pupils are also abandoning school to work as casual laborers in sugarcane plantations. This has affected Kigandalo Sub County in pupil's academic performance.

5.1.3 Research Objective Three

The third Objective to investigate the Relationship between Child Labor has on the Academic Performance Kigandalo Sub county, Mayuge district. Five items were used according to likert scale.

Many days of school pupils miss to attend due to work on sugarcane plantations. Mixing child labour with school during school days affects class work. A child who has been absent from school cannot perform well in exams. Reason being, he or she missed some content during the days he or she was absent. When the child doesn't perform well, he or she might as well drop out of school because he or she might have lost morally due to poor performance.

More emotionally stable students tend to have better academic achievements compared with the students with poor emotional skills, since the former are better at initiating, maintaining, and directing their motivation toward their objectives (Valiente, Swanson, and Eisenberg 2012).

5.2 Conclusions

In conclusion the observed and registered number of the Forms of Child Labor practiced on sugarcane plantation have been loading and unloading sugarcane, and have carrying heavy loads of sugarcanes from the area of our study "Kigandalo sub county" which is mostly attributed to prevalence of sugar cane growing where (47.6)% are engaged in sugarcane growing activities in the area and some of these activities include cutting, loading and offloading which make up a greater percentage of 59.5%, other include cut sugarcanes in sugarcane plantations which constitutes 47.6% and then applying fertilizers/pesticides in sugarcane which is contribute also 47.6% to the academic performance.

Meanwhile, besides the sugar cane growing activities which have dominated the area during the study it was also found out that there are other contributors to the trending child labour and these

include cooking especially amongst the girl child , death of parent a scenarios which always ruins respective children to quality education or any basic education services as a result of limited finances, indiscipline characterized inform of drug abuse may to result into expulsion and suspension of pupils and students, this also happens to be a roadmap to the child labour and lastly the low income.

5.3 Recommendations

Recommendations to curb child labour

To curb the increasing child labour in the area, several forms of intervention should be put into consideration including;

- i) setting up of strict laws and policies against child labour in the area.
- ii) regulation of farmers or parents in the engagement of their respective children in sugarcane growing – related activities.
- iii) sensitizing pupils and students about the values and importance's of education.

5.4 Areas for Further Research

The current study established the prevalence of child labour on sugarcane plantations on the performance of pupils in Kigandalo sub-county, Mayuge district.

It is recommended that a study is conducted on teachers' level of education, involvement and their effects on pupil's academic performance in PLE in Mayuge district.

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APPENDICIES

APPENDIX 1 : QUESTIONNAIRE FOR PUPILS



P.O.Box 236, Tororo
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Dir: +256-454448864
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Fax: +256-454436517
Email: ar@acadreg.busitema.ac.ug
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NAGONGERA CAMPUS

FACULTY OF SCIENCE AND EDUCATION

I'm Habaja Balam carrying out a research about the prevalence of child labour on sugarcane plantations and its effects on pupils academic performance in primary schools of Kigandalo sub county Mayuge district

Do not write your name anywhere and the information will be treated confidentially, fairly and anonymous. Answer the survey honestly.

Questionnaire on Child Labor and Academic Performance in Kigandalo Sub County, Mayuge District

Pupils Demographic Information

1. Age: _____ years
2. Gender: [] Male [] Female
3. Grade in school: _____

Objective 1: To find out the Forms of Child Labor practiced on sugarcane plantation in Kigandalo sub county Mayuge district.

S/no	Forms of Child Labor practiced on sugarcane plantation	1	2	3	4	5
6.	I have ever worked on a sugarcane plantation					
7.	I have cut sugarcanes in sugarcane plantations					
8.	I have been loading and unloading sugarcane.					
9.	I have been carrying heavy loads of sugarcanes.					
10.	I have been applying fertilizers/pesticides in sugarcane plantations					

Key: 1. strongly disagree. 2. Disagree. 3. Not sure. 4. Agree 5. Strongly agree.

Objective 2: To find out the state of Academic Performance in Kigandalo Sub County

S/no	the state of Academic Performance	1	2	3	4	5
1.	My school has a large enrolment					
2.	My school has a good daily pupil attendance					
3.	Pupils escape from school to work in sugarcane plantations					
4.	Pupils do home work					
5.	Pupils complete primary school					

Key: 1. strongly disagree. 2. Disagree. 3. Not sure. 4. Agree 5. Strongly agree.

Objective 3: To investigate the Relationship between Child Labor has on the and Academic Performance

S/no	the Relationship between Child Labor has on the and Academic Performance	1	2	3	4	5
1.	Many days of school I miss to attend due to work on sugarcane plantations.					
2.	I complete school cycle					
3.	There is rampant escaping of pupils to work in sugarcane plantations.					
4.	We do homework given to us					
5.	We always drop out of to work in sugarcane plantations					

Key: 1. strongly disagree. 2. Disagree. 3. Not sure. 4. Agree 5. Strongly agree.

Thank you for participating in this survey! Your input is valuable for my research.

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS OF PRIMARY SEVEN CLASS



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NAGONGERA CAMPUS

FACULTY OF SCIENCE AND EDUCATION

I'm Habaja Balam carrying out a research about the prevalence of child labour on sugarcane plantations and its effects on pupils academic performance in primary schools of Kigandalo sub county Mayuge district

Do not write your name anywhere and the information will be treated confidentially, fairly and anonymous. Answer the survey honestly.

Questionnaire on Child Labor and Academic Performance in Kigandalo Sub County, Mayuge District

Teachers Demographic Information

4. Age: _____ years
5. Gender: [] Male [] Female
6. Grade in school: _____

Objective 1: To find out the Forms of Child Labor practiced on sugarcane plantation in Kigandalo sub county Mayuge district.

S/no	Forms of Child Labor practiced on sugarcane plantation	1	2	3	4	5
11.	I have ever seen pupils working on a sugarcane plantation					
12.	I have seen pupils cut sugarcanes in sugarcane plantations					
13.	I have been seeing pupils loading and unloading sugarcane.					
14.	I have been seeing pupils carrying heavy loads of sugarcanes.					
15.	I have been seeing pupils applying fertilizers/pesticides in sugarcane plantations					

Key: 1. strongly disagree. 2. Disagree. 3. Not sure. 4. Agree 5. Strongly agree.

Objective 2: To find out the state of Academic Performance in Kigandalo Sub County

S/no	The state of Academic Performance	1	2	3	4	5
6.	My school has a large enrolment					
7.	My school has a good daily pupil attendance					
8.	Pupils escape from school to work in sugarcane plantations					
9.	Pupils do homework we give out					
10.	Pupils complete primary school cycle					

Key: 1. strongly disagree. 2. Disagree. 3. Not sure. 4. Agree 5. Strongly agree.

4. Objective 3: To investigate the relationship child labor has on the academic performance.

S/no	The Relationship Child Labor has on the Academic Performance	1	2	3	4	5
6.	Many days of school, pupils miss to attend, due to work on sugarcane plantations.					
7.	Pupils complete school cycle					
8.	There is rampant escaping of pupils to work in sugarcane plantations.					
9.	They do homework given to them					
10.	They always drop out of school to work in sugarcane plantations					

Key: 1. strongly disagree. 2. Disagree. 3. Not sure. 4. Agree 5. Strongly agree.

Thank you for participating in this survey! Your input is valuable for my research.

APPENDIX 3: INTERVIEW GUIDE FOR HEAD TEACHERS



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NAGONGERA CAMPUS

FACULTY OF SCIENCE AND EDUCATION

I'm Habaja Balam carrying out a research about the prevalence of child labour on sugarcane plantations and its effects on pupils academic performance in primary schools of Kigandalo sub county Mayuge district.

Do not write your name anywhere and the information will be treated confidentially, fairly and anonymous. Answer the survey honestly.

Head Teachers' Questionnaire on Child Labor and Academic Performance

Demographic Information

7. Age: _____ years
8. Gender: Male Female
9. Grade in school: _____

Objective 1: To find out the Forms of Child Labor practiced on sugarcane plantation in Kigandalo sub county Mayuge district.

1. Have you observed or heard of any students being involved in labor on sugarcane plantations? Yes No

If Yes, please describe your observations or experiences:

2. How common do you think child labor on sugarcane plantations is among students in your school or community? Very common Common Rare Very rare Not sure

Objective 2: To find out the state of Academic Performance in Kigandalo Sub County

S/no	The state of Academic Performance	1	2	3	4	5
11.	My school has a large enrolment					
12.	My school has a good daily pupil attendance					
13.	Pupils escape from school to work in sugarcane plantations					
14.	Pupils do home work					
15.	Pupils complete primary school					

Key: 1. strongly disagree. 2. Disagree. 3. Not sure. 4. Agree 5. Strongly agree

Objective 3: To investigate the Relationship between Child Labor has on the Academic Performance

3. In your opinion, how does involvement in child labor affect the academic performance of students? Significantly improves Slightly improves No effect Slightly worsens Significantly worsens

If worsens, please specify the observed impacts:

Have you noticed any changes in the academic performance or behavior of students who are involved in labor on sugarcane plantations? Yes No If Yes, please describe the changes you have observed

Thank you for participating in this survey! Your input is valuable for my research.

APPENDIX 4: INTRODUCTORY LETTER FROM THE UNIVERSITY



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NAGONGERA CAMPUS

FACULTY OF SCIENCE AND EDUCATION

To the Head Teachers' of Primary Schools in Kigandalo Sub County

P.O.Box. 1317Mayuge

Dear Sir/Madam,

Re: Research study

I Habaja Balam seek permission to collect data from the pupils, teachers and administration of your school. The data needed is to help me execute a study about the Prevalence of child labour on sugarcane plantations and its effects on pupil's academic performance in primary schools of Kigandalo Sub County Mayuge district in partial fulfilment of the requirements for the award of a Bachelor in Education Primary.

S/no.	Name of school	Name of Head teacher	Sign and Stamp
1	NANUNANO	MENYA KALIMU	
2	KIGANDALO P/S	AKELLO MARY	
3	BUYAGA PARENTS	KAWANGUZI	
4	BHEZA PRIMARY SCH.	APENDI PEDUSI	
5			
6	MALEKA PRIMARY SCH	KIWAGANIA ALBERT	
7			

Thanks.

Photograph 1: A Sugarcane plantation

Photograph 2: Under age children cutting sugarcanes



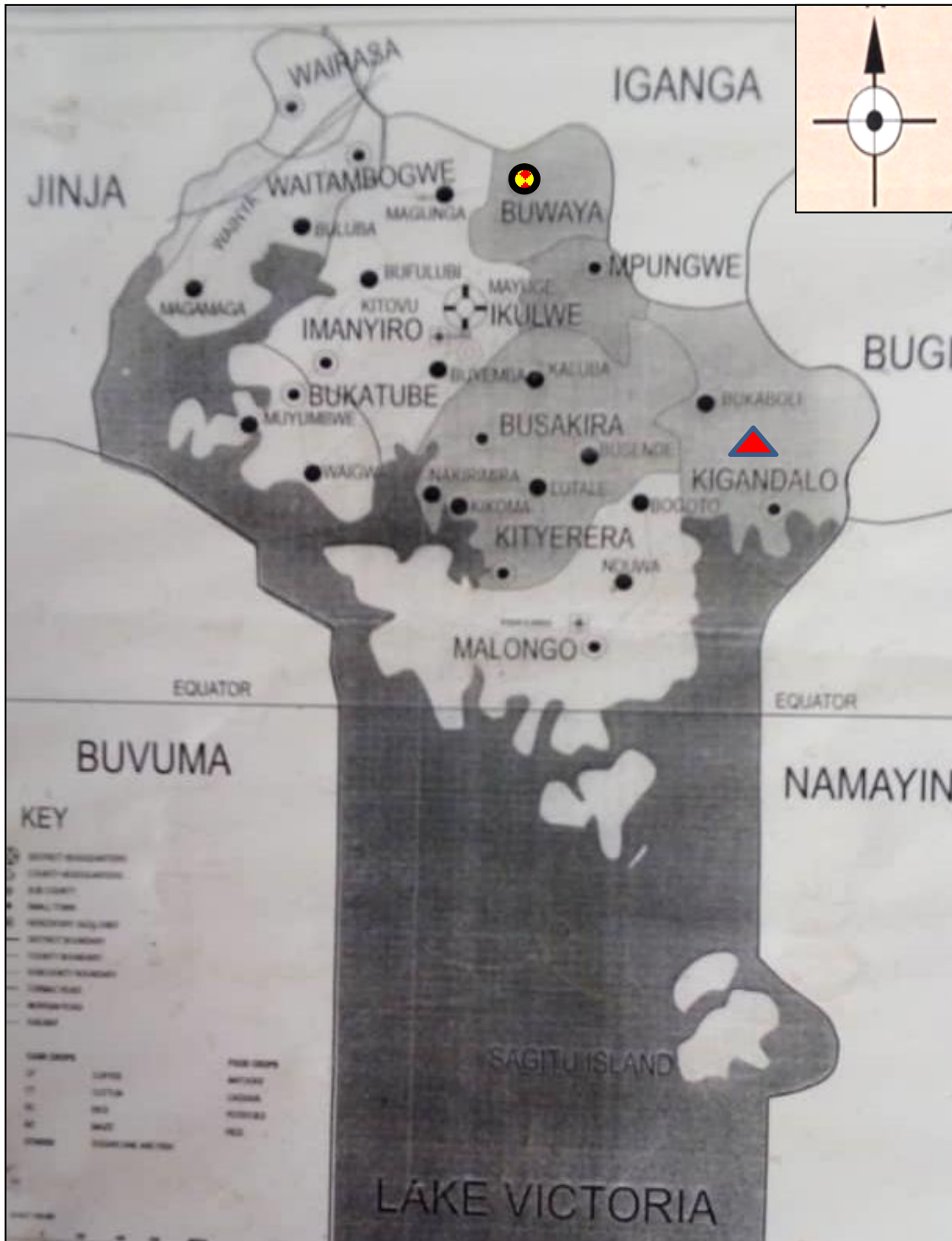
APPENDIX 7: BUDGET ESTIMATES DESIGNED FOR THE RESEARCH PROJECT

STAGE	ITEM	DETAIL	UNIT COST	TOTAL
RESEARCH	Transport	5 trips	Shs. 50,000/=	Shs. 250,000/=
PROPSAL	Stationary	2 reams	Shs. 20,000/=	Shs. 40,000/=
WRITING	Refreshments	15 meals	Shs. 6,000/=	Shs. 90,000/=
	Accommodation	10 days	Shs. 20,000/=	Shs. 200,000/=
	Airtime		Shs. 50,000/=	Shs. 60,000/=
	Secretarial Services		Shs.140,000/=	Shs. 140,000/=
	SUB TOTAL			Shs. 780,000/=
RESEARCH	Transport	5 trips	Shs. 50,000/=	Shs. 250,000/=
REPORT	Stationary /=	2 reams	Shs. 20,000/=	Shs. 40,000/=
WRITING	Refreshments	15 meals	Shs. 7,000/=	Shs. 105,000/=
	Accommodation	10 days	Shs. 20,000/=	Shs. 200,000/=
	Airtime		Shs. 50,000/=	Shs. 50,000/=
	Secretarial Services		Shs. 200,000/=	Shs. 200,000/=
	SUB TOTAL			Shs. 845,000/=
GRAND TOTAL				Shs. 1.625,000/=

APPENDIX 8: TIME SCHEDULE FOR THE RESEARCH PROJECT

ACTIVITY	PERIOD
Proposal writing	January – March, 2024
Approval of research proposal	April, 2024
Data collection	May – June, 2024
Data analysis	June, 2024
Report writing	July – August,2024
Submitting the report	September, 2024

APPENDIX 9: MAP SHOWING MAYUGE DISTRICT



Key:

 Kigandalo Sub county

APPENDIX 10: MAP OF KIGANDALO SUBCOUNTY

