

**THE IMPACT OF GOLD MINING IN PUPILS' ACADEMIC
PERFORMANCE AT SCHOOL IN MUTUMBA SUB COUNTY,
NAMAYINGO DISTRICT
UGANDA**


**BY
MBAGO SEPIRIANO
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DECLARATION

I, Mbago Sepiriano, do hereby declare that this is my proposal work, I am sure nobody has ever submitted to any higher institution of education for any award except for the case related literature review from earlier works relevant to my topic of study

Name..... MBAGO SEPIRIANO..... Sign..... .....
Date..... 26TH SEPTEMBER 2024.....

APPROVAL

This piece of work has been undergoing supervision and is now ready for submission for approval by Mr Wanda Duncan of Busitema University for award of Bachelor Degree of Education Primary.

Signature..... Date.....26.09.2024

MR. WANDA DUNCAN

DEDICATION

It has been a two-year tedious academic work at this giant Busitema university. I have humbly acknowledged the higher one goes in academics and career development; the harder pursuit becomes. I dedicate this Research Work to my mother Namubiru Rosemary, for her tireless efforts that made me what I am today.

It is said west or east, home is best and that charity begins at home. In special way, I would like to dedicate this special at piece to my brothers and sisters, Ageya Peter, Mulero Fred, Burungi Hannah, Taaka Doreen.

I further dedicate this work to my children who forfeited some of their basic needs in order to support my course to the end. It will be cheating if I forget to thank their mother because she is a lady of substance.

Summing it all, I am very grateful to my friends, course mates and above all, our dear lecturer's. Thanks, you for your love and guidance.

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ABSTRACT

Work for survival traces back to the story of the garden of Eden when God sent Adam and Eve away to fend for themselves after disobeying his instruction of not eating from the forbidden tree of knowledge. Since then, Man works in order to get what to eat and cater for their basic needs.

With the advent of formal education, formal work sector evolved. This means one undergoes education until such time when one gains skills and knowledge to perform tasks of a given formal career. This formal career means a wage at the end of a month.

However, with the fact that not everybody is destined to succeed through formal education, a majority of people especially in Uganda remain fending for a living in the informal work sector. This kind of fending involves hard labour in the garden fields, in peoples' homes, in stone quarries and in the gold mines among many others.

And the central expected output for the study was the agreement of the results of the study with either the null hypothesis or the alternative hypothesis. The researcher was pleased to say the results rejected the null hypothesis and confirmed the alternative hypothesis. The documentary review of the study showed that candidates who failed and passed in week grades in the PLE examinations of 2023 were perpetual absentees while candidates who attended school regularly registered a better academic performance in PLE of 2023.

The study also found that artisanal gold mining in Mutumba sub county has immensely affects academic performance of children by causing poor school attendance, loss of interest in education, influencing children to work for financial independence, exhausting their physical potential, and at worse diverting professional effort of some of the teachers.

To mitigate these impacts, the study implores stakeholders in education to impartially implement children's safety laws; provide adequate emotional support, raise community awareness and collectively mobilise financial support towards alternative income –generating activities.

Regarding the strategies to reduce child labour in the gold mines and positively reintegrate child miners into school, the study recommends the social capital for children in communities, exploring the influence of the child support grants, targeting train generational sexual norms, applying the law on underage child labour and making information on contraception and more accessible for girl children who are working in the sites. In nutshell, the study recommends multifaceted and inter sectoral approach are required to be employed so as to help to reduce child labour in gold mine.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Chapter one of this study presents the background information, statement of the problem, the purpose, objectives, the scope, significance and conceptual frame work of the study.

1.2 Background

1.2.1 Conceptual Background

Key words: gold mining, and gold mining

Gold is a yellow metallic element that occurs naturally in pure form and is used especially in coins, jewellery and electronics. It is a valuable, yellow metal usually found underground veins of metamorphic rock. It does not depreciate in value and has been used as currency in coins, gold is used highly in the jewellery industry. This industry is known to be the largest source of annual demand for gold per sector.

Mining is the main economic activity in extracting valuable minerals from underground. Minerals refer to naturally occurring substances extracted from human use. Mining is the extracting of minerals and precious metals from the earth (Adu-Gyamfi, 2014). Some minerals extracted from the earth are diamonds, bauxite, manganese and gold.

Mining is the world's second oldest and most important industry after agriculture. It is currently among the largest industry in the world and it plays a crucial role in the world's economic development.

The process of mining begins with exploration and discovery of mineral deposits. Mining technology is divided into surface mining and underground mining. In the area of study specifically, artisanal small scale mining is carried out using simple tools like picks and shovels to extract from the underneath surface of the earth.

Mining operations in developing countries like Uganda is run by individuals, families or groups of local communities or local enterprises, the majority of whom have no formal technical training and depend on rudimentary tools. The Ugandan mining legislation does not provide the direct definition of 'artisanal mining' only 'small scale' mining has been defined

as the mining act, of 2003 operations characterised by small capital investment, low levels of technological sophistication, and at least 51% ownership by Ugandan citizens.

The study did not just relate of absence from the school went as far as;

- Affecting their interest in their education
- Imposing fatigue which makes the victim unable to complete class tasks
- Causing poor class comprehension
- Altering community perception and attitude to education
- Making children family bread earners
- Influencing them to work for financial independence

1.2.2 Historical Background

The first people or civilization to discover Gold were the Ancient Egyptians. They mined gold in Nubia around 2450 BC. An Egyptian alchemist named Zosimos was the first was the first to find pure gold in about 24 centuries before Columbus reached the Americas

In Uganda, artisanal mining started with the discovery and the establishment of a number of colonial gold and tin mines across the south western Uganda between the 1920s and 1950s when small scale mining was introduced in the indigenous Bunyoro, Batooro, Bakiga and other bantu speaking tribes of that region.

In economic realms, it is said artisanal and small scale mining (ASM) produces more than 90% of the metallic, industrial and building minerals, providing livelihoods to almost 200,000 individual Gold mining in Uganda specifically was first documented in Busia in 1932 and numerous small scale mining activities begun thereafter. Gold occurs in the Achaean green stones and relate near Busia in south east, in the Karagwe –Ankolean system in northern Kigezi district, Karamoja and Moroto district, in Karamoja regions at the head waters of the Mpongo river.

Uganda's mining industry thrived from 1955-1976. In 2008, at least 20000 miners were said to be engaged in gold mining via artisanal mining. Study concludes that this level has increased by 20-40 percent in 2009. This would mean that there were about 24000-28000 gold miners working in Uganda in 2009.

Since 2013, Uganda has experienced several artisanal gold rushes mainly in the areas of Mayuge, Namayingo, Bugiri and Karamoja. These gold rushes have attracted the influx of miners not only from the neighbouring areas but also neighbouring countries like Kenya, Rwanda, Burundi, Tanzania and South Sudan.

In Namayingo, small scale gold mining is taking place in the areas of Budde in Buyinja sub-county, Nakudi (Banda sub-county) Bukana in Bakana sub-county and Butebeyi in Mutumba sub-county.

In Butebeyi (Mutumba s/c- Namayingo) gold was discovered at Mr James Warsaw's home where a sample was taken from the soil got when sinking pit latrine. It later expanded to cover large area. It attracted many people including school going children of nursery, primary and secondary level.

With background, the researcher found it important to carry out a study on the impact of gold mining on pupil's academic performance in selected schools in Mutumba sub-county, Namayingo district.

1.2.3 Contextual background

Gold, worldwide, is perceived as symbol of wealth, power and majesty. Gold has had an exalted position throughout the ages as a highly coveted, even worshiped material. It has been profitably used over millennia as jewellery and means of exchange.

Globally, mining activities are said to gear towards prosperity in various spheres of life. In developed countries, mining activities propel social economical activities and blesses the people. This fact is backed up sore and Maiga, (2015) when they said ASM has recently surged in many developing countries, attracting large populations who see it as the only economic activity to get out of poverty.

Mutumba sub-county appears to be an ideal case to explore the effect of ASM a learning because of its recent gold mining boom. James Kizito says at least 25% of the school in Namayingo district have dropped out of the school to work in gold mining business. He also says the most affected pupils are those who are residing near gold mining sites in Kifiyos, Buyinja and Banda sub counties. These mining sites have drawn children from schools because they are used to providing some labour in the process of gold mining," he said.

Testimonies from the field also say some of the teenage girls working in the gold mines have sex with the men who employ them as heard from one of the child gold miners says.

“True, mining has caused school dropout as most of us wish to get quick money. in the case of girls, you see here, some of them are even pregnant.

This is studies on location patterns in education, motivated by the natural resource boom in many countries and so called natural resources curse hypothesis, investigated how gold mining affects education (Aragon and Rud,2013; Santos;2018). Under the resources curse hypothesis evidence suggests that abundance of natural resources such as gold and oil, despite its potential positive economic impact, may fail to bring about the expected growth and improvement of living students.

1.3 Problem Statement

According to PLE 2023 district ranking, Namayingo district scored average aggregate 26.6. The application here was that by average, all candidates in Namayingo district passed in third grade. This could mean there has been a unanimous concerned by all stakeholders in education about consistently for falling standards of education in the district, most especially in areas where artisanal gold mining is taking place.

Gold mining activities near school can have negative impact on pupil’s academic performance. The noise, dust and pollution from mining operations can disrupt students’ ability to concentrate and learn effectively. The presence of mining activities can lead to increased rates of absenteeism among students, as families may be forced to relocate due to health concerns or safety issues.

Gold mining can have a negative impact in several ways;

Environmental pollution, gold mining can lead the release of harmful chemicals and heavy metal into the environment which can contaminate water sources and soil., Displacement of communities; goldmining often involves the displacement of communities living near mining sites. This can disrupt pupils’ education by forcing them to move to new areas, resulting in a loss of social support networks access to education to educational resources. Economic impact; goldmining can lead can lead to economic disparities in communities, with some individuals benefiting from industry while others are left behind. Social disruption; goldmining can also lead social disruption in communities, with increased crime rates, drug abuse and other social problems affecting pupils well-being and academic performance.

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The ideal situation would be one where goldmining activities do not have a negative impact on pupils' academic performance at school. This would involve implementing strict environmental regulations and monitoring to ensure that gold mining activities do not contaminate air, water or soil in the surrounding area. Measures should be taken to minimize noise, and disruption caused by operations.

Implementing stricter regulations and monitoring of gold mining activities to minimise environmental pollution and health hazards that can affect pupils learning abilities.

Providing support and resources to schools located in areas affected by gold mining, such funding for infrastructure improvements, teacher training and educational programs focused on environmental conservation and health awareness.

Collaborating with local communities, mining companies, and other stakeholders to develop sustainable solutions that balance economic development with environmental protection and social well-being.

Conducting research and data collection to better understand the specific challenges faced by pupils in mining affected areas and to inform policy decisions and interventions. Promoting alternatives livelihoods and economic opportunities for communities' dependent on goldmining, to reduce the pressure on natures resources and create a more stable and diversified economy.

My intended contribution to solving the situation of the impact of gold mining on pupils' academic performance at school would be to raise awareness about issue and advocate for stricter regulations and monitoring of mining activities near schools. I would also work

towards providing support and resources for affected students, such tutoring programs, mental health services, and access to clean water and air. I would collaborate with local communities, government agencies and mining companies to find sustainable solutions that prioritize the well-being of students and the environment.

1.4 The purpose of study.

The purpose of this study was to find out the impacts of gold mining on pupil's academic performance in schools in Mutumba S/C Namayingo district.

1.5 Objectives of the study.

- 1.5.1 To examine the impact of gold mining on pupils' performance in the selected primary schools in Mutumba S/C Namayingo district.
- 1.5.2 To establish the magnitude of the effect of gold mining on pupils' attendance in the selected primary schools.
- 1.5.3 To suggest ways of helping children in gold mining areas reintegrate into school and improve on the performance.

1.6 Research questions.

- 1.6.1 Does gold mining have an impact on academic performance of the at school?
- 1.6.2. To what extent does gold mining affect academic performance at school?
- 1.6.3. How can children in gold mining areas be helped to the improve on the academic performance?

1.7 Scope of the study.

The researcher limited the study to Mutumba sub county found in Namayingo district. Out government aided schools and 6 private schools in the sub county, the study covered 3 government aided school and 1 private school.

1.7.1 Geographical scope.

Geographically, the study is limited to selected primary schools in Mutumba sub county in Namayingo district, both private and government schools are investigating for comparison purpose.

Environmental pollution, gold mining can lead to the release of harmful chemicals and heavy metals into the environment, which can contaminate water sources and soil. This can have negative effects on the health of pupils and their ability to concentrate and learn.

Disruption of communities, gold mining activities can disrupt local communities, leading to social and economic instability. This can impact pupils access to education, as well as their overall well-being and academic performance.

Economic factors; gold mining can create economic disparities with communities, leading to unequal access to resources and opportunities. This can affect pupil's ability to afford school fees, supplies, and other necessities for academic success.

1.7.2 Time of scope;

The presence of gold mining activities in the areas can have a range of negative effects on the local community, including environmental degradation, health hazards and social disruption. These factors all contribute to a decline in academic performance among pupils in an area.

Environmental degradation caused by gold mining, such as deforestation, water pollution, soil erosion can have a direct impact on the health and well-being of pupils. Exposure to polluted water source or air can lead to respiratory problems, skin diseases, and other health issues that can affect a child ability to concentrate and learn in school.

The school disruption caused by gold mining, such as increased crime rates, displacement of communities and changes in social dynamics, can create a stressful and unstable environment for pupils. This can lead to increased absenteeism, and mental health and decreased motivation to succeed academically.

1.7.3 Content of scope;

Environmental impact; gold mining activities can lead to environmental degradation such as deforestation, water pollution and soil erosion. These environmental changes can affect the health and well-being of pupils, leading to the decreased academic performance.

Health impact; gold mining activities can expose pupils to harmful chemicals and pollutants such as mercury and cyanide. Exposure to these substances can lead to health problems, such

as respiratory issues, skin diseases, and neurological disorders, which can impact pupil's ability to focus and learn in school.

Economic impact;

Gold mining can create economic opportunities for families in the community, but it can also lead to economic disparities among pupils. Pupils from families involved in gold mining may have to work in mines to support their families, leading to absenteeism and poor academic performance.

Social impact;

Gold mining can disrupt the social fabric of the community, leading to social conflicts, displacement, and migration. These social disruptions can affect pupil's mental health and emotional well-being, impacting their academic performance.

Educational impact;

The presence of gold mining activities in the community can lead to lack of resources and infrastructure in schools, such as inadequate classrooms, textbooks, and teaching materials. This lack of resources can hinder pupils learning and academic achievement.

1.8 Justification of the study.

According to the findings of the study, gold mining imposes fatigue on child miners. This makes these children unable to complete class tasks whenever they attend school. This again kills even the little interest the child has and easily lead to dropping out of school. One participant said in this quote

Children who involve themselves in mining activities perform poorly in class because they are always tired and very weak to do any other work

The other expense also gained during the study was that some children are engaged in gold mining not because they want but the circumstances surrounding their livelihood indicate them to go for the hard risky work. Some of them lost parents, others are truck hard by poverty. This actually qualifies some of them to be family bread earners. This was noted when a 16-year-old orphan girl working in the mine said

'For me at home, I am the mother a father and the elder child. So I have to work t5o provide for myself and my little sister,'

1.9 Significance of the study.

This study in the first place helped to uncover the real causes and Patten of the falling standards of education in Namayingo District as a result of lucrative mining activities. The study also enriched the existing literature on the measures to be taken to the illegal employment of children the mining sites

Scholars in the field of education and research may be able to use findings of the study to carry on more comparative studies.

Schools general may benefit by gaining better academic results if findings of the study can influence effective mitigation of impacts of gold mining on children's performance in schools the areas of study.

It is further significant that the policy makers might use the knowledge from this study to enhance policies and programmes which will guide parents, teachers and learners to take education as a priority for their future career and socio economic progress.

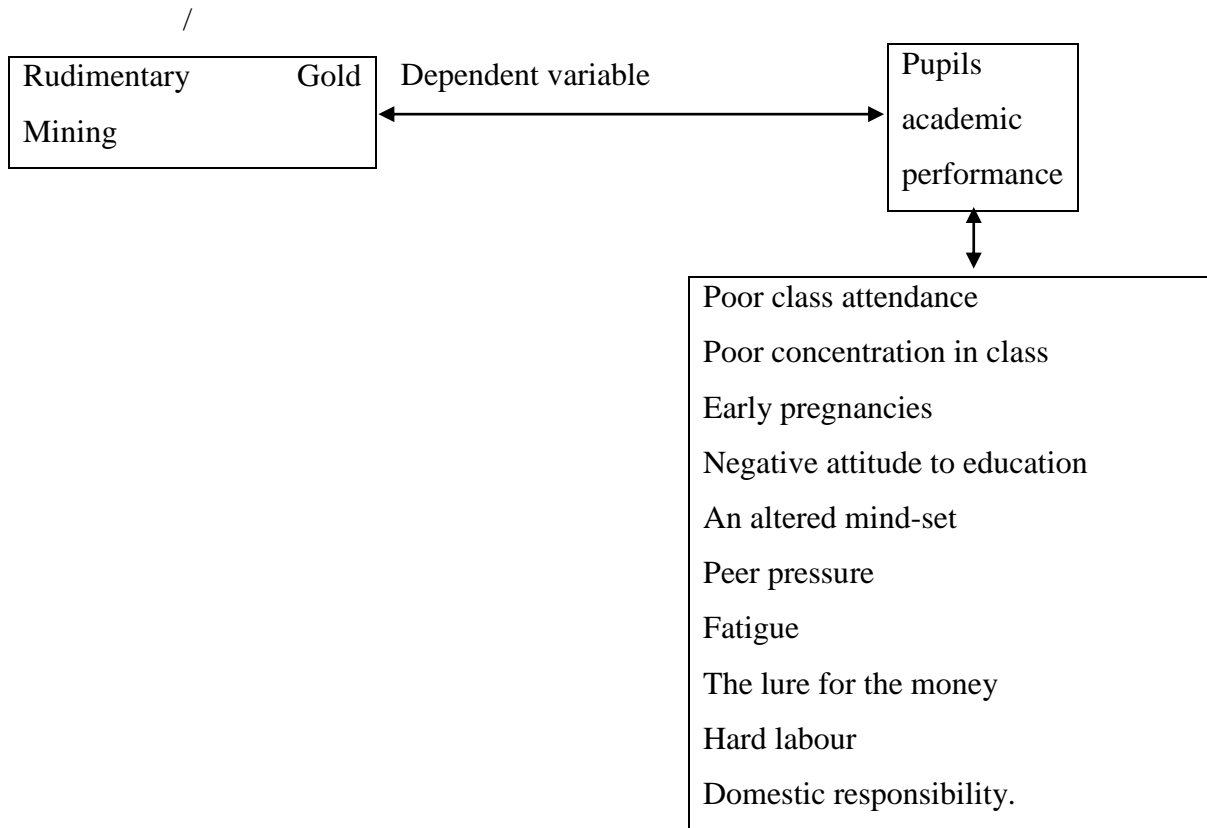
Finally, if findings of the study succeed in contributing to effective regulation of artisan mining activities, the communities in the mining areas will be proud of a more literate population.

1.10 Conceptual framework.

In the examination of the causes –and-effect relationship, the researcher identified rudimentary goldmining as the independent variable and performance as the dependent variable (outcome variable).

The diagrammatic framework below shows the relationship between these variables.

Independent variable



Adapted from; Jovi clemente Dacanay (2011), and modified by the researcher.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Chapter two of this study literature review from the scholarly works of earlier studies carried on the same or related topic. It captured conceptual, theoretical objective and hypotheses review.

2.2 Conceptual review.

Friedrich Engels (1982) wrote extensively on the conditions of working children in the early industrial revolution. Bark (1989) stated that, quite a number of children preferred taking petty jobs to going school. Even those who were sent to schools were usually not performing well in academic work.

International labour organization (ILO, 1995) stated that most recent data indicated that about 26% of children aged ten to fourteen (10-14) years in Uganda were engaged in economic activities. Hence, the magnitude of children's labour force participation in Uganda served as a compelling reason to investigate the consequences of child labour for children's social and human capital development.

The constitution of Uganda stipulates that children entitled to be protected from social and economic exploitation and shall not be employed in or required to perform work that is likely to be hazardous or interfere with their education or harmful to their health or physical, mental, spiritual, moral and social development. The definition of children according to the Uganda constitution is those below the age of 16 years but the researcher gets surprised to get children as young as 7 years standing in muddy stream, filtering gold from the water channels,

2.3 Theoretical review

2.3.1 The theory of household decision making in a perfectly competitive context.

The microeconomics approach of the house hold economics embodied by the unitary model was developed by Gary Becker.

Traditionally the economic fuel of the household examines. Implicitly at least, a behaviour of single person household and focuses on consumption and labour supply decisions. In that case, the decisions of the households are described by a utility function which is maximised with respect to a budget constraint.

However, Becker's central premise is that rotational economic choices, based on self-interest, govern most aspects of human behaviour- not just the purchasing and investment decisions traditionally thought to influence the economic behaviour.

Research on this note has it that withdrawal of a child from school is often precipitated by a crisis in the household. A household member may experience an illness requiring a significant payments. If it was the child in question who became sick, the problem is not only medical costs but also problems of catching up with missed schooling. The father may lose his job, or suddenly desert the family. In such cases, some households will ask for help from extended family members, or borrow money. Others will bow to circumstances and withdraw the child from school, particularly if they are ready under pressure from the school for late fees payments.

Scholarly data further says it is household poverty that leads to children to drop out of school and to enter the labour force. Even when schooling is 'free' typically some kind of free charges are made but more importantly other costs including transport, school uniforms, snacks, payments for books etc. mount up and place education beyond the reach of children from poor households. In one study in eastern Indonesia, lack of money was the reason given by a half to two thirds of all children who failed to continue in school 17, and other reasons given some times disguised what was really a poverty reason. Other Indonesian studies confirms this finding.

2.3.3 Objective by objective review of related literature

Objective i: *To examine the impact of gold mining on pupil's academic performance in the selected primary schools in Mutumba sub-county in Namayingo district.*

Academic performance is defined as the potential of the pupils to study and remember facts and communicates knowledge verbally or write down on paper. Agarana & Ehigbochie (2015) define academic performance as an outcome of education and the degree to which pupils are has attained the objectives of his or her institution. Diaz (2003) considers poor academic performance as the situation in which the subject does not attain the expected achievement according to his or abilities, resulting in an altered personality which affects all other aspects of life some indicators of poor academic performance are low grade point average (GPA), Poor class participation, coordination among teachers and students, and

absenteeism. Asiedu-Addo (2009) and how (1994) in a study proposed several reasons for children's low performance among which medical problems, below average intelligence, learning disability. emotional problems environmental causes. The study by Adu-Gyamfi (2014) revealed that illegal mining activity undertaken by pupils do have negative effect on academic performance and it was established pupils who come to school regularly performed tremendously while the absentee put performed poorly.

Robert Andrews Ghanney et. Al., (2020) in their study revealed that mining activity have caused pupils to be irregular in school and consequently resulted in their poor academic performance. Agyamfi's (2014) supports this in his findings which revealed that illegal mining activities undertaken by pupils do have negative effect to the school attendance and academic performance and was established that pupils who come to school regularly perform tremendously while the absentee pupils perform poorly.

It is upon this literature that the study got on board to fine more underlying impacts on small Scale on gold mining on academic performance of primary schools' children around gold mining areas especially Mutumba sub-county in Namayingo district.

Objective ii *To establish the magnitude of the effect of gold mining on pupil's academic performance in the selected primary schools.*

Yes, automatically there is a negative impact of gold mining activities on pupil's academic performance in the gold mining areas just like fishing areas but to which extent? To what degree has it affected to the academic performance? Is it completely negative or there are also some positive impacts?

Picking a leaf from other studies, Saiduddin (2003) in his study of his junior High students stipulated that there is a positive correlation between achievement and attendance. One article explains '*When many are absent or chronically tardy, achievement levels suffer*' (p.1). Moore (2005) explains that the results of this research signify that enhanced rates of class attendance were connected to enhanced academic performance and the stresses on the academic remuneration of class attendance were also efficient. Roby (2004) in his study of attendance and achievement in Ohio schools believes the positive impact of fine school attendance on academic attainment meant be superior than people have in past believe.

Gump (2005) identified a tough negative correlation between absence and final grades. Furthermore, he says students who desire to succeed academically ought to attend classes, and that teachers must promote attendance. Marburger (2005) said that there is a positive correlation between exam performance and attendance.

Diaz (2003) considers poor academic performance failure as the situation in which the subject does not attain the expected achievement according to his or her ability, resulting in altered personality which affects all aspects of life. Some indicators of poor academic performance are low grade point average (GPA), poor class participation, poor coordination among teachers and students and absenteeism.

Raphael oram, probation officer for Busia district says artisanal mining is an i9ssue if is dealt with at the earliest, it is going to affect the future human resource of a nation-of a whole continent- because we are getting a generation of children who are missing out totally on education.

Objective iii: *To suggest ways of helping children in gold mining areas to improve on their academic performance at school*

According to the monitor newspaper of January 5th ,2021 in June 2016, authorities in Namayingo district banned the illegal mining of gold following a decline in the number of pupils turning up for school n. Namayingo resident district commissioner Sylvester Epira said the decision resulted from the findings by the district security committee that children of school going age have opted to work in gold fields instead 0pf going to school

Desirous of ending all forms of violence against children, world vision is working with children, their families, communities and local leaders in Busia to find solution to child labour especially in mining. *‘the solution has to be long term aimed at improving livelihoods, education and prosperity of marginalized communities’*, **says Ogari.**

To combat the vice of child labour, Guy This, Director of operations for the ILO International programme on the elimination of child labour (IPEC) says child labour issues can only be solved sustainably if an integrated approach is applied. He says, *'direct action should be coupled with local capacity building and an improvement of the legal and organisational environment'*

This, adds that 'the best results can be obtained if several actors work together. Governments, both on the national and local level mining companies, and trade unions should join forces with managers of poverty eradication programmes in mining areas and child labour project staff.

It was on this course that this study was designed to find out appropriate ways of mitigating the impacts of artisanal gold mining on children's academic performance and reintegrating them into school.

2.3 Hypotheses Review

The hypothesis that the study sets out to test states that gold mining greatly affects academic performance of children at school in Mutumba subcounty in Namayingo district. According to other studies, this hypothesis tested true. To cite out, *Robert Andrews Ghanney et a (2020)* in their study, *'Academic performance in mining areas; The case of selected Junior High schools in the Atwima Kwanwoma district, Ghana'* considered the influence of illegal mining on the academic performance of Junior high school pupils in the Awima Kwanokwima District of the Ashanti Region. After a careful assessment of illegal mining activities among under school going age in the Atwima Kwanokwima district, the researchers come to a conclusion that illegal mining was a major contributor to the poor academic performance of junior high school pupils in social studies. The study established that despite the efforts made by government to enforce the enrolment of all children under school going age is free compulsory universal basic education (FCUBE) policy, the adverse effects of the illegal mining on education were worrying.

The study done by *Ernest Adu-Gyamfi (2014)* revealed that indeed illegal mining activities done by students do have negative effect on school attendance and academic performance. The researcher learnt that students who come to school regularly perform excellently while the absenteeism students perform poorly. However, he said not withstand, there were other

causes like poverty, broken homes, distance to school, in adequate parental control which also had great effect on school attendance and academic performance.

2.4 Literature gap

One potential gap in the literature surrounding gold mining is the lack of research regarding the social-economic impacts of gold mining operations on local communities. While studies have been conducted on the environmental impacts of gold mining such as water pollution and deforestation, there is limited research on how community living near gold mining sites are affected. This gap in the literature suggests a need for future research to explore the social and economic ramifications of gold mining on local communities. This could include investigating issues such as community displacement, land rights conflicts, health impacts, and changes in traditional livelihoods. By addressing this gap in the literature, researchers can gain a more comprehensive understanding of the overall impacts of gold mining and potentially identify strategies for mitigating negative consequences for communities living near mining operations.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This third chapter of the study gives brief account of the research design, study population, sampling the strategies, sample size, study instruments and study procedures the researcher used. The other aspects covered in this chapter include data management, data analysis, study limitations and ethical considerations.

3.2 Research Design

The researcher employed descriptive research approach, also known as quantitative research in this study. The process involved selected of a sample of respondents, administering respective questionnaires and conducting interviews to gather information on independent and dependent variables.

It was an in-depth research design that enable the experiment to systematically and accurately describe the characteristics of the population under study. This approach also allowed the experimenter use a variety of research methods such as surveys, to investigate variables and correct reliable data about the topic and the study.\

3.3 Study population

The population that the study covered included pupil's teacher's parents, local leaders and school administrators. The investigator chose those categories of respondents because they are part of the community where the problem and the study prevailed.

There were four schools that the researcher covered. In those schools, the study covered the three school administrators, five teachers, four parents, (2 of the most absent pupils and of the two regular attending pupils),16 pupils in each school and 4 local leaders.

3.4 Sampling Strategies

The researcher used purposive sampling. The reason for this strategy was to handle the specific(focus) groups so as to generate best information required from the study. The researcher also used snowball sampling to recruit participants known to him (perpetual absentee pupils).

3.5 sample size

Given the fact that this study had a specific target population, the researcher examines a sum of 30 participants. Categorisation had been indicated bin the study population slot above.

3.6 instruments of data collection

To collect reliable data, the researcher employed both open and closed ended survey questionnaire, and interviews. (face to face and telephone interview) to measure the main concepts of the study.

3.7 Reliability;

Surveys and interviews, miners and mining companies can be surveyed or interviewed to gather information about their operations, production levels, technology used and environmental impact.

Satellite imagery and Remote sensing, remote sensing techniques can be used to study land use changes, vegetation patterns and other environmental indicators associated with gold mining.

Data analysis from government agencies, mining permits, and industry reports can be analysed to understand trends in gold production and mining practices.

Social media and online platform, information about goldmining activities, protests, conflicts, and environment impacts can be collected from social media, news articles and online platforms.

3.8 Validity;

Geophysical survey tools such as ground penetrating radar (GPR) and electromagnetic (EM) surveys to locate potential gold deposits underground.

Geochemical mapping and sampling tools such as rock hammers, core drills, and soil sampling kits to analyse the geological composition of the area.

Remote sensing technology such as satellite imagery and aerial drones to identity potential gold-bearing areas a distance.

3.7 Pre-testing

A survey is the first run on a few respondents before the actual process of data collection of the entire sample population. The purpose here was to determine if the respondent understand the questions.

3.8 Procedures

After determining the kind of data required followed by the selection of a sample of the selected population, the researcher used survey questionnaires, face to face interviews and telephone interviews to generate data from respective respondents.

3.9 Data management and data analysis

Data processing general started with edition and coding of data. Editing involved checking the data collection forms for any omissions, legibility and consistency in classification. The questionnaires were then processed by the researcher. Although the topic of the study was under behavioural science, the researcher had to use *cross frequency tabulation using percentages, and factor analysis* instead of SPSS Base statistical package of data analysis.

The hypothesis testing procedures was done in chapter 4 and 5 where the alternative hypothesis is accepted. The researcher had to use response factors to deduce statistical significance which enabled him to prove the alternative hypothesis better than the new hypothesis

3.10 Limitations of the study

This very vital study was facing the following limitations; Lack of funds seriously delayed the pace of the study.

The researcher lacked a laptop and was not proficient enough in word processing skills to manage type –setting of the books faster.

The time given to the entire research process was very limited. The process was not complex required reasonable time to do work extensively.

The daily sky-rocketing market prices of stationery and internet services vividly constrains the process of the study

3.11 Ethical consideration

The following sets of principles played a great deal in guiding the design and practices of the study.

Since the study significantly contributes to the body of knowledge in the field of education, worth doing.

The researcher after thorough guidance by the supervisor had adequate competence to complete quality research. The study was within the mastery of the researcher.

The researcher duly informed the participants and the genuinely thought their consent to participate their study.

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The researcher; listened the participants' concerns, enlightened them on concepts of the questions and appreciated them for their consent and participations.

The researcher did not force or hurt the feelings of any respondent. He used simple and friendly language in the entire interaction process.

The researcher tied to be truthful and honest to the [participants and the study its self.

All information during the study was handled with confidentiality and anonymity. Participants not asked to disclose or write names on questionnaires.

CHAPTER FOUR:

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

Chapter four of this study presents analysis, presentation and discussion of results as guided by objectives and questions of the study.

Demographic characteristics of participants

These are in terms of gender, age group and work experience of each participant.

No table of figures entries found.

Table 1: The demographic characteristics of participants.

Demographic characteristics	Sex	Number of participants	percentage
Gender	Male	59	50.9
	Female	57	49.1
	Total	116	100
Age group	10-18	64	55.2
	30+	52	44.8
	Total	116	100
Education and professional levels			
Primary	Male	35	30
	Female	38	33
“O’ level	Male	08	07
	Female	06	05
“A’	Male	06	05
	Female	03	03
Grade III	Male	02	02
	Female	06	05
Diploma			
Diploma	Male	06	05
	Female	03	03
Degree	Male	02	02
	Female	01	01
	Total	116	100
Experience	Below 5 years	08	22
	5-10 years	13	36
	10 years and above	15	42
	Total	36	100

Source: Primary Data

The constituents of the above demographic data were drawn from four primary school communities (1 private and 3 government aided school). 49.1% of the participants were female while 50.9% were male. 55 of the participants were primary school children aged between 10 and 18 while the other 44.8% were adults and aged 30 and above.

4.2 Data analysis

Research question 1: Does gold mining have an impact on academic performance of children at school in Mutumba sub-county?

After data collection, the researcher organised, tabulated and analysed the data using simple descriptive statistics and thematic analysis of data from semi-structured interview items administered to parents, teachers and school administrators. The table below presents the statistical data gathered:

Table 2 : School attendance and academic performance of p.7 classes in the selected schools in Mutumba sub-county, Namayingo District.

school	Subject	2023 School attendance									Performance at		
		Term 1			Term2			Term3			PLE 2023		
		L T	DA T	%	L T	DA T	%	L T	DA T	%	AV E	AG G	DI V
Buchumo P/S	P7 C EP1	66	65	98.4	67	67	100	69	67	97.1	96.5	14	2
	P7 C EP2	66	62	93.9	67	65	98.4	69	66	95.7	96.0	13	2
	P7C EA1	66	32	48.5	67	38	57.6	69	31	44.9	50.3	32	4
	P7C EA2	66	24	36.4	67	30	45.6	69	28	40.6	40.9	28	3
Mulombi P/S	P7C EP1	66	64	97.0	67	63	95.5	69	68	98.6	90.0	13	2
	P7C EP2	66	60	90.9	67	62	93.9	69	65	94.2	93.0	17	2

	P7C EA1	66	40	60.6	67	38	57. 7	69	42	60. 6	59.6	27	3
	P7C EA2	66	32	48.5	67	31	46. 3	69	33	47. 8	47.5	34	U

Bulundira P/S	P7C EP1	66	64	97.0	67	60	89. 6	69	66	95. 7	94.1	18	2
	P7C EP2	66	63	95.5	67	64	95. 5	69	66	95. 7	95.7	16	2
	P7C EA1	66	28	42.4	67	34	50. 7	69	30	43. 5	45.5	29	4
	P7C EA2	66	23	34.8	67	36	53. 7	69	24	34. 8	41.1	33	U

Mweema Hill P/S	P7C EP1	66	65	98.5	67	64	95. 5	69	69	100	98.0	11	1
	P7C EP2	66	63	95.5	67	62	92. 5	69	68	98. 6	95.5	12	1
	P7C EA1	66	32	48.5	67	39	68. 2	69	34	49. 3	55.3	22	2
	P7C EA2	66	34	51.5	67	40	59. 7	69	35	50. 7	54.0	25	3

SOURCES Primary data 2024;

Key; LT= Length of term; **DAT=** Days attended; **P7CEP1-** P7 candidate Ever Present 1;
P7C EA2- P7 Candidates Ever Absent 2

This research item was focused at finding out the impact of artisanal gold mining on academic performance of children at school around the area of study. A documentary review was done especially on a candidate class (P7) to verify school attendance and academic performance of the most absentee pupils at PLE level. The study compared the end of year academic achievement of 2 most absentee and 2 most attending pupils in each school of study in P7 class. Class registers and PLE results sheet of 2023 academic year were the documents reviewed.

The results on this table significantly showed a positive correlation between attendance and academic performance of respective subjects of study in each class.

Research Question 2; *To what extent gold mining affect academic performance of children in schools in Mutumba Sub- County, Namayingo District?*

The motive for this question was to find out in- depth data regarding the degree of impact of gold mining on academic performance children in the area of study.

Table 3: *The far-reaching effects of gold mining to academic performance of children in Mutumba sub-county.*

<i>Items</i>	<i>NR</i>	<i>D</i>	<i>%</i>	<i>A</i>	<i>%</i>
<i>Quest to be rich has ruined children’s interest in education</i>	20	6	30	14	70
<i>More time children spend in gold mines affects academic work</i>	20	01	05	19	95
<i>Inability to complete class task due to gold mine fatigue</i>	20	03	15	17	85
<i>Poor class comprehension due to pre-occupation by mining business</i>	20	02	10	18	90
<i>Gold mining has altered attitude and perfection to education</i>	20	07	35	13	65

Key; *NR= Number of Respondents; D= Disagreed; %= Percentage; A= Agreed*

Source: *Primary data 2024*

Table 4: Responses from teachers and parents

Sample quotes from respondents	Emerging themes
"Children in this place don't go to school regularly. They go to the mines more than school and this makes them fail in their examination.	Perpetual absenteeism Poor academic performance
"Gold mining has not really helped education in this place because, since the advent of mining activities, most children do not attend school but, they are always seen at the mining sites	More interest in gold mining than education
"Children who involve themselves in mining activities perform poorly in class because they are always tired and very weak to do any other work	Fatigue
Many pupils in this school are always at the gold mines working for money. They have no time for studies. When those gold miners come to school, it is just for the sake but their interest is at the site.	More interest in gold mining than studies, The lure for the money
"The hard labour in the mines has robbed children of the childhood they have a right to. These children do not know they have ruined their life by their quest to be rich at a very tender age.	Hard labour Bleak childhood
"Gold mining has spoilt almost all pupils and some teachers in this place since they are money-minded and can't concentrate in class. The dropout has increased to almost 40 per cent.	Both teachers and pupils are money-minded.
The term has started but if you look at the number of pupils reported, there are only 263 out of 769 pupils enrolled in the school. Majority are still at home due to Lack of scholastic materials, lunch fee and gold mining.	Lack of scholastic materials and lunch fees

Source: Primary Data 2024

Research question 3: How can children in gold mining areas be helped to stay in school and improve on their academic performance?

Table 5: Responses from school administrators

Sample quotes from responses	Emerging themes
"Our work as school head teachers is to do public relations. Our success in career is the success of people we teach in life. There is need to visit homes of these children, the sites where the work, round them up and do counselling and guidance. "	emotional support commitment to draw back children to school.
"Government, NGOs, charitable organisations and individuals should rise up to partner to give financial aid to these children because some of them are actually driven to the mines by soaring poverty levels in the area.	financial support poverty alleviation plan.
"Politicians in the community find it difficult to pass laws against child Labour in the mines because they want votes from these people. Politicians. need to change their mind-set and make laws that should be implemented without fear or favour	law enforcement
I think we should also work with other partners to develop child rescue and protection programmes as a sub-county. "	Developing child Protection programmes
The government, local leaders, religious leaders and opinion leaders should work together with school authorities to extensively sensitise parents because some of the children working in the gold mines are implored by their parents	Extensive sensitisation of parent
In is said, set a thief to catch a thief.' Children who have got bad experiences in the gold mines should be supported to come out to stand at the fore-front to explain to their peers the dangers in the gold mines.	
"To reintegrate gold miners into school after an extended period of absence is always a challenge for these children to catch up with their regular peers the schools need to adopt the pedagogy of play-games to enable them attain skills and knowledge that form a foundation for academic success and encourage them to stay in school.	Pedagogy for reintegrating child miners into school

Source: Primary Data 2024

4.2 Presentation of results:

4.2.1 Demographic information

The constituents of the above demographic data were drawn from four primary school communities (1 private and 3 government aided schools). 49.1% of the participants were female while 50.9% were male. On age factor, 55.2% of the participants were primary school children aged between 10 and 18 while the other 44.8% were adults aged 30 and above.

About the education level, 66.3% participants were of primary, 12% completed ordinary (O") level while 08% had completed Advanced ("A) level. 07% of the teachers were at Grade II certificate level, 08% had attained a diploma in education, and 03% had attained a degree in education, primary. As regards professional working experience, 22% of the 36 working adult participants had worked for just 5 years and below, 36% had working experience of 5 - 10 years while the other 42% had working experience of over 10 years. This data was very essential for gaging the maturity of the participants and drawing relevant data from each focus group.

4.2.2 In formation about the impact of gold mining on academic performance of children at school in Mutumba Sub- County.

It is quite interesting to note that the data that arose from the documentary review in table 2 showed significant correlation between attendance and academic performance of children in the schools of study. Regular attendance showed a better academic performance while low attendance registered poor academic results. The candidates who failed and those who passed weakly in division 3 and 4 were all perpetual absentees due to influence of artisanal gold mining activities.

4.2.3 In formation regarding the extent to which gold mining affects academic performance of children in schools in Mutumba Sub- County, Namayingo District

Basing on data analysed on table 3, the study revealed that gold mining did not just influence high rates of absence of children from school but went as far as:
affecting their interest in education.

Imposing fatigue which makes the victims unable to complete class tasks.

Causing poor class comprehension, and, Altering community perception and attitude to education.

Making children family bread earners and, Influencing them to work for financial independence.

4.2.4. Ways of helping children working in the gold mines to stay in school and improve on academic performance.

In response to a question posed by the researcher on how school children involved in gold mining can be rescued and supported to stay in school till completion, said;

Child safety laws should be implemented without fear or favour.

Children reintegrated into school should be given adequate emotional support through counselling and guidance.

Massive sensitization of communities around mining areas on value of education for the future.

Government, NGOs and other charity organisations to mobilise financial support for poverty crippled families.

Schools to employ a pedagogy that helps to reintegrate and retain children in school.

4.3 Discussion of results:

4.3.1 Impact of gold mining on academic performance of children at school.

Upon successful analysis of results drawn from study items designed to collect data for objective 1 and question 1, the study revealed a significant relationship between school attendance and academic performance. The documentary review showed that candidates who failed and passed in weak grades in PLE examinations of 2023 were perpetual absentees. Candidates, who attended school regularly registered a better academic performance in the Primary Leaving Examinations of 2023.

On this note, the researcher agrees with the following scholars:

Saiduddin (2003) in his study of junior high students stipulated that there was a positive correlation between achievement and attendance of learners. Moore (2005) explains that the results of his research signify that enhanced rates of class attendance were connected to enhanced academic performance and the stresses on the academic remuneration of class attendance were also efficient.

Gump (2005) identified a tough negative correlation between absence and final grades.

Furthermore, he says that students who desire to succeed academically ought to attend class, and that teachers must promote attendance and Marburger (2006) said that there is a positive correlation between exams performance and attendance. This literature purely corroborates the findings of the study.

4.3.2. The extent to which gold mining affects academic performance of children in schools in Mutumba Sub- County, Namayingo District.

Artisanal Small-scale Gold Mining has recently surged in a number of regions in Uganda attracting large populations who see it as the only economic activity to get out of poverty, Districts like Namayingo are experiencing a gold rush which seems very profitable for local economies, but in a short-while has had the following educational drawbacks as revealed by this study in corroboration with literature from previous studies:

Artisanal gold mining in Namayingo District has not just influenced high rates of absence of children from school but went as far as affecting their interest in education. This quote corroborates this factor; "Many pupils in this school are always at the gold mines working for money. They have no time for studies. When those gold miners come to school, it is just for the sake but their interest is at the Site "The lack of interest in education has reduced children's mental drive to learn hence leading to poor academic performance in class tasks and final examinations,

According to the findings of the study, gold mining imposes fatigue on child miners. This makes these children unable to complete class tasks whenever they attend school. This again kills even the little interest a child has and easily leads to dropping out of school, One participant said it in this quote:

"Children who involve themselves in mining activities perform poorly in class because they are always tired and very weak to do any other work. "

According to the findings of this study, fatigue imposes the effect of poor comprehension of lesson contents and class tasks hence affecting academic performance of children involved in gold mining.

This study also found that the lucrative nature of gold mining activity has altered community perception and attitude to education. Can you imagine a school child saying:

Some of us rarely attend school since gold mining started in the community and academic performance has become poor We cannot do much in class but do much in making money and another one said;

Sir, we spend more time looking for money at the site than to study. When you attend school regularly, you make small money in the week.

The other experience also gained during the study was that some children are engaged in the goldmine not because they want but the circumstances surrounding their livelihood dictate them to go for the hard risky work. Some of them lost parents, others are truck hard by poverty. This actually qualifies some of them to be family bread earners, this was noted when a 16-year-old orphaned girl working in the mine said;

"For me at home, I am the mother, the father and the older child So I have to work to provide for Myself and my little sister," said

I am sure such a child even if she devoted some of her time to attending school like a few of them do, the results at school would not be good.

The study further found that artisanal gold mining in Mutumba Sub- County like and other mining area, influenced children involved in mining to work for financial independence. The gold diggers whenever they happen to go school make others admire them as they use their money to buy snacks at school. Research done elsewhere also has it that gold diggers have more expensive mobile phones than even teachers. This financial independence has had far-reaching effects on academic performance gold mining victims,

In summary, artisanal gold mining in Mutumba Sub- County has immensely affected academic performance of children at school by causing poor school attendance, making children to lose interest in education, influencing children to work for financial independence, exhausting their physical potential and at worst diverting efforts of some of the teachers,

4.4.3. Ways of helping children working in the gold mines to stay in school and improve on the academic performance.

Uganda as a nation has strict laws designed to prevent children from hazardous work. The minimum age for hazardous work is 18 years but with the fragile economy, these laws and implementation policies have been inadequate in keeping children below the age of 18 from working in artisanal gold mines, With the increase of extreme poverty in the area of study, and the seemingly long-term benefit of education, normal education for most children is still a dream, and there is no end to the desperation.

The findings from this study are predicting a strong effect on the future human resource of nation because a generation of children who are missing out totally on education is now be increased by artisanal gold mining.

The findings of the study on this note suggest that child safety laws should be implemented with fear or favour.

The study also suggests giving adequate emotional support to children reintegrated into school should be through counselling and guidance.

Massive sensitization of communities around mining areas to raise community awareness on to value of education for the future.

The findings further pointed out the need for the government, NGOs and other charity organisation to mobilise financial support towards establishment of alternative income-generating activities.

The contribution from one participant was pointing towards schools employing a pedagogy the helps to reintegrate and retain children in school. The suggestion here was that school use educational play-games to enable these children gain knowledge and skills required to stay in school.

CHAPTER FIVE:

SUMMARY OF FINDINGS RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

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

5.1. Summary of the Findings

Upon successful analysis of results, the study revealed a significant relationship between school attendance and academic performance. The documentary review showed that candidates who failed and passed in weak grades in PLE examinations of 2022 were perpetual absentees. Candidates who attended school regularly registered a better academic performance in the Primary Leaving Examinations of 2023.

The seemingly profitable gold rush in Namayingo District in a short-while has had a couple of educational drawbacks which include among others:

Lack of interest in education caused by gold mining has reduced children's mental drive to learn hence leading to poor academic performance in class tasks and final examinations;

Gold mining imposes fatigue on child miners rendering them unable to complete class tasks and poor in comprehension of lesson contents.

The lucrative nature of gold mining activity has altered community perception and attitude to education.

Some children are engaged in the gold mine not because they want but the circumstances surrounding their livelihood dictate them to go for the hard risky work.

Gold mining in Mutumba Sub- County like and other mining area, influenced children involved in mining to work for financial independence.

On the strategy of helping child gold miners reintegrate into school, the findings of the study suggest that:

Child safety laws should be implemented without fear or favour.

Adequate emotional support be given to children reintegrated into school through, counselling and guidance.

Massive sensitization of communities around mining areas to raise community awareness on value of education for the future.

The government, NGOS and other charity organisations to mobilise financial support towards establishment of alternative income-generating activities.

Schools to employ a pedagogy of educational play-games to reinforce positive reintegration and retention of children in school till completion.

However, artisanal gold mining in Namayingo district has not only had negative impact on the education of children involved in it but has got some positive effect on their lives. These children have been able to gain skills developed by working in the gold mines such as leadership, self-discipline, punctuality, sense of the responsibility and self-confidence.

The activity has also enabled some parents to raise money which has enabled them to pay school fees for their children. Some children have also been able to raise money for their school fees and school requirements.

5.2 Conclusion

Upon critical synthesis of results of the study, the researcher reached a conclusion that: Poor school attendance and other factors like child labour law implementation has have all combined to impose negative implications on schooling and learning achievement (academic performance) of children in Mutumba Sub- County, Namayingo District.

Artisanal gold mining in Mutumba Sub- County has immensely affected academic performance of children at school by causing poor school attendance, making children to lose interest in education, influencing children to work for financial independence, exhausting their physical potential altering perception of communities about education and at worst diverting professional effort of some of the teachers.

To mitigate robbing effect of artisanal gold mining on academic performance of school children in Mutumba Sub- County in Namayingo District implores stakeholders in education to impartially implement children's safety laws; provide adequate erosional support to affected children raising community awareness and collectively mobilise financial support towards establishment o alternative income-generating activities.

5.3 Recommendations:

The robbing effect of artisanal gold mining to academic performance school children in primary schools in Mutumba Sub- County should be combated by obtaining basic mining machinery to provide labour in place of children. The authorities in natural resources sector

should think of building local programmes that will help raise community awareness, and support alternative income-generating activities for adults so that children stop working in mines but return to school.

Both the central and local government should plan and take a number of concrete actions to organizing non-formal education classes for young children working at the mining sites. Skills training is also required for older children to work safely in the formal mining companies.

It further imperative to note that strategies to reduce child labour in the gold mines should focus on building social capital for children in communities, further exploring the influence of the child Support grant, targeting trans generational sexual norms, applying the law on underage child labour and making information on contraception more accessible girl children who are working in the sites because there have been testimonies of some of them becoming victims of early pregnancy. In other words, programmes that empower girls in the area of sexuality should be offered. In a nutshell, multifaceted and inter-sectoral approaches are required to be employed so as to help reduce child labour in the gold mines.

Areas for Further Research:

This study concentrated on the impacts of gold mining on the academic performance of children in primary schools in Mutumba Sub- County, Namayingo District. The researcher feels there is need for other scholars to conduct a similar study in other districts where gold and other precious minerals are extracted from the earth in order to create an understanding of the whole country.

There is also need to conduct a study to investigate the impact of child safety laws on promotion child safety in labour industry. Lastly study should be done to compare the positive and negate impacts of child labour on education of children.

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APPENDICES

APPENDIX A: Time allocation for research activities.

S/N	Research phase	Mission	Time frame
1	Introduction	Meeting with supervisor for initial guidelines	15 th April 2024.
2	Background and literature review of the study	Building a background to the study. Conducting a comprehensive review of relevant related literature. Refinding research questions. Developing theoretical framework.	17 th -22 nd , 2024.
3	Research design plan	Developing researching design Designing questionnaires Identifying online and offline channels for recruiting participants Finalizing with sampling and data analysis methods.	23 rd -28 th 2024.
4	Data collection	Pre-testing of questionnaires Recruiting participants Conducting interviews with selected participants. Transcribing and cleaning survey data.	1 st -7 th June 2024.
5	Data analysis	Statistical analysis of survey data. Holding thematical analysis of questionnaire scripts Drafting results and discussion chapters.	8 th -25 th June 2024.
6	Research report writing	Completing a full report draft. Meeting supervisor for feedback discussion and revisions.	10 th July 2024.
7	Revision	Writing the final report based on the feedback from the supervisor. Proof reading. Getting supervisor approval for final draft. Printing, binding and submitting the dissertation.	25 th July, 2024.

APPENDIX B: Budget

ITEM/ ACTIVITY	COST ESTIMATES
Travel	80,000
Materials to use	50,000
Technical assistance	250,000
Time recovery	50,000
Secretarial and stationery service	100,000
Fieldwork data collection expenses	100,000
Telecommunications and internet costs	80,000
Statistical data analysis costs	60,000
Equipment and facility costs	50,000
Final report production costs	150,000
Total cost	970,000

**APPENDIX C;
QUESTIONNAIRES,**

A. Closed ended questionnaires.

1. Do you agree gold mining has spoilt children's interest in education?

.....
.....

2. Does time children spend in gold mines affect academic work?

.....
.....

3. Fatigue from goldmine fails children to complete class tasks.

.....
.....

4. Gold mining business cause poor comprehension in class.

.....
.....

5. Gold mining has altered attitudes and perception to education.

6.
.....

B. Semi-structure interview items;

1. I can see you are busy working. You said you are a student; how do you balance this with school?

.....
.....

2. School and mining, what do you attend regularly?

3.
.....

4. I guess some have dropped out of school because of making quick money in mining!

5.
.....

6. According your age, you a child, what makes you leave school for gold mining?.....
.....

Interview items for teachers.

1. Academic performance of children at school in this place is not good. What do you think is the main cause of poor academic performance of our children at school?.....

.....
.....

2. As teacher, what is your comparison of academic performance of regularly attending pupils and those taken up by gold mining?

.....

3. What is the attendance compared to a absence today?

.....
.....

Interview items for parents.

1.I understand children in this place prefer working in gold mines than going to school. Is right?

.....
.....

2. Education prepares children for their future. Why have parents chosen to let children go mining than studying.

.....
.....

4. As a parent who is aware of the benefits of education, how best do you think children working gold mines should be helped to resume school effectively?

.....
.....

Interview items for administrators:

a. School administrators

1.*Many school children are there in the gold mines fending for life. As a senior school administrator, does this scenario affect your school?*

2.Gold mining is robbing the nation off the future skilled man-power in the formal sector and the informal job market in the informal gold mining industry is extremely exploiting over 30%of our school age going children. Kindly share with me how best our children can be helped to resume school and finish education cycle

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

3.What about teachers, do they concentrate in their work or the business equally takes their effort

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

Local administrators LC1;

It is said gold mining here is doing more harm than good to school

1.First, how is gold mining benefitting education of children in this place?

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

2.Secondly, what harm is the lucrative gold mining doing to children here?

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

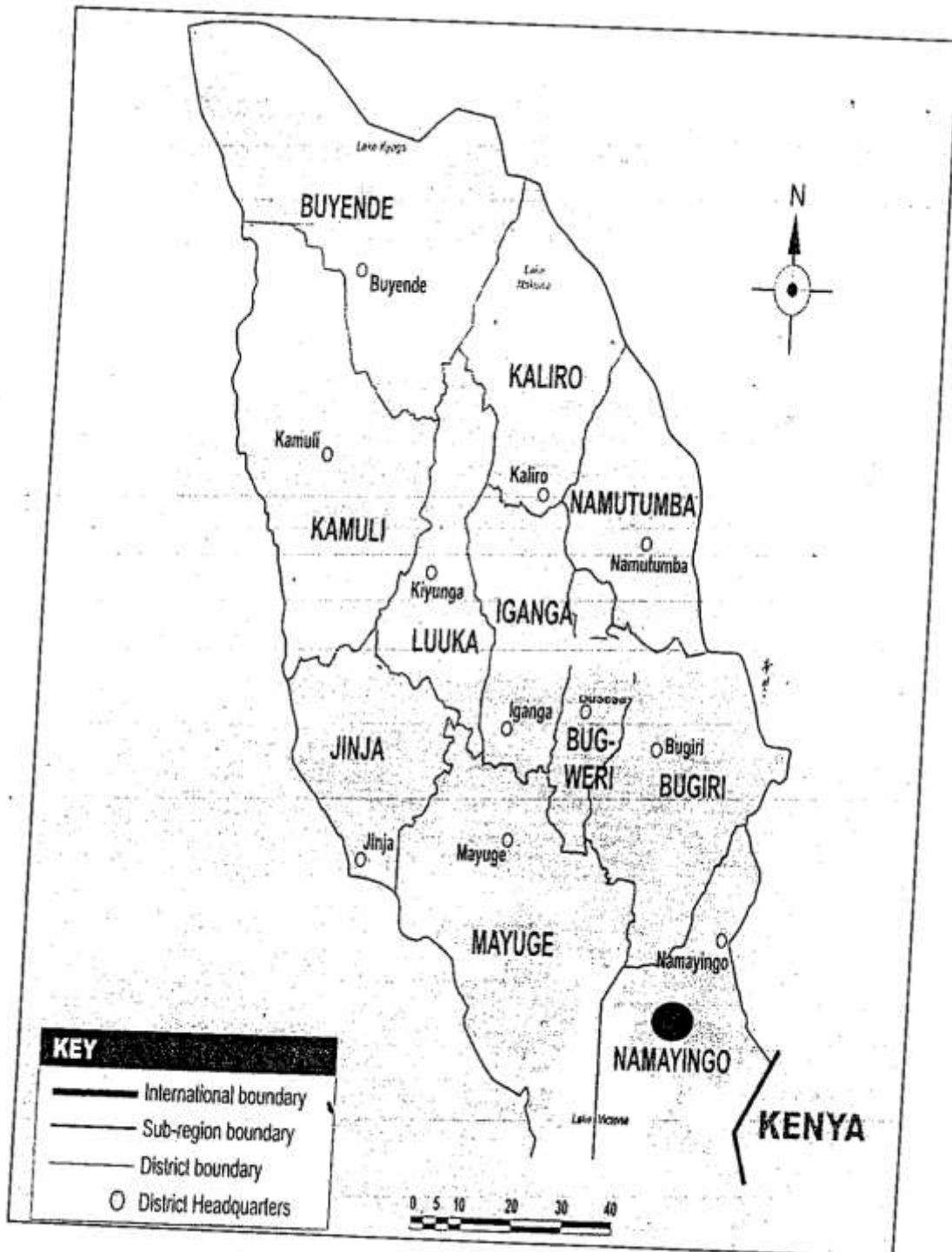
3.As a leader, what should be done to reintegrate children working in the gold mines into school?

.....
.....

APPENDIX D

MAP SHOWING BUSOGA DISTRICT

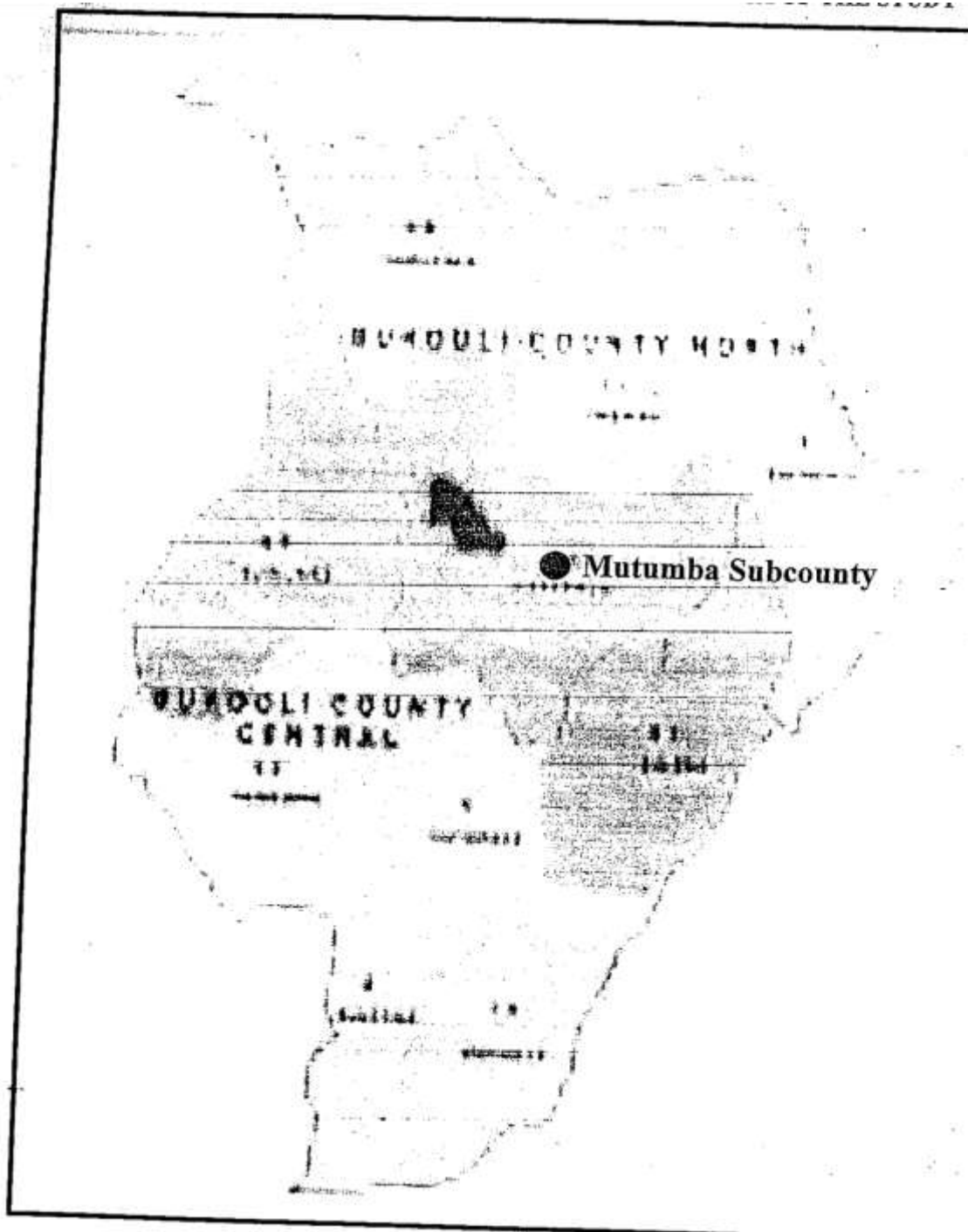
Figure 1



● Location of Mayuge District

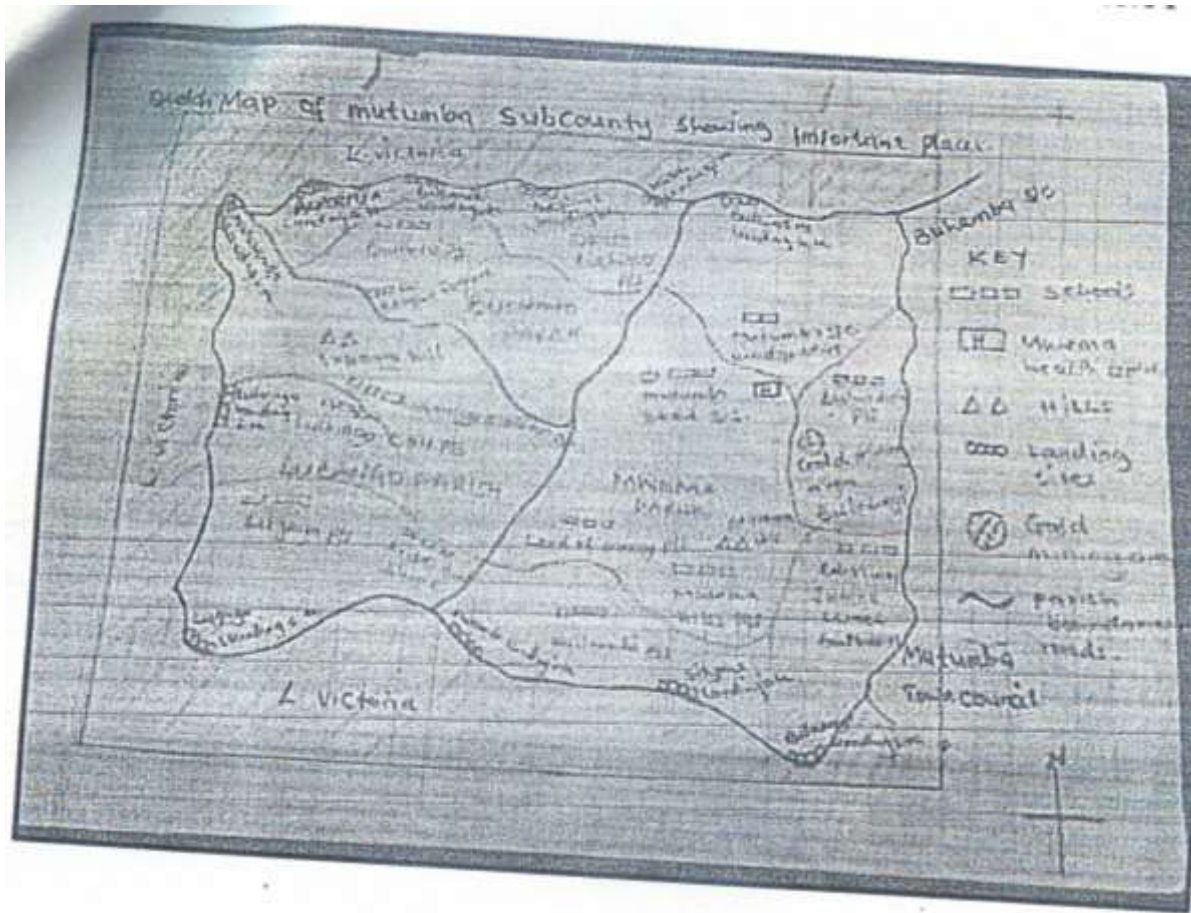
THE MAP OF NAMIYINGO DISTRICT SHOWING THE AREA OF THE STUDY

Figure 2



SAMPLE SCHOOLS FOUND IN THE PARISHES OF BUKABOOLI SUB COUNTY

Figure 3



APPENDIX E:

PICTURES OF SCHOOL DROPOUTS WORKING IN THE GOLD MINES

Figure 4

These boys dropped out in P. 6



This girl dropped from P. 5

