

**CHILD LABOUR AND ACADEMIC PERFORMANCE OF STUDENTS IN
ORDINARY LEVEL SECONDARY SCHOOL: A CASE STUDY OF
GULU COLLEGE SCHOOL, LAYIBI SUB-COUNTY,
GULU MUNICIPALITY**

BY

EKANYA JAMES

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DECLARATION

I, Ekanya James, declare that the content of this document is my original work and has never been presented or submitted to any university college or any institution of learning for any award.

Signed: Ekanya James

Ekanya James (Student)

Date: 15th/08/2017

APPROVAL

This is to certify that this research work was supervised and is now ready for submission to the academic board for consideration and approval.

Signed: _____



Oketcho Pius (Supervisor)

Date: _____

16.08.2017

DEDICATION

I would like to dedicate this piece of work to my wife Achan Beatrice, my daughter Lakareber Mercy Hope, son Rwotomiya Jonathan and my mother Atto Julia for their family support and encouragement.

ACKNOWLEDGMENT

I thank Almighty God for this continuous support through giving me power, wisdom, life and granting me this favour to be able to accomplish this piece of work.

Secondly I would like to thank my supervisor Mr. Oketcho Pius who always created time and guided me through this work at all stags which has made me complete it successfully.

I do acknowledge Mr. Bob Goff (the President of Restore International for supporting my studies). Mr. and Mrs. Komakech William Oola for supporting my education since childhood, Mr. Odoki Emmanuel and Mr. Niwagaba Godfrey who are my course mates at KIU.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES LIST OF FIGURES	viii
LIST OF FIGURES	ix
ACRONYMS	ix
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background to the Study	1
1.2 Objectives of the Study	3
1.2.1 General Objective	3
1.3 Research Questions	3
1.4 Scope of the Study	3
1.4.3 Time Scope	4
1.5 Significance of the Study	4
CHAPTER TWO	5
RELATED LITERATURE REVIEW	5
2.0 Introduction	5
2.1 Child Labour	5
2.2 Relationship between Academic Performance and Child labour	7
2.3 Effects of child labour on academic performance	9
2.4 Strategies used to curb Child labour and improve Academic performance	11

CHAPTER THREE	13
METHODOLOGY	13
3.0 Introduction.....	13
3.1 Research Design	13
3.2 Area and Population of the study.....	13
3.3 Sample Framework	13
3.3.1 Sample Size	13
3.3.2 Sample Technique	13
3.3.3 Sample Procedure	13
3.4 Data Collection Methods	14
3.4.1 Instruments	14
3.4.2 Sources of Data.....	14
3.5 Data Processing	15
3.6 Data Analysis.....	15
3.7 Ethical Considerations	15
CHAPTER FOUR	16
PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS	16
4.0 Introduction.....	16
4.1 Demographic background of the Respondents	16
4.1.1 Sex of the respondents	16
4.1.2 Age.....	17
4.1.3 Marital Status.....	17
4.1.4 Education Background.....	18
4.2 Relationship between child labour and academic performance.....	19
4.3 Effects of Child Labour on Academic Performance.....	19
4.3.1 Positive effects of child labour on academic performance	19
4.3.2 Negative effects of child labour on academic performance	20
4.4 Strategies to curb Child Labour and Improving Academic Performance.....	21

CHAPTER FIVE	22
SUMMARY FINDINGS, RECOMMENDATIONS AND CONCLUSIONS.....	22
5.0 Introduction.....	22
5.1 Summary	22
5.1.1 Relationship between academic performance and child labour.....	22
5.1.2 Effects of child labour on academic performance	23
5.1.3 Strategies to curb child labour	23
5.2 Recommendation	23
5.2.1 Relationship between academic performance and child labour.....	23
5.2.2 Effects of child labour on academic performance	23
5.2.3 Strategies to curb child labour	24
5.3 Conclusions.....	24
5.3.1 Relationship between academic performance and child labour.....	24
5.3.2 Effects of child labour on academic performance	24
5.3.3 Strategies to curb child labour	25
REFERENCES	26
APPENDICES.....	28
APPENDIX A: WORK PLAN.....	28
APPENDIX B: PROPOSED BUDGET	29
APPENDIX C: QUESTIONNAIRES TO THE PARENTS, TEACHERS, HEADTEACHER.....	30

LIST OF TABLES

Table 1: Sex of the Respondents	16
Table 2: Age of the Respondents.....	17
Table 3: Marital Status of the Respondents.....	17
Table 4: Educational Background	18
Table 5: Relationship between child labour and academic performance	19
Table 6: Positive effects of child labour on academic performance.....	19
Table 7: Negative effects of child labour on academic performance	20
Table 8: Strategies	21

LIST OF FIGURES

Figure 1: Sex of the respondents	16
Figure 2: Shows Marital status of the Respondents	18
Figure 3: Positive Effect	20

ACRONYMS

SPSS	:	Statistical Package for Social Scientists
ILO	:	International Labour Organization
K.C.P.E	:	Kenya Certificate of Primary Education

ABSTRACT

This research is about child labour and academic performance of Students in Ordinary Level Secondary School. It was guided by three objectives; identify the relationship between child labour and academic performance of Students in Ordinary Level Secondary School, to identify the effects of child labour on academic performance of learners,, to establish the strategies used to curb child labour and improve academic performance.

Stratified sampling was used where 60 respondents were selected.

Among the strategies laid to curb child labour were: the need by government to provide scholastic materials to all schools, punishment to be minimized at school, there is need to sensitize the community about the urgency of education in the developing Kenya.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

According to Agroebie (2008) Child labour, or child labor, refers to the employment of children at regular and sustained labour. This practice is considered exploitative by many international organizations and is illegal in many countries. Child labour was utilized to varying extents through most of history, but entered public dispute with the beginning of universal schooling, with changes in working conditions during industrialization, and with the emergence of the concepts of workers' and children's rights.

According to Penguin (1968), Child labour is common in some parts of the world, and can be factory work, mining, prostitution, quarrying, agriculture, helping in the parents' business, having one's own small business (for example selling food), or doing odd jobs. Some children work as guides for tourists, sometimes combined with bringing in business for shops and restaurants (where they may also work as waiters). Other children are forced to do tedious and repetitive jobs such as: assembling boxes, polishing shoes, stocking a store's products, or cleaning.

However, rather than in factories and sweetshops, most child labour occurs in the informal sector, "selling many things on the streets, at work in agriculture or hidden away in houses - far from the reach of official labour inspectors and from media scrutiny." And all the work that they did was done in all types of weather; and was also done for minimal pay. As long as there is family poverty there will be child labor. There is an estimated 158 million children aged 5 to 14 in child labour worldwide, excluding child domestic labour. According to UNICEF,

According to Thomas DeGregori, an economics professor at the University of Houston, in an article published by the Cato Institute, a libertarian think-tank operating in Washington D.C., it is clear that technological and economic change are vital ingredients in getting children out of the workplace and into schools. Then they can grow to become productive adults and live longer, healthier lives. However, in poor countries like

Bangladesh, working children are essential for survival in many families, as they were in our own heritage until the late 19th century. So, while the struggle to end child labour is necessary, getting there often requires taking different routes and, sadly, there are many political obstacles.

Academic performance refers to the ability of the child to excel in examination/tests after undergoing, a course or Study. An individual is valued according to the high academic performance. Anyone who excels in academic is assured of a better job and excellent life. Child rearing is a very important issue in our society today. Child rearing refers to the way one brings up his or her child. The way the child is reared will determine what kind of a person he/she will be in future e.g. child whose basic needs are met will develop interest in learning and therefore excel in academic performance.

According to ECD guideline (1999) the disintegration of traditional family structures has led to more nuclear families thus, the traditional child care support provided under the extended family structure is no longer available, therefore rendering the orphans and needy children helpless, hence leading to low academic performance.

1.1 Statement of the Problem

The problem of child labour continues to pose a challenge before the nation. Government has been taking various pro-active measures to tackle this problem. However, considering the magnitude and extent of the problem and that it is essentially a socio-economic problem inextricably linked to poverty and illiteracy, it requires concerted efforts from all sections of the society to make a dent in the problem.

The early years of a child are very important. Research has shown that 80% of the brain is formed during the first 3 years of the child's life. This is the period when the child is most vulnerable, impressionable and sensitive to environmental influences and is referred to as "formative" or "impressionable" years i.e. having an important and lasting influence on the development of a child's character. Experience of these years continues to influence the individual throughout life.

1.2 Objectives of the Study

This research was guided by two sets of objectives.

1.2.1 General Objective

To establish the relation between child labour and academic performance of Students in Ordinary Level Secondary School

1.2.2 Specific Objectives

- i. To identify the relationship between child labour and academic performance
- ii. To identify the effects of child labour on academic performance
- iii. To establish the strategies used to curb child labour and improve academic performance.

1.3 Research Questions

- i. What is the relationship between child labour and academic performance?
- ii. What are the effects of child labour on academic performance?
- iii. What are the strategies used to curb child labour and improve academic performance?

1.4 Scope of the Study

This was carried out within geographical, subject and time scope.

1.4.1 Geographical scope

The study was carried out in Layibi Sub-County, Gulu Municipality.

1.4.2 Subject Scope

The study focused on the child labour and academic performance of early childhood learners in Layibi Sub-County, Gulu Municipality. Respondents were people who are Parents, Teachers, and Municipality Education Officers.

1.4.3 Time Scope

The study was carried out between April and June 2009. The researcher investigated the child labour and academic performance of early childhood learners in Gulu College School.

1.5 Significance of the Study

Result of this study will help the other researchers who will use my findings and it will help us in understanding how child labour is affecting academic performance and provide the information for the required adjustments of the institution.

Using this study's findings the other institutions will be in position to the limiting factors of their academic performance.

The study will be useful to the academicians who may want to expand and acquire more knowledge on child labour and academic performance among different communities.

The research shall be beneficial to the parents, children, teachers and other interested parties who have interest in schooling.

The study will help me to fulfill the partial requirements for the award of Bachelor's Degree in Kampala International University

CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Introduction

There have been a number of research studies that justify the need for academic performance and curbing of child labour.

This section deals with review of literature related to definitions of child labour, causes, effects, academic performance.

2.1 Child Labour

Child labour is a complex problem whose roots are deeply embedded in cultural, social and economic structures and traditions. Having to labour as a child and most children who work do not have the privilege of free choice can have an immense impact on the child's physical and intellectual development. Child labour as understood by international conventions and national legislation is a violation of human rights so fundamental that it must be outlawed without compromise.

Way back in 1979, Government formed the first committee called Gurupadswamy Committee to study the issue of child labour and to suggest measures to tackle it. The Committee examined the problem in detail and made some far reaching recommendations. It was observed that as long as poverty continued, it would be difficult to totally eliminate child labour and hence, any attempt to abolish it through legal recourse would not be a practical proposition. The Committee felt that in the circumstances, the only alternative left was to ban child labour in hazardous areas and to regulate and ameliorate the conditions of work in other areas. It recommended that a multiple policy approach was required in dealing with the problems of working children.

Lack of this encouragement will lead to lack of self-esteem and therefore the child will develop inferiority. The maids leave the children to cry for a long time which is dangerous to their health. Forrest (1997) supports this idea by saying that babies can make secure attachments to several people if they care for them well, working mothers face the dangers of their children being over punished or beaten. Punishment turns

children into sadists “The cruelty of many children springs from the cruelty that has been practiced on them by adults. You cannot be beaten without wishing to beat someone else ... Every beating makes a child sadistic in desire or practice”

Child labour is common in some parts of the world, and can be factory work, mining, prostitution, quarrying, agriculture, helping in the parents' business, having one's own small business (for example selling food), or doing odd jobs. Some children work as guides for tourists, sometimes combined with bringing in business for shops and restaurants (where they may also work as waiters). Other children are forced to do tedious and repetitive jobs such as: assembling boxes, polishing shoes, stocking a store's products, or cleaning. However, rather than in factories and sweetshops, most child labour occurs in the informal sector, “selling many things on the streets, at work in agriculture or hidden away in houses-far from the reach of official labour inspectors and from media scrutiny.” And all the work that they did was done in all types of weather; and was also done for minimal pay. As long as there is family poverty there will be child labour.

According to Thomas DeGregori, an economics professor at the University of Houston, in an article published by the Cato Institute, a libertarian think-tank operating in Washington D.C... “it is clear that technological and economic change are vital ingredients in getting children out of the workplace and into schools. Then they can grow to become productive adults and live longer, healthier lives. However, in poor countries like Bangladesh, working children are essential for survival in many families, as they were in our own heritage until the late 19th Century. So, while the struggle to end child labour is necessary, getting there often requires taking different routes and, sadly, there are many political obstacles.

Child labour generally takes on two forms: unpaid work in the household or in a household farm or enterprise, and outside work in the paid labour market. Most child labour is unpaid and conducted in family-owned enterprises, making it difficult to distinguish from household chores. Nevertheless, the adverse consequences of child

labour may differ by whether they are oriented toward market or home production, as well as whether they are inside or outside the home. Consequently, questions need to define child time allocation to work activities by where they occur (inside or outside the household) and whether or not they are related to a family enterprise.

2.2 Relationship between Academic Performance and Child labour

A simple three-stage variant of the Ben-Porath (1967) model can be used to outline the exogenous and endogenous variables that enter the time allocation decision. This model is not meant to characterize all the complications of the school and work decisions concerning the child, but merely to indicate which variables we need to consider in characterizing those decisions.

We assume that the parents decide how to allocate child time between labour (L) and school attendance (A) so as to maximize the present value of the child's lifetime earnings. We assume initially that households do not face any constraints on borrowing against future returns to schooling, an assumption that will be relaxed later. In each period, the time constraint is given by $A + L = 1$, so we ignore the decision on child leisure.

Furthermore, we assume that there are positive returns to school, and that eventually, returns to an additional year of schooling decreases as years of schooling rises. These assumptions are sufficient to predict that a child will decrease time in school as the child ages.

The first stage is defined as the length of time the child spends full time in school, so attendance, $A = 1$. In the second stage, $0 < A < 1$, meaning the child divides time between school and work. In the third stage, the child specializes in working, setting $A = 0$. The length of stage 1 or stage 2 varies with the parents' assessment of the value of current child labour versus the present value of increased human capital from spending time in school.

The wage the child can claim at time t is $W(H_t)$, where H_t is total marketable skill accumulated up to time t . Between any two periods $t = 0$ and $t = 1$, the decision of

whether the child attends school will reflect the relative returns to schooling versus working. Let r be the interest rate. If the child attends school so $A > 0$, s/he will earn $(1-A)W(H_0)$ in the current period, but the wage will rise to $W(H_1) = W(H(H_0, A))$ in the next period. Human capital production depends positively on past human capital accumulation and attendance. If the child does not attend school, $A = 0$ and the child's value of time in both periods is $W(H_0)$.

Numerous studies have shown that child labour and time in school are sensitive to changes in pecuniary costs and returns. Non-pecuniary costs and returns are also likely to be important, but are difficult to quantify. Most studies control for them, using measures of household demographics and other proxies for local tastes toward schooling and child work.

Most of the studies up to this point have focused on the relationship between child labour and school enrolment. It has been commonly observed that in many countries, the majority of working children are enrolled in school. For example, Ravallion and Wodon (2000) found that increases in enrolment in a sample of girls in Bangladesh were not associated with appreciable decreases in child labour. They conclude that the adverse consequences of child labour on human capital development are likely to be small. However, it is possible that working children remain enrolled in school but do not attend as regularly. Several recent studies have examined that possibility. Boozer and Sun (2001) studied children aged 7-18 in Ghana in the late 1980s. They conclude that an hour of child labour reduced school attendance by approximately 0.38 hours.

Another study by Edmonds and Pavcnik (2002) using a panel of Vietnamese households, found that increases in the real price of rice, a major export, lowered child labour. The reductions in child work were largest for girls of secondary school age who also experienced the largest increase in school attendance. Edmonds (2002) examined how child labour and education in a sample of poor black households in South Africa responded to a fully anticipated increase in government transfer income. Households that were eligible for a social pension programme experienced a sizeable decrease in child labour and an increase in schooling attendance.

While child labour appears to be associated with reductions in school attendance, it still does not follow that child labour lowers the development of marketable skills. Many schools in developing countries are of poor quality so that children may receive better informal or on-the-job training outside school. On the other hand, changes in attendance would understate the adverse effect of child labour on human capital accumulation if a child who attends school despite working is too tired to learn or has no time for homework.

Emerson and Souza (2002) explore the impact of one child's working on their siblings. Because earlier-born children are able to command higher wages than their younger brothers and sisters, this additional income may allow parents to send the late-born siblings to school. They found that in Brazil, first-born males were more likely to work than their younger siblings. Last-born males' children were less likely to be child labourers than their older siblings. For girls, first-borns are less likely to go to school than later born girls. This possibility that child labour adds schooling opportunity through income reallocations within the household has not been adequately explored.

There is indirect evidence that child labour limits a child's human capital development. Child labour has been linked to greater grade retardation (Sedlacek et al., 2003; Rosati and Rossi, 2001); lower years of attained schooling (Psacharopoulos, 1997); and lower returns to schooling and a greater incidence of poverty as an adult (Ilahi et al, 2003). On the other hand, some studies have found that child labour and schooling may be complementary activities (Patrinos and Psacharopoulos, 1997). A definitive answer on whether child labour lowers cognitive attainment requires direct estimation of the educational production function.

2.3 Effects of child labour on academic performance

Children specialize in schooling early in life. Eventually, they leave school and enter the labour market full-time, whether as children or adults. Many will experience an intermediate period in which they devote some time to work while still in school. It is useful to lay out the economic rationale for this pattern of time allocation as the child

ages, in order to highlight the variables that should be incorporated in empirical studies of child labour and school achievement.

Potential Damage: The potential damage that can be done by child labour also depends on its intensity. Working one or two hours per day may not interfere with schooling, may not make the child too tired to perform, and may even generate sufficient resources to enable the household to afford to send the child to school. Therefore, it is important to know how many hours a child works per day.

Mis spell: Child labour may be continuous over the year or may be subject to short spells. These spells may be related to seasonal demand for child labour, say from need for additional labour at planting or harvest, or due to transitory shocks to household income. A recent study by Duryea et al. (2003) found that the average length of a spell of child labour in urban areas of Brazil was about four months. Jacoby and Skoufias (1997) found that rural households in India used child labour to help insulate the household from adverse shocks to household income. While these transitory spells of child labour may disrupt a child's education, the disruption is presumably less severe than if the child labour is continuous. This suggests that questions regarding child labour should establish how regularly the child works as well as whether or not the child works.

The adverse consequences of child labour are likely to accumulate over time. In any single cross sectional survey, two children with similar current child labour status may have had very different child labour histories. Retrospective questions on past accumulations of child labour can capture long-term versus contemporaneous incidence of child labour.

Hazardous child labour: Some forms of work done by children, by its nature or the circumstances in which the work is carried out, are more likely than others to cause physical or psychological injury to the child. Under the International Labour Organization's Conventions on child labour, such work -usually referred to as "hazardous work" 10 -that is likely to harm children's health, safety and morals must be prohibited for children and adolescents under the age of 18 (according to Convention No. 138 on the

Minimum Age). The ILO Convention No. 182 defines hazardous work by under-18s as one of the worst forms of child labour and calls for urgent action for prohibition and elimination.

Dropout and continuation: If one is following a cohort of students over time, one can also distinguish dropouts from students who continue on in school. Dropouts reflect both the child's performance and the parents' schooling demand response to the child's performance in school. Consequently, dropouts are less informative about actual success in school than are promotions. Nevertheless, as the model on section 1 demonstrates, the choice to continue in school is related to the child market, school quality and past accumulations of human capital can be analysed in its own as an element of schooling choices.

2.4 Strategies used to curb Child labour and improve Academic performance

Eradicating child labor is an integral part of the ILO's agenda for the world of work called the Decent Work Agenda, which seeks to promote opportunities for all women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity. This development framework is centered on stimulating the investments that create the opportunities for productive work; with standards and rights at work, social security, health protection and safety nets and voice and representation for working people. The effective abolition of child labor is one of the principles at the heart of our agenda. We promote decent work because when you ignore the quality of work for parents, you open the door to child labour.

In conclusion, The United Nations Convention on the Rights of the Child, the most widely ratified international human rights treaty, as well as ILO Conventions on the subject, particularly the Minimum Age Convention, 1973 (No. 138), set out the objectives and the broad policy framework for the action to be taken to eliminate child labour. The UN Convention seeks to protect children from economic exploitation and from performing any work that is likely to be hazardous, or to interfere with their education, or to be harmful to their health or their physical, mental, spiritual or social

development. ILO Convention No. 138 requires member states to take measures for the effective elimination of child labour, it also specifies the age below which children should not be admitted to employment, and while allowing for some flexibility, particularly to take account of the special difficulties encountered by developing countries, also sets a higher minimum age for hazardous work.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used during this study. These included target population, sample size, methods of data collection, data editing and data analysis. It addresses the area of study, the population covered and the problems encountered

3.1 Research Design

The study employed both a descriptive and cross sectional research design in the collection and analysis of data, the two research design are preferred because they enabled the researcher to systematically collect and present data to give a clear picture regarding.

Both quantitative and qualitative data was used because they involved carrying out in depth interview and to conduct group discussion. Under quantitative method, questionnaires were used to establish the places affected.

3.2 Area and Population of the study

The study was conducted in Gulu college school, Gulu Municipality.

3.3 Sample Framework

3.3.1 Sample Size

From the proposed study, the actual total number of the 60 respondents was interviewed, that is 10 headteachers, 40 parents, 10 teachers.

3.3.2 Sample Technique

Purposive sampling technique was used. Key information was purposively sampled because they have information and knowledge in the area of the study.

3.3.3 Sample Procedure

The researcher first defined the population, listed the elements of the population, determined an appropriate sampling methodology, decided an adequate sample size and selected a representative sample of 60 respondents.

3.4 Data Collection Methods

3.4.1 Instruments

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on child labour and academic performance. The methods generated enough information so as to make conclusions.

(i) Questionnaire

The questionnaires were administered on some, men, children and , women in the rural and urban areas of Layibi Sub-County, Gulu Municipality so that the researcher can compare and contrast data given on child labour and academic performance between the two sexes.

(ii) Interview Method

The researcher conducted face-to-face interviews with headteacher, children, and teachers and parents both illiterate and literate on issues pertaining to the respondents' background.

(iii) Observation

This was conducted during interview to observe what have been the effects of child labour on academic performance.

3.4.2 Sources of Data

(i) Primary data Source

This was got through the use of self administered questionnaires, interviews and observation.

(ii) Secondary Data Source

Text books and other related works of outstanding scholars whether Published, Magazines. Written data sources included published and unpublished documents, agency reports, newspaper articles, internet sources and so forth were referred to so as to give more light on issue.

3.5 Data Processing

After the data collection, qualitative data obtained from the interview was coded. Quantitative data was coded to tabulate on a scale and entered in the computer using Statistical Package for Social Scientist (SPSS).

3.6 Data Analysis

Data was analysed qualitatively and quantitatively. Different data sets were used in analyzing data collected, i.e. where necessary SPSS package was used. Bar graphs were used to give a clearer outlook about the relationship between child labour and academic performance. Bar graphs and other graphs were done in Microsoft Excel.

Recommendations were made using the outcome of the result of the analysis.

3.7 Ethical Considerations

Bearing in mind the ethical issues, the researcher first got a letter of introduction from the university that introduced him to the respondents during the data collection process. The researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration and procedures to be followed, and be in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analysed. The discussion is presented in accordance with research question and objectives of the study.

4.1 Demographic background of the Respondents

This presents the sex, age, marital status, and educational level of the respondents. These are discussed as follow:

4.1.1 Sex of the respondents

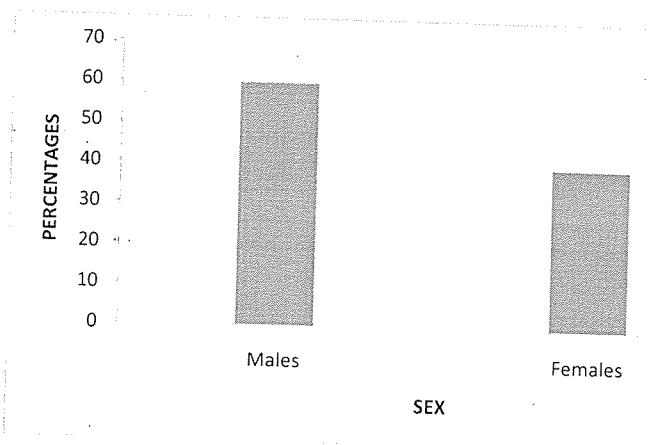
Table 1: Sex of the Respondents

Sex	Frequency	Percentages %
Males	36	60
Females	24	40
Total	60	100

Source: Fieldwork 2017

The study considered both the males and females. Out of the 60 sampled 36 (60%) were males and 24 (40%) were females.

Figure 1: Sex of the respondents



Source: Fieldwork 2017

4.1.2 Age

Table 2: Age of the Respondents

Age	Frequency	Percentages
Below 25	7	11.67
25-34	28	46.67
35-44	10	16.67
45-60	15	25.00
Total	60	100.00

Source: Fieldwork 2017

From the table 2, three quarters of the respondents are below 45 years of age. Most of the respondents were between 25 and 34 years of age with 46.67%, followed by 45-60 age bracket with 19 (25%), 11.67% were below 25 years of age, 16.67% were between 35 and 44.

4.1.3 Marital Status

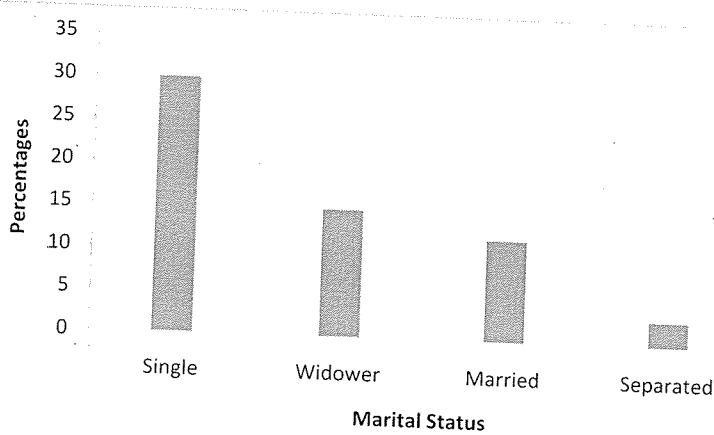
Table 3: Marital Status of the Respondents

Marital status	Frequency	Percentages
Single	30	50.00
Widower	15	25.00
Married	12	20.00
Separated	3	05.00
Total	60	100.00

Source: Fieldwork 2017

The study found out that out of 60 respondents 30 (50%) were single, 15 (25%) were widower, 12 (20%) were married and 3 (05%) was separated.

Figure 2: Shows Marital status of the Respondents



Source: Fieldwork 2017

4.1.4 Education Background

Table 4: Educational Background

Education level	Frequency	Percentage
Primary Level	2	03.33
Secondary Level	20	33.33
Diploma	28	46.67
Degree	3	05.00
Masters	7	11.67
Total	60	100.00

Source: Fieldwork 2017

Table 4 establishes that 28(46.67%) have diploma, 20 (33.33%) were secondary dropouts, 7 (11.67%) were masters holder, 3 (05.00%) were degree holder and only 2 (03.33%) were primary drop outs.

Through the informal interview with the respondents, it was found out that those who did not get educated, had no money for education, no schools were established and their parents could not allow them.

4.2 Relationship between child labour and academic performance

Table 5: Relationship between child labour and academic performance

Relationship	Frequency	Percentage
Changes in attendance	25	41.67
human capital development	30	50.00
Reduction in child labour	5	8.33
Total	60	100.00

Source: Primary data 2017

From the table 5 it can be established that 50.00% of the respondents gave human capital development as a most relationship between child labour and academic performance, changes in attendance 41.67% and 8.33% gave reduction in child labour.

Changes in attendance occurs when children are employed, or are going to be employed it means that many children will not be concentrating in class, thus they end up dropping out of school and some absent themselves from school as they want to go and earn something hence a decline in their academic performance.

4.3 Effects of Child Labour on Academic Performance

4.3.1 Positive effects of child labour on academic performance

Table 6: Positive effects of child labour on academic performance

Positive effects	Frequency	Percentage
Increased enrollments	15	25.00
Good academic performance	45	75.00
Total	60	100.00

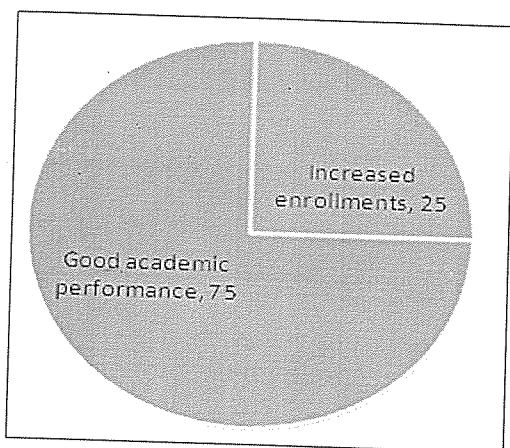
Source: Fieldwork 2017

From the table 4.6, it can be established that good academic performance was noticed by 45 (75.00%) of the total population while 15 (25%) gave increased enrollments.

Through the informal interview with the respondents, it was discovered that good academic performance or improved performance was due to coaching from teachers as

they earn more money through doing work outside school. Increased enrollments are due to increased income among the children who are working and having interest in school.

Figure 3: Positive Effect



Source: Field work 2017

4.3.2 Negative effects of child labour on academic performance

Table 7: Negative effects of child labour on academic performance

Effects	Frequencies	Percentages
Potential damage	8	13.33
Misspell	5	08.33
Hazards and child labour	17	28.34
Drop outs	30	50.00
Total	60	100.00

Source: Field work 2017

Table 7 identifies that drop out has the most effect with 30(50.00%), followed by hazards child labour, then potential damage and misspell with 28.34%and 08.33% respectively.

4.4 Strategies to curb Child Labour and Improving Academic Performance

Table 8: Strategies

Strategies	Frequencies	Percentages
Removal of punishments	30	50.00
Good infrastructure	10	16.67
Set age limit for employment	5	08.33
Introduction of teaching aids	15	25.00
Total	60	100.00

Source: Primary Data 2017

Table 8 indicates that the best strategy to curb child labour is removal of punishments in school with 50.00%, followed by introduction of teaching aids, good infrastructure and set age limit for employment with 25%, 16.67% and 16.67% respectively.

Through the informal interview with the respondents, it was discovered that removal of punishments in schools encourage more children to stay in school, introduction of teaching aids will make children to be interested in what they learn as they will be getting demonstration about the topic under study.

CHAPTER FIVE

SUMMARY FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter includes the general summary recommendations and conclusions to the study. They are derived from the study findings that are based on the objectives of the study.

5.1 Summary

The study considered both the male and female. Out of the 60 sampled 36 (60%) were male and 24 (40%) were female.

It was identified that three quarters of the respondents were below 45 years of age. Most of the respondents were between 25 and 34 years of age with 46.67%, followed by 45 -60 age bracket with 19 (25%), 11.67% were below 25 years of age, 16.67% were between 35 and 44.

The study found out that out of 60 respondents 30 (50%) were single, 15 (25%) were widower, 12 (20%) were married and 3(05%) was separated.

It was found out that 28(46.67%) had diploma, 20 (33.33%) were secondary dropouts, 7 (11.67%) were masters holder, 3 (05.00%) were degree holder and only 2 (03.33%) were primary drop outs.

5.1.1 Relationship between academic performance and child labour

It was established that 50.00% of the respondents gave human capital development as a most relationship between child labour and academic performance, changes in attendance 41.67% and 8.33% gave reduction in child labour.

It was established that good academic performance was noticed by 45 (75.00%) of the total population while 15 (25%) gave increased enrollments.

5.1.2 Effects of child labour on academic performance

It was identified that drop out has the most effect with 30 (50.00%), followed by hazardous child labour, then potential damage and misspell with 28.33%, 13.33%, and 08.33% respectively.

5.1.3 Strategies to curb child labour

It was indicated that the best strategy to curb child labour was removal of punishments in school with 50.00%, followed by introduction of teaching aids, good infrastructure and set age limit for employment with 25%, 16.67% and 16.67% respectively.

5.2 Recommendation

5.2.1 Relationship between academic performance and child labour

There was need to sensitize the community so that the highly academic achievers could be interested in teaching with the help of teaching aids.

Teachers should ensure that there was a feeding programme in the school, sensitize the parents on the importance of providing basic needs to their children.

The parents should provide the basic needs to the child. Despite the many socio-economic activities parents should spare sometime for guiding and counseling their children.

5.2.2 Effects of child labour on academic performance

The teacher should handle each child with love because of their varied environment i.e. the orphans, the gifted, the handicapped etc.

Parents, teachers and the community should ensure that children's environment is socially acceptable i.e. free from drunkard people and any form of misconduct because children learn by observation and imitation.

5.2.3 Strategies to curb child labour

There is need to sensitize the community about the urgency of education in the developing Kenya. Adult education should be established in the area and other rural areas where drop out is still a problem as a way to curb child labour.

The government should provide all scholastic materials to all schools and should even cross bridges and give a hand to private schools which are also helping the country's future.

Teachers' remuneration should be greatly improved if the teaching learning is to greatly improve. They should be given bonuses, housing allowance and tours once in a while to improve on their solidarity. This increased remuneration, would boost morale, commitment, interest and concentration that would motivate them to handle pupils as their own children such pupils would perhaps reduce going away.

Punishment should be minimized instead of caning students when they do wrong or giving them hoes to dig, the government should devise means of how to handle that. Digging brings a negative attitude to agriculture and as a result, pupils may associate agriculture as a punishment.

5.3 Conclusions

5.3.1 Relationship between academic performance and child labour

From the research findings, it's evident that there is a relationship between child labour and academic performance. There is a multiplicity of effects of child labour on academic performance, however, the effects differ in proportions.

Among the factors discovered were gambling, lack of instructed materials, early pregnancies, punishments and lunch issue.

5.3.2 Effects of child labour on academic performance

There is also a need to increase the quality of the physical infrastructures like classrooms, desks, and scholastic materials among others to create a good environment for the

learners to study and pass their examinations at Kenya Primary certificate of education (K.C.P.E)

The government should fully sensitise people about the dangers of employing children through public campaigns in order to stop child labour.

The education system should be changed from theoretical to practical in order to cater for the needs of people in a society.

5.3.3 Strategies to curb child labour

There is need for improving school infrastructure, provide all necessities in schools and teachers need to teach effectively. The community must be sensitized such that pupils who leave schools are not given freedom to sit and forget all about school.

There is need to recruit more trained teachers as more classrooms are constructed so that streams are increased to reduce on overcrowding in classes.

Legislative Action Plan for strict enforcement of Child Labour Act and other labour laws to ensure that children are not employed in hazardous employments, and that the working conditions of children working in non-hazardous areas are regulated in accordance with the provisions of the Child Labour Act. It also entails further identification of additional occupations and processes, which are detrimental to the health and safety of the children.

As poverty is the root cause of child labour, the action plan emphasizes the need to cover these children and their families also under various poverty alleviation and employment generation schemes of the Government.

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APPENDICES

APPENDIX A: WORK PLAN

April 2017	1 st week	Development of proposal
	2 nd week	Approval
	3 rd & 4 th weeks	Collection of data
August 2017	1 st & 2 nd weeks	Presentation. Analysis of data collected
	3 rd & 4 th weeks	Submission

SECTION C: EFFECTS OF CHILD LABOUR ON ACADEMIC PERFORMANCE

7. (i) Is there any effect of child labour on academic performance?
(a) Yes (b) No
- (ii) If yes, what is the nature of the effect? (a) Positive (b) Negative
- (iii) If positive then what are they?

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(iii) If there are negative effects, what are they?

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SECTION D: STRATEGIES TO CURB CHILD LABOUR AND IMPROVING ACADEMIC PERFORMANCE

8. What steps should be taken to curb child labour
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9. How should academic performance be improved?
-
-
10. What should you recommend the government to curb child labour and improve academic performance?
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