

UNIVERSITY OF EDUCATION, WINNEBA

THE PERCEIVED IMPACT OF CHILD LABOUR ON ACADEMIC
PERFORMANCE OF JHS STUDENTS AT ADAWSO CIRCUIT



GLORIA ASAMOAH SAKYIBEA

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Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, GLORIA ASAMOAH SAKYIBEA, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. FR. DR. FRANCIS K. SAM

SIGNATURE:

DATE:

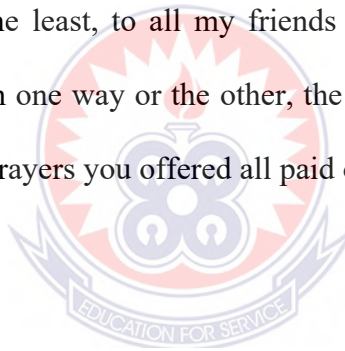
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DEDICATION

To my husband, Nana Adu; my brother; Frank Owusu Sekyire and my parents Mr. Ebenezer Asamoah and Madam Liticia Asamoah.



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ABSTRACT

The purpose of the study was to investigate the impact of child labour on academic performance of junior high school students in the Adawso circuit of the Akuapem North Municipality of the Eastern Region of Ghana. The objective of the study were to find out the factors that contributes to child labour, find out the effect of child labour on pupils' academic performance and to identify ways of reducing child labour. Descriptive research design was adopted using the mixed methods approach. Data for the study were collected from 40 students, eight parents, two head teachers, eight teachers and two official from the education office. Data was collected using questionnaires and interview guide. Sixty respondents formed the sample size. Purposive sampling technique was used to select the respondents. The reliability test yielded cronbach alpha of 0.75. The questionnaire data were analysed with descriptive statistics and the interview data were analyzed using thematic analysis. The study found that factors that contributed to child labour were poverty, single parenthood and low level of education of engagement of children in other activities apart from school work and poor concentration in class were some effect of child labour. Enforcement of legislation against child labor and provision of free qualitative but compulsory education at all levels are some ways of mitigating child labour. It is recommended based on the findings that education planners should come up with a cost effective action plan to cater for vulnerable children. Policy makers and organizations concerned with child rights issues focus their attention on domestic labour.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Child labour is a pertinent issue that has captured the interest of policy makers, researchers and educationists. Child labour is a serious problem that hinders a child's physical, psychological, cognitive, social and moral development (Amar, 2008).

It is estimated that 218 million children aged 5-14 years from all over the globe were engaged in child labour according to International Labour Organisation (ILO, 2013). Developed countries have consistent statistical and profound data on the prevalence of child labour which guides the formulation and implementation of policies to combat child labour. Child labour participation rates in Sub-Saharan Africa has higher child labour participation rates (especially in East, Central and West Africa with 48 million child labourers) compared to other regions of the world (International Labour Organisation, 2012).

Ghanaian society has become more apprehensive about the employment of children into economic activities that may be hazardous and dangerous to health, education and development of the child. Having recognised the enormity of the problem, the Government of Ghana became the first African country in 1990 to ratify the UN Convention on the Rights of the Child. Articles 87 and 88 of The Children's Act of Ghana (1998) clearly stated that "No person shall engage a child in exploitative labour" and that "Labour is exploitative of a child if it deprives the child of its health, education and development" (p. 27). The laws of Ghana, therefore,

prohibit child labour. Though the law puts the minimum age for employment at 15 years, some children are expected to be in basic school even at age 19.

Despite the effort of the government, Ghana is still among the countries with the world's largest proportion of working children. Data suggests that 24.3 percent¹ of the population aged 5-14 according to GLSS 6 (2012/2013) is economically active. Nearly all the economically active children aged 5 to 14 years (99.8 percent) are engaged in some form of economic activity. According to the United States Department of Labor (2007), 24.2 percent of children between the ages of 5-14 years in Ghana in the year 2000¹ Average of the Figures from the 1st to 3rd and 4th to 6th cycle report. ² were engaged in economic activity. This shows that the percentage of working children over the years has not declined even though a lot of policies have been put in place to curb the situation. The issue of child labor is a major concern of the Government of Ghana, as it is for many other countries. The problem has long been recognized and the Government has enacted laws to prohibit child labor and to develop national programs to meet the urgent needs of children in the country (Ghana Statistical Service (GSS), 2003).

Education is a human right and fulfilling experience that help girls and boys to reach their full potential in society yet millions of children in Africa are still out of school, a majority of them being girls, Hence Education for All (EFA) and the Education targets of the Sustainable Development Goals (SDGs) that is Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all were put in place specifically to address concerns linked to education and development. Academic performance meant how pupils or students

deal with their studies and how they cope with or accomplish their different task given to them by their teachers. In Adawso Circuit most Basic school children recorded low grades in their academic performance scores, from the record of the Municipal Education. The above therefore was a source of concern to the researcher, who in this study will find out methods to improve on pupil's academic performance achieved through progress chart, example spelling and mental test charts, continuous assessment and examination.

Onomodeke (1995) observed that for a pupil or student to be successful in his or her academic performance, the pupil has to be regular in school, face learning problems squarely, avoid late coming to school and he or she should consult with the teacher. Yap (2003) pointed out that a child who attends school more frequently may influence the amount of knowledge he or she gains. However, the more the school attendance the less time a child has on labour activities.

1.2 Statements of the Problem

Child labour exists in spite of law provisions and standards to eliminate it. In spite of the efforts by the Government to introduce free Compulsory Universal Basic Education (fCUBE) to ensure education accessibility for all children basic education is characterized by declining academic performance and low completion rates due to child labour.

Many of these children seem to be selling during market days, and others probably offer farm services to their parents and guardian. Most of the classrooms on

market days are perhaps empty. All these affect pupils' academic performance and can affect their future as well.

Literature searched revealed that the lives of children who engage in child labour would continue to be destroyed if parents, school officials and the community were not fully informed and equipped with the knowledge on the socio-cultural logics that underpin the incidence of child labour and its negative impact on the children (Odonkor, 2007).

A large portion of children enrolled in class one in public primary schools at Adawso Circuit abandon school before completion of Junior High School, the only few who are able to graduate mostly do not end up with good grades to enable them further their education (Odonkor, 2007).

Even though literature exists on the impact of child labour, it appears enough has not been received on the impact of child labour on academic performance of students in the Akuapem North Municipality in the Eastern Region of the Republic of Ghana and specifically, in Junior High Schools at the Adawso Circuit. This study therefore sought to investigate the impact of child labour on academic performance of junior high school students in the Adawso circuit of the Akuapem North Municipality of the Eastern Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to investigate the impact of child labour on academic performance of junior high school students in the Adawso circuit of the Akuapem North Municipality of the Eastern Region of Ghana.

1.4 Objectives of the Study

The study is guided by the following objectives.

1. To find out the factors that contributes to child labour in Adawso Circuit in the Akuapem North Municipality.
2. To determine the effect of child labour on pupils' academic achievement in Adawso Circuit in the Akuapem North Municipality.
3. To identify ways of reducing child labour in Adawso Circuit in the Akuapem North Municipality.

1.5 Research Questions

This study responds to the following research questions;

1. What factors contribute to the phenomenon of child labour in Adawso Circuit in the Akuapem North Municipality?
2. What are the effects of child labour on pupils' academic achievement in Adawso Circuit in the Akuapem North Municipality?
3. How can child labour be reduced in Adawso Circuit in the Akuapem North Municipality?

1.6 Significance of the Study

The results of the findings would be of significance to the children, parents, community, teachers, Ministry of Education, educators and curriculum planners in the following ways: It would enlighten children on the importance of school through

regular school attendance, which would make them appreciate the value of their academic performance.

The results of the findings would make the parents and community to develop positive interest towards their children's educational pursuits in basic school level. The findings would be of importance to the parents and community at large through the Parent Teachers Association (PTA) on the effect of child labour in academic performance of the children with possible solutions.

The result of the findings would encourage the Ministry of Education and curriculum planners to develop strategies that will reduce or eradicate child labour.

1.7 Delimitation of the Study

This study was delimited to the impact of child labour on academic performance of junior high school students in the Adawso Circuit. The study area is an informal rural-urban settlement and findings may not be generalized to suit areas with differing characteristics, like urban or rural areas. However, this study was delimited in its scope to child labour.

1.8 Limitations of the Study

The study was limited by a generalization and could only be relevant to students in public Junior High Schools in the Akuapem North Municipality. The study used limited sample size which did not effectively reflect the situation on the impact of child labour on all the students across the Eastern Region though it will have very similar findings across public school students. The findings may therefore

be generalized with caution. The researcher had to travel long distance in search for information for literature review, since there are no standardized libraries in her community, alongside buying internet data; all these drained the researcher financially.

1.9 Organization of Chapters

This study is organized into five chapters. Chapter one deals with the study covering the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study and organization of the study.

Chapter two concerns itself with the review of related literature gleaned from the theoretical and empirical reviews on the concepts of child, child labour, causes and forms, child labour, child labour and child schooling among others. The rest of the research is organised as follows: Chapter three discusses the tradition of inquiry and its related issues employed in the study such as the research design, study area, research instruments, sources of data, population, sample size and sampling method, data collection procedure, and data analysis. Chapter four contains results and discussion, and drawing on the relationship between the interpretations and the literature review. The summary of the study including the findings, conclusion, recommendations and suggestions for further research are presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines the literature based on studies that have been done and are related directly or indirectly to this study. The literature is presented thematically. The various themes captured in this literature review section are Conception of Child, Child Labour, Theories of Child Labour, Legislations on Child Labour in Ghana, Policy on Child Labour in Ghana, Forms of Child Labour, Causes of Child Labour, Child Labour and School Performance, Measures to Curb Child Labour and Conceptual Framework

2.1 Conceptions of ‘Child’

The issue of who is a child has become a controversial one. The concept of ‘child’ varies from country to country and across cultures. Gendreau (2000) is of the view that, there is not one childhood but many, formed at the intersection of different cultural, social and economic systems, natural and man-made physical environments. From Gendreau’s definition, it is clear that the concept of who a child is largely depends upon the socio-cultural environment of the person.

The world of childhood is regarded as a time of innocence to be protected from the brutal aggression of the real world; a period of latency during which a child needs shelter while growing up until he or she is finally ready to confront reality. The UN Convention on the Rights of the Child (United Nations, 1959) theorised that “a child is any human being aged less than eighteen years and shall not be less than

the age of completion of compulsory schooling”. Gendreau was also of the view that “the child is perceived as a social object which, because of the supposed nature of its condition, is incapable of asserting itself and contributing to the community” (2000). Whereas culturally, some regard all people who remain under their parents’ roof and authority, economically and socially as children regardless of their chronological age, O’Neil and Willoughy (2000), observed that abilities and maturities are also yardsticks for determining who a child is. Thus, the ability to perform or not to perform certain activities places some people in the category of children and others (regardless of their chronological age), in the category of adults. For instance, malnourished youth who are small and underweight and, therefore, unfit and incapable of certain adults’ works are perceived as children though they may be old in years (ILO, 2004a).

According to the ILO (2004a), a child is “a person under the age of 18 years.” Article one (1) of the UN declaration of the Convention on the Rights of the Child in 1989 stated, “a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.” Again, Article 2 of the ILO’s 1999 Convention 182 stated that, “the term child applies to all persons under the age of 18”. The UNICEF (1997, p.9) report on the UN Convention on the Rights of the Child also stated that children are “people below the age of 18 years (Article 1) whose ‘best interest’ must be taken into account in all situations (Article 3).

The Children’s Act of Ghana 1998 stated that “a child is a person below the age of eighteen years (Article 1) whose best interest shall be paramount in any matter

concerning a child (Article 2). However, Lavallette (2000) postulated that “child refers to anyone up until the end of compulsory schooling”. Bonnet (2000) also believed that “children have to stay put wherever an adult has placed them and they must conform to the status quo”. Morice (2000), however, contended that “there is no such thing as a generalised ‘child’”. From the variegated definitions, it is clear that there is not one definition or meaning to the concept ‘child’. There are, however, a number of meanings, which are sometimes contradictory, and of course, designed to satisfy certain socio-cultural interests. A child in the context of this study is a person under the age of 18 and who is still in compulsory basic school.

2.2 Child Labour

Child labour is defined by Hindman (2011) instances characterized by children engaging in forms of work for payment either in kind or in cash. Children have to engage in work for their own development. However, any instance where a child’s work contributes to gain an individual or institution is considered as child labour (Hindman, 2011). This means that it does not matter whether the service provided is contractual or not. As long as a child is offering a service that gains other individuals or institutions, it is considered child labour.

Article 3 of ILO Convention No.182 defines child labour as “work that deprives children their childhood, their potential, dignity, and that which is harmful to their mental and physical development”. In other words, child labour is engagements that interfere with a child’s normal growth and often deprives them of right to education access. (ILO, 2013) 17 According to ILO (2013), not all work

done by children is considered as harmful. Engagement in work helps children to develop and learn to be productive members of society. However, engagement in work should not compromise a child's physical, emotional, mental or social development. Any form of work that interferes with normal child growth is considered harmful and immoral (ILO, 2013). Such forms of child labour, which have negative effects have to be eliminated and children protected against engagement in such (ILO, 2013).

This view is supported by UNICEF (2013), which points out that health work helps in children development. In Kenya, many children participate in such healthy work within the family. Such engagement are part of the overall socialization process by which children learn social processes and engagements that mould them into productive adults. Children learn the value of contribution by helping their parents in accomplishing tasks within the home or in businesses. As long as such engagements do not interfere with a child's development, they are good for the child (ILO, 2013). Internationally, therefore, work is only described as child labour if children engaging in such work their childhood and development are compromised (ILO, 2013). The same international standard applies in Ghana.

As Onyango (1988) explained, "any child in Ghana working in any economic activities which affect their schooling by either making them not to attend school, by making them leave school prematurely or by requiring them to combine school attendance with excessively long and heavy work, is experiencing child labour". As per the Ghana law, anyone under 18 years of age is considered a child.

According to the Ghana Statistical Service (GSS), the term “child labor” does not encompass all economic activity undertaken by children. It refers to employment or work carried out by children that neither conforms to the provisions of national legislation, such as the Ghana Children’s Act, (1998), (Act 560), nor the provisions of international instruments such as ILO Convention Nos. 138 and 182, which define the boundaries of work undertaken by children that must be targeted for abolition (GSS, 2014). Two important instruments address child labour in Ghana. The Employment Act, and The Children’s Act of Ghana 1998, spell out the need to protect children from child labour.

2.3 Theories of Child Labour

Child labour is a widespread phenomenon in the world and has been for generations. It encompasses of numerous complexities which call for elaboration and clarification for better understanding of the concept. It is often confused with child work, but in recent time it has been put in the spotlight by activists, politicians and economists alike. Most of the popular discussion has centred on the harmful effects of child labour and ways to curtail its incidence. In the theoretical literature in economics Basu (1999), focused attention on how child labour is most likely a household decision.

Previous empirical literature has focused solely on isolating the determinants of child labour using survey data of Ray and Lancaster (2004), and Jense and Neilsen (1997). Theorists, regardless of their orientation, agreed that a child is classified as a “labourer” if the child is “economically active” Ashagrie (1998). Governments and

international organizations usually treat a person as economically active or “gainfully employed”. If the person does work on a regular basis for which he or she is remunerated or which results in output destined for the market. While child work is used when describing the activities that children actually 14 undertaken, this is not very satisfactory. Amma, Baghdellah, Kiondo, Madhi, Mwandayi and Soko (2000) have tried specifically to look at child work in a more detailed way. To them child work covers tasks and activities that are undertaken by children to assist their parents.

In particular, such jobs as cooking, washing dishes, weeding, planting, harvesting crops, fetching water and firewood, herding cattle, and babysitting. Child labour refers to work carried out to the detriment and endangerment of the child, mentally, physically, socially and morally! It is characterized by denial of the right of children to education and other opportunities, children’s separation from their families; and poor working conditions that include among others long working hours, poor working environment, heavy work regardless of age and sex. Brown, Dearnorff and Stern (2003) observed that parents are the single largest employer of children. In many cases, parents employ their children in the household, family enterprise; family farm or even on the factory floor in order to keep the family intact. It is also the case that families turn to internal markets because parents face a host of incentive problems when non-family members are employed.

Efforts to eliminate child labour must take all aspects of the problem into account and draw upon these and other mechanism that have the potential for reducing child labour without inducing further hardship. Edmonds (2000) used case

studies of the child labour experience in three countries, Nepal, Pakistan, and Vietnam in South Asia. His results have important implications for theories of child labour supply and the resulting policy implications. He affirmed there is no empirical support for two popular models of child labour supply; parental callousness and so-called nimble finger. The parental callousness theory posits that parents do not care about the welfare of their children and will always seize any earnings opportunities open to children. He however found child labour to be very responsive to variation in household attributes, especially household living standards. The “nimble fingers” theory claims that 15 children work because of the presence of certain types of production in which children have comparative advantage. Most, theoretical analysis hypothesizes a tradeoff between the quantity and quality of children, as reviewed by Schultz (1997).

However, Rosenzweig, Mark and Evenson (1977) allow the quantity quality tradeoff to emerge as a by-product of the impact of the mother’s wage on the number of children. In this case the increase in the mother’s wage raises the opportunity cost of the labour – intensive enterprise of raising children. The fall in the number of children in the family frees resources available to increase child quality. Several theoretical contributions on the determinants of child labour emphasize the importance of education a single generation of parent and the long-term implications for decision –making in future generations. The theoretical mechanism draws attention to the impact that an education has on the parent’s human capital and income.

According to a survey conducted in Nigeria by UNICEF (2005) stated that the strongest determinants of school attendance are household wealth and mothers' education (UNICEF 2005). Parents played greater role in child labour and school attendance in Nigeria. They decide about the child's daily life, about the future, about work, chores and schooling. Some of the endogenous factors of parent that this study has found that influenced the development of a child include: education of mother and father; health status of father and mother; child growing up in single-parent home; demographic characteristics (size of household, its age structure). This is in line with Patrick et al (2000) who found a significant relationship between parent's child labour incidence and schooling, and those of their children. As part of their findings, children are more likely to be child labourers if their parents are not well to do and they attain higher levels of education if their parents are educated

2.4 Legislations on Child Labour in Ghana

Ghana has a quite liberal child labor law. The section 16 of the constitution of the Republic of Ghana 1992 prohibits slavery and forced labor, section 24 states that it is the right of any person "to work under satisfactory, safe and healthy conditions". Section 28 also assures children "the right to be protected from engaging in work that constitutes a threat to their health, education or development". The government of Ghana in 1998 passed the Ghana Children's Act (Act 560) to strengthen the legal protection of children. The Children's Act brought together child-related laws from previous national legislation and it also included amendments designed to meet the standards of the United Nations and of the International Labor Organization,

(Zdunnek et. al., 2008, pp. 7-12). This act prohibits exploitative child labor that deprives children of health, education and development. Ghana has ratified several international conventions relevant to the rights of children and their protection from worst forms of labor.

These conventions include; The African Charter on the Rights and Welfare of the Child in 1997; The United Nations Convention on the Rights of the Child in 1990 and the International Labor Organization (ILO) Convention on the Worst Forms of Child Labor in 2000. Article 32 of the Convention on the Rights of the Child recognizes the right of children to be protected from economic exploitation and from work which is likely to be hazardous and interferes with their education or is harmful to their health or physical, mental, spiritual, moral or social development. In 2003, the Ghanaian Parliament also ratified the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts.

The Government of Ghana has passed many other acts and legislations that provide for the protection of children's rights in Ghana, some of these include; the 1998 Criminal Offences Amendment Act (Act 554) and the 2003 Juvenile Justice Act (Act 653). Also in 2005, it passed the Human Trafficking Act (Act 694). This Act includes prostitution, forced labor, slavery or practices similar to slavery and the placement of children where exploitation by another party is the motivating factor for trafficking.

2.5 Policy on Child Labour in Ghana

Policies in support of children's welfare, advancement and development have been made the world over. However, these policies are most often ignored so blatantly by child employers to the surprise of many. According to UNICEF (1997) for example, research conducted in the fishing industry in fish freezing and processing unit in Quilon, Karala, found that nearly 20,000 children were employed and they normally worked from 4 pm. to 7 am. the following day even where there is a rule prohibiting child employment at night at factories.

Myers (1991, p. 53) also revealed that despite "a plethora of protective legislation for child workers there exists a situation of total non-implementation or a blatant evasion of such legislative measures". Human rights all over the world provide a common set of principles that tackle the many aspects of poverty and inequality. The terms of the UN Declaration of Human Rights (1948) which is generally accepted as the international standard for human rights, suggested that fundamental human rights are violated when life, liberty or security of a person is threatened or a person is sold into slavery (Articles 3 & 4).

According to Gustavsson and Segal, (1994), the human rights set out in the Declaration of Human Rights and the International Legal Instrument of 1948 included the following that all humans have: ...the right to a standard of living adequately for health and well-being of the individual and his/ her family including food, water and housing and the right to continuous improvement of living conditions. The right to social protection in times of need... the right to work and to just and favourable conditions of work... The right to education and access to

information ... freedom from slavery and servitude (p.4). In Ghana, a number of laws and human rights declarations have been put in place over the last decade with the aim of realising the constitutional provisions and moral obligations for the protection of children from abuse and exploitation. This is to ensure that every boy and girl in Ghana has the right to education, health, and self- development, the ability to compete effectively on the labour market, as well as the ability and the opportunity to contribute to the prosperity of their households, communities and the nation as a whole in accordance with the law (Ghana Statistical Services, 2003).

The constitution mandates some commissions such as the Ghana National Commission on Children (GNCC), Commission for Human Rights and Administrative Justice (CHRAJ), Domestic Violence and Victims Support Unit (DOVVSU) among others to formulate constitutional provisions that address the welfare of children in the country. Ghana National Commission on Children (GNCC) Ghana took steps to establish and promote the welfare of children. In 1979, on the recommendations of an ad hoc committee, the GNCC was established to observe the International Year of the Child (ILO, 2004b). In 1990 when Ghana ratified the Convention on the Rights of the Child, the GNCC became the focal point for advocacy on all facets of 31 Convention on the Rights of the Child to promote the survival, development and protection of the child in accordance with the AFRC Decree 66, the 1992 Constitution, and the UN Convention on the Rights of the Child (ILO, 2004b).

In a follow-up development, National Plan of Action dubbed, “The Child Cannot Wait” was developed in 1992 to provide the critical policy framework,

strategies and programmes to meeting the urgent needs of children. In 2001, Ghana Child Labour Survey (GCLS) conducted a survey with the assistance from ILO/IPEC/SIMPOC and stated that 2.47 million Ghanaian children between the ages of 5-17 which constitute nearly 40% of the age group were economically active out of which about 1.27 million engage in activities considered as child labour (UNICEF, 2001). The GNCC, in 1998, presented a biennial report on the situation of children in Ghana as recommended by the Convention on the Rights of the Child (UNICEF, 2001).

In line with the Convention on the Rights of the Child and other international conventions signed by Ghana, the GNCC set up an advisory committee with the aim of reviewing existing laws that affect children in the country. As part of the Law Reform, Parliament passed the Criminal Code Amendment Act and the Children's Act in 1998 (UNICEF, 2001). Commission for Human Rights and Administrative Justice (CHRAJ) According to ILO (2004b), the CHRAJ is one other powerful legal agency mandated to promote and protect fundamental human rights in Ghana. The Commission's activities on the rights of children are carried out under 32 four main drives. These are: public education, complaints, resolution, counselling and supervision (ILO, 2004b).

Amongst the many responsibilities of the CHRAJ towards children, the Commission has set up Human Rights Clubs in some educational institutions in the country. It has handled several cases involving children's rights which cover a large spectrum of maintenance, neglect, abuse, abandonment, custody, intestate benefits, labour, paternity, forced marriage, refusal to patronise medical treatment on religious

grounds and inhuman and degrading treatment of children (ILO, 2004b). The Commission also offered counselling to parties involved through referrals to other professional institutions such as the Department of Social Welfare (DSW), Federation of International Women Lawyers (FIDA), and the Domestic Violence and Victims Support Unit (DOVVSU) of the Ghana Police Service (UNICEF, 2001).

Domestic Violence and Victims Support Unit (DOVVSU) DOVVSU, formerly known as Women and Juvenile Unit (WAJU), was established on October 26, 1998 as a specialised unit of the Ghana Police Service to primarily seek to promote public support for the vulnerable groups in society such as women and children, and to ensure that they are protected against all forms of violence and abuse. The main tasks of this unit include investigation of all female and children related cases or offences, domestic and child abuse, juvenile offences and child delinquency, and prosecution of all offenders where necessary (UNICEF, 2001).

2.6 Forms of Child Labour

In 2013, UNICEF estimated that 150 million of children across the world were involved in some harmful forms of child labour. According to UNICEF (2013) estimates, Sub Saharan Africa 1 in 4 children aged 5-17 provide labour in homes or in productive sectors of the economy. The estimates showed that more boys than girls were involved in child labour. However, such gender differentials arose due to bias in measuring child labour by focussing more on sectors of the economy while neglecting girls' contribution within homes. Girls' engagement in homes is an invisible form of child labour that is often not measured; 90% of children affected by

domestic labour are girls (UNICEF, 2013). Child labour across the world takes many different forms. The commitment by nations of the world is to eliminating worst forms of child labour. Such forms of child labour are defined by Article 3 of ILO Convention No. 182. These forms of child labour include slavery, child trafficking, forced labour, use of children as soldiers, child prostitution and involvement of children in pornography related activities (ILO, 2004). Other worst forms of child labour include engaging children in crime, sale or trafficking of drugs, industrial work and any other work that has detrimental effects on development of children (ILO, 2004)

Child labour comes in different shapes and forms including forced or bonded labour, commercial sexual exploitation, domestic service, and fishery work.

Bonded Child Labour

Many of the forms of work that children perform all over the world are “forced” in the sense that children have been taught to accept whatever conditions of their lives without question or challenge. “Bonded child labour” is a term widely used for the virtual enslavement of children to work and repay debts owed by their parents or relatives (Donnellan, 2002; ILO, 1999). According to UNICEF (1997), in South Asia for example, children of about eight and nine years are often pledged by their parents to factory owners in exchange of small loans. However, their lifelong servitude never succeeds in even reducing the debt and the children who work like slaves in the name of debt bondage, never knew when their debt would be considered paid finally. In Brazil for example, forced labour is found in the charcoal-burning

projects of Minas Gerais and Bahia and also in the sugar cane producing estates of Espiritu Santo (UNICEF, 1997).

In Ghana, the practice of “trokosi” is noticeable amongst the Eweland and the Adas in the Ga-land where young female virgins who are pledged to deities and in some ways, priests of shrines have been mistaken to mean working to repay the debts of their parents or relations. Of late, the issue of “trokosi” has been the subject of several controversial debates amongst civil rights activists and the media (Barker, 2009). And to this end, this topic is laid to rest in this study.

Commercial Sexual Exploitation

Commercial sexual exploitation is a worst form of child labour. Child prostitution is appalling to the sane in society. Children are especially powerless to refuse abuse by their employers, either as perpetrators or intermediaries. Most child employers often use sexual exploitation as a condition of safeguarding a child’s employment (Donnellan, 2002). Most of the sexually exploited children are between the ages of 13 and 18 although there is evidence of children younger than five years being exploited sexually as well. According to Donnellan (2002), UNICEF’s 1995 situational report on child trafficking and prostitution in Cambodia for instance, indicated that about half of the child prostitutes surveyed were either sold or deceived by someone they knew: 40% were sold by their parents and 15% were sold by relatives.

Domestic Child Labour

Domestic child labour dubbed “the world’s most forgotten children”, is the practice where children work as domestic helps in households that are not their own

and undertake household chores such as cooking, cleaning, taking care of younger children, and running errands for promises of remuneration (Donnellan, 2002). Donnellan further stated that it is an unfortunate situation because these children are deprived of affection, education, play and social activities. They are also vulnerable to physical, sexual and verbal abuse. In Africa, and of course, Ghana as well, most middle class and upper class families engage children of poor families as young as 8 years as house helps as they are now called. In few instances, a paltry number of child labourers get the opportunity to go to school while in the service of their masters or mistresses but a monstrous number of them work long hours with very little or no opportunity for rest (Donnellan, 2002). Child domestic workers are the most forgotten, most difficult to see, and difficult to reach in terms of any assistance due to the close nature of their locations. These child workers are mostly girls who migrated from rural areas to urban centres either on their own, trafficked or through a relative (Anneh, 2002) under the guise of bettering their lots in life.

Children in Fishing

According to research findings of the DANIDA/DFID (2004) and FAO (2002), the fishing sector has a large scale of unskilled labour employment. This is due to poverty and the nature of the sector which is labour intensive. The need for more hands coupled with lack of or little capital base, compels 28 fishermen to resort to labour that is less expensive and at the same time, helps sustain the work.

The most available source of cheap labour then, is child labour. Because children are most vulnerable in society, they accept whatever is paid them. They hardly complain about their plight, they even accept to work when nothing is paid to

them only some food and a place to sleep (ILO, 2004a). They do not have bargaining power neither do they have any bargaining certificate in order to have a fair deal let alone take part in any labour issue at any negotiating table so as to better their lots in life. They are even unaware of their rights; therefore, do not form associations that will fight for their conditions of service (Donnellan, 2002; UNICEF, 1997). As a result, “they are inevitably exploited and not remunerated for the work they do” (Donnellan, 2002, p.4). Very shocking, is the ILO’s report that “...in many countries, employers see children, including their own, as a cheap and uncomplaining source of labour even though many countries now have laws regulating the work of school-age children” (ILO, 2003, p.23-24).

For instance, in Brazil one area which takes up a high proportion of child labourers is the “muro-ami” fishing where children spend between 12- 15 hours in the water as divers each day (ICFTU, 2006). A study by ILO (2002) found that children who go fishing in the sea or lake are made to dive deep under the water to entangle nets or reset them. These working children are exposed to high atmospheric pressures that tend to rupture their eardrums. They are also at risk of drowning or being harmed by carnivorous and poisonous fishes. These children work without proper tools given them and with no protective clothing. They rise early and go to work in the damp and cold, often barefoot and inadequately clothed. Child workers in 29 the fishing sector risk developing chronic coughs or pneumonia (Fyfe & Jankanish, 1997).

2.7 Causes of Child Labour

Researchers and practitioners agree that poverty is the main determinant of child labour supply, and that child labour significantly increases the income and the probability of survival of the family. Basu and Van (1998) argue that the primary cause of child labour is parental poverty. That being so, they caution against the use of a legislative ban against child labour, and argue that it should be used only when there is reason to believe that a ban on child labour will cause adult wages to rise and so compensate adequately the households of the poor children.

The contribution of children is most of the time critical since children are sent to work when parents' earnings are insufficient to guarantee the survival of the family, or are insecure so that child labour is used as a means of minimizing the impact of possible job loss, failed harvest and other shocks on the family's income stream (Galbi, 1997). Poor households also tend to have more children, and with large families there is a greater likelihood that children will work and have lower school attendance and completion. ILO (2006) observes that while poverty is almost always a context for the early entry of children into regular work and into child labour, poverty can also be a function of: a) access to labour markets and income-raising activities; b) family members of working age not having appropriate skills to match market needs in the area where they live; c) family members low educational levels; d) unemployment in the area where the family lives; e) conflict, illness or natural disaster having taken away the breadwinner of the family leaving a dependent household with no-one to depend on.

Apart from the incidence of parental poverty others think the causes of child labour goes beyond that. Many children live in areas that do not have adequate school facilities, so they are compelled to work. Odonkor (2007) claims “rural parents should rather be seen as people dissatisfied with the education system than as illiterates ignorant of the value of education”. The results of a study conducted confirmed that because of the low quality of education, difficulties in access and also the uncertainty of finding an adequate job after graduation, parents have developed a coping strategy by which they send some of their children to school and the others help in fishing, farming or other economic activities. Where education is mandatory, available and understood as important, the proportion of child labour is lower.

Poverty may not be the main cause but certainly an important cause that influences a lot in child labour. Why would a child prefer to get an education or go to school when staying in work can make him eat on that day? Or even worse, not even have the opportunity of choice between attending schools or work (UNICEF, 2008). The fact is that the opportunity or the proportion of work for kids is the one that makes child labour occur. It exists because it is treated as acceptable culturally or politically. In many countries there exists a strong tradition of tolerance for child labour. The result is the child labour expansion among some poor ethnic groups. In a similar form discriminatory attitudes for women and girls can enforce their parents will to send their daughters to serve in homes or do other forms of work. The results of four African countries surveyed by ILO on child labour indicate that working children were considered essential as contributors to the household economies in all

four of the surveyed countries, either in the form of work for wages or in the form of help in household enterprises.

In most of the businesses surveyed in Ghana, for example, the employed children were either those of the owner or were close relatives. The two main reasons why enterprises employed child labour were the "willingness" of children to work as many hours as required, and the absence of labour disputes, (ILO,1996).

2.8 Child Labour and School Performance

According to Soares (2002), the determinants of students' academic progress can be classified into three groups of variables: those related to students' individual and family Characteristics, those related to the socioeconomic context of the school, and those related to the processes and pedagogical practices of schools. The relationships between child labour and schooling involve interlinking factors therefore the direction of causation can go either way. Child labour affects schooling, but poor performance in school might also impact child labour.

Poor school quality and the indifference of families and students to school might cause students to enter earlier into the labour market. Factors that affect both child labour and school achievement occur at the levels of individuals, families, schools, and communities and include school availability, school infrastructure, parents' education, family income, individuals' natural abilities for school, community labour market conditions, and low levels of parental participation in their children's education and in their communities (Barros, Mendonca & Velazco 1996, Psacharopoulos 1997).

Work and education play a key role of socialization; this is a process by which new members are integrated into the society so that they can assume their rightful place in terms of role performance in that society. It's a process by which young people are prepared for adult roles in the society (Murenga, 1988). Today the institution of education is the key agent of socializations opposed to the family in the past. Formal education is seen as a cultural prerequisite to many avenues especially social mobility, economic empowerment and communication network (Gakuru, 1992). Despite this undisputed role played by education, it can be curtailed by many factors.

According to Murenga (1996), different communities receive and accept formal education depending on the available options. Most of these families who are poor may opt to send their children to work instead (Gakuru, 1992). Linkages between child labour and education have been documented by (Nkinyangi, 1980) studying on factors that influence school dropout attributes high rates of school drop out to child labour. In her study Zani (1993) observed that 13 most of the children who hawked in the streets of Mombasa were mainly primary school dropouts with little aspirations in life.

Muturi (1989) argued that child labour hindered children from attaining complete and satisfactory education standards. Literature shows that many school going children are required to help with house hold chores out of school and if such domestic work is not regulated it may affect their schooling as it leaves inadequate time for study (Muturi, 1994: Zani, 1993). Educational attainment is greatly affected by participation of children in child labour. This is because very few children can

attend school and work at the same time as these activities usually run concurrently. Those who attend school and also work find it difficult to give their school work attention it deserves; therefore ends up doing badly at school. For most children the choice to be made is that of either to attend school or working. However Mendelievich (1979, p.51) underscores this point by saying that those who work during their childhood years have no chance of going to school and obtaining qualifications which might help them escape from their state of poverty. Boyden and Bequele (1988, p.5) states that parents confidence that working children are gaining valuable skills and experience also contributes to child labour, however these child labourers concentrates on unskilled and simple routines which may not culminate to more rewarding occupation.

2.9 Measures to Curb Child Labour

Legislation Framework

The use of laws has been used to try and eradicate the problem of child labour precisely because it has been successful in industrialized countries. As a result developing countries have also gone ahead to introduce legislation such as setting a minimum age for work, prohibiting child labour in hazardous activities and regulating children involvement in other less harmful activities. Below are some of the legislations that seek to curb child labour;

ILO Convention 182, 1999

The ILO Worst Form of Child Labour Convention (1999) is concerned with banning and abolishing the worst forms of child labour. The conference considered that there was need to adopt new measures to ban and abolish the worst forms of child labour. It took account of previous conventions which include the resolution on child labour adopted by the ILO at its 83rd session in 1996, the ILO Declaration on fundamental principles and rights at work and its follow-up adopted by the ILO conference at 86th session in 1998, UN supplementary convention on the abolition of slavery, the slave trade and institutions and practices similar to slavery (1956) the forced labour convention (1930).

Employment & Labour Law 2019

Employment & Labour Law 2019 of Ghana, which is cited as employment (children) rules, no person shall employ a child without the prior written permission of an authorized officer: A person who employs a child shall be liable on summary conviction to a fine not exceeding GH¢1000 or to imprisonment for a term not exceeding two years or both.

ILO Recommendation

This recommendation is concerned with the immediate programmes of action for abolishing the worst forms of child labour. It was adopted by the 87th session of the ILO conference in Geneva on 17th June 1999. The recommendation focuses on 3 areas namely, programmes of action, dangerous work and implementation of convention 182.

The Children Act, 1998 (ACT 560)

The children's act is a law enacted to promote the wellbeing of children in Ghana. It addresses the rights of a child and the role of the government and of parents in protecting these rights. The Act which came into force in 1998, gives safeguards for the rights and welfare of children in their responsibilities in regard to work. It states that children must be protected from exploitative labour, discrimination, torture, betrothal and marriage.

Compulsory Education

Compulsory education has been used as a precursor to the elimination of child labour. It is viewed as the most effective deterrent to children's work. Bequele and Jankanish 1991 point out that education has a dual role in elimination of child labour. First compulsory education with enforced enrolment rate and attendance ensures children are unavailable for work at least during the school hours. Secondly through education children acquire and develop the ability to learn skills to enable them compete in the labour market. Devoid of these skills means that adults will remain locked in the occupations that they have taken up during childhood. However it is of paramount importance to note that compulsory education does not always lead to an end of child labour, in some cases children do not attend school and yet they may not be working. Hence compulsory education cannot remove all the obstacles to attendance to school since many parents the decision to keep children out of school is connected with the problems of poverty, the condition of schools, irrelevant academic curricula and inadequacy of teaching.

Complementary Interventions

Corrective measures by individuals' employers or organization by withdrawal of children from hazardous work situation which is done by creation of awareness by workers union among members and monitoring children working conditions have also been applied. NGO's have also contributed in fight against child labour for instance in NGOs fight against Child labour in the production of cocoa aim was to raise awareness on the causes and consequences of child labour and suggested interventions to the same.

2.10 Challenges of Child Labour on Children's Education

In principle, children who are withdrawn from the labour market should attend school, acquire human capital, become more productive adults, earn higher wages, increase the welfare of their own families and escape the need for their underage offspring to work. Unfortunately, however, the transmission chain from lower child labour to reduced poverty and child labour in the long run is not smooth, and a number of hitches can occur. First of all, even assuming a successful reduction in child labour both in the formal and informal economy, this notion relies crucially on the fact that lower child labour means higher schooling, which is not at all automatic. According to UNICEF (2006), to succeed in eliminating child labour, schools must be available, accessible and affordable for poor families. Schools must be of sufficiently good quality, and the curricula must be of practical help for the children living in a specific region and condition. Most importantly, school should be

a safe and healthy place where to send children. Unfortunately this is not the case in developing countries especially in Ghana.

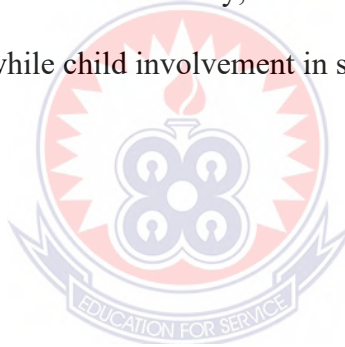
According to ILO (2002), the Ghana Child Labour Survey 2001, in all the regions and for all age groups, the most frequent (44.2 per cent) reason cited for non-attendance at school was non-affordability by parents to cater for children. The next most frequently cited reasons were long distance of place of residence from school (18.4 per cent) and children not being interested in school (17.1 per cent). Classrooms are often not available especially in the rural areas and where they exist they are not in good shape and therefore not conducive enough for academic work. The Participatory Poverty Assessment according to Canagarajah and Coulombe (1997) found that parents did not want to send their children to school due to inferior quality of teaching and teacher absenteeism. It was also noted that some teachers wanted the children to work in their farms in return for classes for them. This practice has disgusted many parents with Ghana's schooling system and has pushed them into involving their children in their own farms instead of teachers' farms.

The high opportunity cost of sending children to school has also been stated as a reason for not sending them to school by many rural households. Both parents and pupils need to see the fruits of education from those who have passed through the school system to serve as a source of motivation for those in school and those yet to enroll. Low returns to education have made education less attractive for many parents. This has especially been the case in rural areas, where formal education makes very little difference given limited formal sector opportunities and most skills are acquired by the "learning by doing" principle. Child labour is perceived as a

process of socialization in many countries and it is believed that working enables a child to get acquainted with employable skills. These can therefore be contributory factors in the low interest in formal education in the study area by both parents and pupils

2.10 Conceptual Framework

Orodho (2009) explained that a conceptual framework is a diagrammatic or graphical representation of a relationship between different research variables as conceptualized in a study. Two important variables in a study are the independent and dependent variable. In this study, various forms of child labour are the independent variable while child involvement in school is the dependent variable.



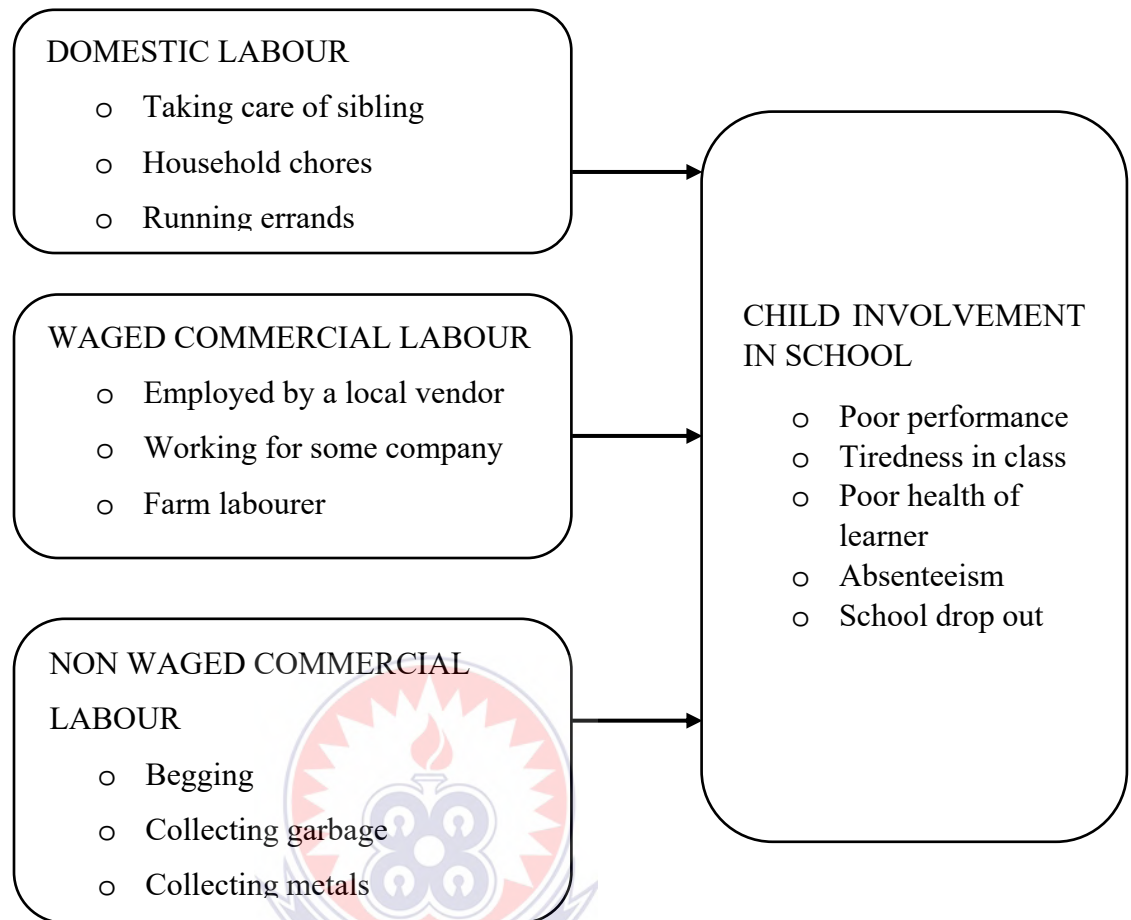


Figure 1: Schematic Conceptual Framework

Based on Hindman (2011), child labour in the conceptual framework is operationalized as the different forms of harmful labour that children engage in. Child labour includes any harmful work done at home (domestic labour) e.g. family chores that are often tiring thus affecting pupil's concentration on studies. Some children are engaged in waged commercial labour in people's homes or in industries (Hindman, 2011).

Other children are exploited through non-waged labour in commercial enterprises (Hindman, 2011). For instance, children who lack food at home may

engage in fetching water for a hotel owner in exchange for some food. Irrespective of the forms of child labour, any form of child labour influences engagement in education processes for children (Manda, 2003). Child labour, as per the conceptual framework, leads to increased absenteeism given children attend to work elsewhere rather than attending school and eventually they drop out of school. Child involvement in school is hampered by level of absenteeism, being tired and thus not completing class assignments, not doing homework, being sleepy in class and poor participation in co-curricular activities. For those that go to school after engaging in child labour, there is a high likelihood that they are tired, they thus tend to be sleepy in class. Such factors affect children's participation in class activities and ultimately their performance in class.

Poor performance in class discourages pupils who lose interest in schooling. This culminates to poor performance or drop out in school and engaging full time in child labour. It is true to conclude that child labour is among other factors that affect efficiency and equity in education at national level.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a detailed description of research design, including area of the study, data collection instruments which involve the source of data which gives insight into child labour and pupils academic performance. It also describes the sources of data, target population, sample and sampling procedure, sample size, data collection procedures and how data collected were analyzed.

3.1 Research Design

According to Kothari (2004), research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. Carriger (2000) also adds that research design is the strategy, the plan, and the structure of conducting a research. A research design ensures that data obtained enables the researcher to answer the initial question as explicitly as possible. In order to obtain relevant data, the type of data needed to answer the research questions needs to be specified. The research design therefore provides a road map which facilitates the conduct of the research (Kothari (2004). It is also a programme that guides the investigator in the process of collecting, analyzing and interpreting data or information. In this study the type of research that was use was descriptive research design. Descriptive survey involves the collection of data in order to answer research questions concerning the current status of subjects under study.

The study used mixed methods research which combines both qualitative and quantitative methods. The researcher used mixed method in order to get indepth information from both qualitative and quantitative methods..

Descriptive research design provides more information from a large number of individuals (White, 2005). However the design delved into private affairs of respondent and the difficulty in assessing the clarity and precision of the question that would call for the desired responses (Babbie, 2005).

3.2 Sources of Data

The study used both primary and secondary data. The primary data were obtained from interviews with respondents from the Education Office, staffs or teachers and headteachers from selected schools and the parents of children in the study within the Adawso circuit, information were obtained from the District Education Office, the statistical Office and District Assembly. Information from the internet, libraries, journals and articles were used extensively at various stages of the study.

3.3 Profile for Study Area

The Akuapem North Municipality is the study area of this project. The Municipality form part of the twenty six Municipal and districts in the Eastern Region of Ghana. Akropong is the Municipal's Administrative capital. The Municipality shares boundaries with Akuapem South to the south, to the north with

Yilo Krobo Municipal, to the east with Dangme West and to the west with New Juaben Municipal.

The Akuapem North Municipality has a population of 104,753 made of 48,942 males and 55,4811 females with a growth rate of 1.8% (2010 population and housing census). According to this figures, the Municipal has a sex ratio of 1 female to 0.88 males (100 females to 88 males). The main occupation of the people in this Municipality are farming and trading.

The study focused on Adawso Circuit which has a total of 12 public primary and 8 Junior High Schools. All the schools in the circuit are mixed schools. The selection of the research site was due to a number of considerations. First the inhabitants of the area had numerous economic activities as a means of livelihood. Income earned from those activities is used to cater for both basic needs as well as education expenses hence it determines the enrollment of pupils in school. Secondly, basic schools in Adawso Circuit have unique characteristics such as high rates of pupil absenteeism, high dropout and low academic performance rates due to child labour, records from the district.

3.4 Target population

The target population comprised of the students involved in child labour in the public junior high schools in the Akuapem North District. The accessible population was students involved in child labour, class teachers, head teachers, parents and Education officers in public junior high schools at Adawso Circuit of the Akuapem North District.

3.4.1 Sample Technique

The researcher purposively selected 5 students from each of the eight JHS on the basis of their truant nature as indicated in the class registers, making a total of 40 students for the study. The researcher further purposively selected two head teachers, eight teachers, one each from the eight Junior High Schools who were involved in teaching the truant students, eight parents of the truant students as identified through the secretary of the various Parent Teacher Associations; one each from the eight Junior High Schools and two officials from the education office.

3.4.2 Sample Size

One major decision in the conduct of any research is to decide on the size of the sample that will be representative of the population. In the view of Newman (2011), certain definite practices among researchers can be adopted. One such a practice had to do with the relationship between population of a study and the sample that will be representative of that population. The sample size for the study was 60 respondents. Comprising 40 students, 8 parents, 2 head teachers, 8 teachers and 2 official from the education office with knowledge on issues of child labour. Purposive sampling was used to select teachers and parents of leading truant students of the various schools identified from the head teacher and the truant students respectively.

3.5 Research Instrument

The major instrument that was used for this research was the questionnaire and interview guide.

A questionnaire is a form or a document containing a number of questions on a particular theme, problem, issue or opinion to be investigated, in this case, child labour and its impact on students' education (Kumekpor, 2012).. Questionnaire was intended to be answered by a particular or a specified group or individuals, deemed to have or to be knowledgeable about or concerned with the answers to questions in the questionnaire (Kumekpor, 2012). Questionnaire was handed to some selected stakeholders who had wealth of knowledge and understanding to share their views on how best we could deal with the issues of child labour among school children. The questionnaire consisted of four sections. Section A demanded responses on background information of respondents, section B dealt with factors contributing to child labour, and section C sought respondent's views on effect of child labour, Section D covered ways to reduce child labour.

An interview schedule was used to collect data from the parents and teachers. According to (Orodho, 2004), an interview schedule makes it possible to obtain the data required to meet the specific objectives of the study. It also enables the researcher to obtain in-depth information from the respondents (Kothari, 2007). Face to face interviews with the head teachers and the teachers at the individual level would be carried out using interview guide to enable the researcher get the deeper attachment with the respondent. Interview was also preferred because it shed light on the challenges and policy implications of child labour.

The interview guide was in three sections, section A on bio data of respondents, section B on types of work done by child labourers and section C on causes of child labour. The researcher obtained greater clarity from the teachers by

assessing their opinions, perceptions, understanding and interpretation of child labour (Gay, 1992). Consequently, issues surrounding child labour was explore to gain a more complete understanding of how it affects students' performance in school. The interviews was conducted in the place of the respondents choice to ensure that they were at ease and comfortable. All interviews was conducted in confidence with respondents. Each interview lasted between 15-20 minutes. A weakness of interview guide is respondents fear of disclosing vital information due to the presence of the researcher.

3.6 Reliability of the instrument

This is the level of internal consistency or stability over time. According to Faenkel and Wallen, 1993 referred reliability as the consistency of an instrument to yield the same results at different times. A reliable instrument is one that consistently produces the expected results when used more than once to collect data from samples randomly drawn. To establish the reliability of the instrument, a pilot study was conducted in the Akuapem South District. The reliability test yielded cronbach alpha of 0.75. instruments were analyzed using thematic analysis.

3.7 Data Collection Procedure

The researcher sought permission from the Akuapem North District Director of Education for to carry out the study with an introductory letter from the department of Educational leadership. The District Director of Education gave permission to the researcher to carry out the study. The researcher collected data

from class teachers, students and parents. The researcher personally visited each of the schools and parents at home to establish rapport and also brief them on the purpose of the study before administering the questionnaire.

3.8 Data Analysis Plan

Data gathered from the field were put into broad thematic categories to make it easy for data analyses and interpretations. The study made use of descriptive tools in analyzing information collected from the questionnaire. The descriptive statistics such as frequencies and percentages were used to analyse the quantitative data based on the research questions.

The interviews and discussion were electronically recorded to capture verbatim words, actions and feelings of respondents and were transcribed by playing the recordings several times back and forward, based on the research questions and stated verbatim in the analysis. The researcher then grouped the data in line with similarities and analyzed according to the research questions.

3.8 Ethical considerations

Ethical considerations are measures or the code of conduct to be followed when undertaking a study and developing the research report (Schulze, 2002). For proper identification, the researcher sought permission from relevant head teachers of the sampled schools. Full disclosure was exercised by the researcher through proper identification and explaining of research intents. In this study participant,

confidentialities will not be compromised, as their names will not be used in the collection of data. Research findings will therefore be presented anonymously.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter details the findings of the study and discussions with respect to the objective of the study; the study was designed with the aim of achieving the objective of assessing the consequences of child labour on academic performance of children in Adawso Circuit in the Akuapem North Municipality. The study involved the collection of data through the use of questionnaires; structured interviews involved asking a set of standard questions. The results are presented according to the objectives i.e. to find out the factors that contributes to child labour, to review the effect of child labour on pupils' academic performance and identify ways of reducing child labour in Adawso Circuit.

4.1 Social and Demographic Characteristics of the participants

The demographic data sought in the study include age, gender, class level, parents level of education, occupation of parents, family main source of income. These demographic data were sought in order to determine the characteristics of the participants as well as helping the researcher to design the instrument in a way that suited their level of understanding in relation to the study problem.

Distribution of Respondents by their Age

The respondents were asked to provide information in regard to their age as shown on the Table 1.

Table 1: Distribution of Respondents by their Age

Ages	Frequency	Percentage (%)
12 years	2	5
13 years	16	40
14 years	12	30
15 years	6	15
Above 15 years	4	10
Total	40	100

Source: Field Data, 2020.

From the Table .1 above the pupils were distributed as follows those aged 12 years were 5%, the majority 40% were aged 13 years and followed by 15% and 10% for 15 years and above 15 respectively, this findings indicate that few pupils were aged over 12 years which represent 5%. These findings agree with empirical studies that argue that age of the child is a key determinant of engagement in work. Children born earlier have a probability of attaining a higher market wage than the younger ones.

Distribution of Respondents by Gender

Gender of respondents was analyzed to find out the gender range of respondents. Table 1 provides the information.

Table 2: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	22	55
Female	18	45
Total	40	100

Source: Field Data, 2020.

According to table 2, the pupils were fairly distributed in terms of gender with 55% being male and 45% were female. This slight gender disparity is a likely indication of boys being more involved in child labour than girls.

Distribution of pupils according to class level

Class level of respondents was analyzed to find out the class level of respondents. Table 1 provides the information.

Table 3: Distribution of pupils according to class level

Class	Frequency	Percentage (%)
Basic 7	6	15
Basic 8	16	40
Basic 9	18	45
Total	40	100

Source: Field Data, 2020.

According to Table 3 the distribution that basic seven were 15% , basic eight were 40% the and those from basic nine made up of 45% of the study population .Basic seven had the least numbers which is as a result of age requirements in the study.

Distribution of respondents by parent's marital status

Parent's marital status of respondents was analyzed to find out respondents **parents marital status**. Table 1 provides the information.

Table 4: Distribution of respondents by parent's marital status

Marital Status	Frequency	Percentage (%)
Married	24	60
Divorced	2	5
Single Parents	12	30
Widowed	2	5
Total	40	100

Source: Field Data, 2020.

The study findings indicate that sixty per cent (60%) of the respondents parents were married (30. %), were from single parents and were 5% each for divorced and widowed (see table 4). This preliminary finding indicates that the parents were relatively well placed to provide parental care for the children. Children who were disadvantaged in their early years due to a lack of parental attention and child labour had trouble interacting appropriately with their peers and performing well in school. Studies have shown that childhood poverty has a connection with household structure. Most studies on the subject also show that the children that are in poverty tend to come from single-parent households (most often matriarchal).

In 1997, nearly 8.5 million (57%) poor children in the US came from single-parent households (Lichter, 1997; Ashworth, Hill, & Walker, (2004),

4.2 Factors that Contributes to Child Labour

Working in the morning before going to school

The researcher also found out from the students if parents or guardians involve them in some kind of work before going to school. Table 7 presents the tabular presentation of the outcome.

Table 7: Working in the morning before going to school

Response	Frequency	Percentage (%)
Yes	34	85
No	6	15
Total	40	100

Source: Field Data, 2020.

In an interview with the students, it was discovered that 34 students 85% do some kind of work before going to school, with only 6 students 15 % claiming they do not do any chores in the morning. One of the students had this to say:

“In every morning, I help my mother to arrange her goods and even start selling to customers before going to school”

Working in the evening after closing from school

The study also sought to inquire, whether school children engages in any form of work after school. The results are summarized in Table 8.

Table 8: Working in the evening after closing from school

Response	Frequency	Percentage (%)
Yes	30	75
No	10	25
Total	40	100

Source: Researcher’s Field Data, 2020.

Majority of the respondents representing 75% admit that, they do assist their parents or guardians in one form or the other after school, while the remaining 15% performs no work after school. This was further confirmed by one student who said:

“As for me, I always go to the market to sell sachet water after school, and sometimes in the morning during vacations or holidays”.

Another student also indicated:

“ I always go to the market to sell smoked fish after school and during vacations or holidays to get some money for the family and myself”.

Table 9: Economic Activities Students Engaged in

Economic Activity	Boys		Girls		Total (%)
	Frequency	Percentage (%)	Frequency	Percentage (%)	
Domestic Service	2	5	5	12.5	17.5
Business Enterprises	10	25	11	27.5	52.5
Motorbike (Okada)	2	5	0	0	5
Farm Work	6	15	2	5	20
Drivers Mate	2	5	0	0	5
Total	22	55	18	45	100

Source: Researcher's Field Data, 2020.

The most prominent economic activity among the pupils was business entrepreneurship (selling of sachet water, farm produce, used clothes etc) which accounted for 25 % of the boy respondents and 27.5 % of the girl respondents. This indicates that girls were more involved in business activities compared to boys. This meant that pupils spent some hours at household enterprises and the parent or guardian had the final decision on how a pupil spent his/her day.

This activity was followed by farm work (weeding, planting and harvesting) with 15 % of the boy respondents and 5 % of girl respondents, domestic services 17.5%, motorbike (okada) and Drivers mate 5% each for both sexes.

This implies that children engaged in farm work to support parents and get income. Farm work entailed the use of sharp objects such as cutlasses for weeding and planting and hoes for digging among other equipment. Pupils were exposed to numerous health risks as they carried out those farm activities given the portion of land that they have to work on 2 acres and above.

This was confirmed by one student who said:

“I have 1 acre farm, the moneys from the harvested crops is used to support my mother in buy my school needs and also buy mysome of my personal clothings”.

Table 10: Causes of Child Labour (Perception of Respondents)

Causes	Frequency	Percentage (%)
Poverty	6	40
Single Parents	2	30
No Education	20	10
Low Income	12	20
Total	40	100

Source: Researcher’s Field Data, 2020.

Majority of respondents 40% considered poverty as the main cause of child labour while 10% attributed it to lack of formal education of parents. 20% of respondents also said most families engaged their children just to add income to their family income, while 30% also insisted single parenting was a contributory factor to the menace of child labour. One of the students exclaimed:

“Why should I sit back while my mother needed help in selling in the market for my upkeep? If I do not help my mother in the market, I will not get money to go to school”

Basu and Van (1998) argue that the primary cause of child labour is parental poverty and that the solution to the problem does not lie only in the enactment of laws but also in empowering individuals economically to be able to provide education to their children (Basu, 1998). Another student said:

“I have no father and my mother is the sole bread winner of the family and so had to struggle in the farm and at the market before we make ends meet”

Poverty may not be the main cause but certainly an important cause that influence a lot in child labour. Why would a child prefer to get an education or go to school when staying in work can make him eat on that day? Or even worse, not even have the opportunity of choice between attending schools or work (UNICEF 2008).

4.3 Effects of Child Labour on Students Academic Performance

The second objective of the study was to establish the impact of child labour on student's Academic performance. Head teachers and class teachers argued that waged labour was detrimental to pupils' participation in learning in that it touched on pupils' school attendance traits, participation in class, homework and academic performance. One of the head teachers informed that lack of basic commodities also

contributed to poor concentration in class leading to those pupils falling behind in class. This forced such pupils to absent themselves from school in search of money to meet their basic needs. Students were required to indicate how the mentioned activities affected their school performance. The responses were as summarized in Table 11.

Table 11: Specific areas affected by Students' Engagement in Paid Work

Aspect	Boys		Girls		Total
	Frequency	Percentage (%)	Frequency	Percentage (%)	
Attendance	3	7.5	4	10	17.5
Punctuality	3	7.5	1	2.5	10
Lesson Attendance	1	2.5	2	5	7.5
Doing Assignment	4	10	2	5	15
Concentration	6	15	5	12.5	27.5
Examination	5	12.5	4	10	22.5
Total	22	55	18	45	100

Source: Researcher's Field Data, 2020.

Students' engagement in paid work mostly affected their concentration in studies as indicated by 27.5 % of students while 22.5 % of students' performance in examinations was affected by the same. Boys whose concentration was affected by the work they had done was 15 % while girls were 12.5 %. This meant that boys' rate of concentration was higher compared to that of girls. Girls had outdone boys in performance for those who were affected by work were 10 % of the girls while boys were at 12.5 %. This led the study to investigate on the trend of participation in class; asking and answering of questions. During the interview section almost all the

stakeholders asserted that students' involvement in paid work affect all the variables in Table 11. This is what one of the stakeholders said:

“If students engage in income generating activities during school hours, it affect almost every facet of school life that eventually leads to drop out as the student will be more interested in the money making”.

This necessitated an exploration of the causes of poor concentration in class and the result is shown in Table 12.

Table 12: Students Response on class participation

Rating	Answered Questions		Ask Questions	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Frequently	5	12.5	9	22.5
Rarely	7	17.5	5	12.5
Never	28	70	26	65
Total	40	100	40	100

Source: Researcher's Field Data, 2020.

The study finding revealed that majority of the pupils never answered questions in class 70% while 65% never asked questions. Students who frequently answered questions comprised 12.5 % while those who frequently asked questions comprised 22.5 %. Lastly, students who rarely answered questions stood at 17.5, while students who rarely ask questions comprised 12.5%. Generally, a minority of the students participated in class. During the interview almost all the teachers

asserted that truant student are rarely active in class. This was confirmed by one of the teachers:

“I cannot even mention or point out more than three names of truant students in my class who are active in lesson delivery”.

Pupils’ academic performance

Most of the respondents asserted during the interview that waged labour made students to spend more time in work (which they were more interested in) thus hindering concentration and leading to some pupils failing to attend some lessons. Teachers argued that there were students who lacked time to do assignments and revise on what they were taught so as to comprehend therefore they ended up failing in the examinations. One of the head teachers indicated:

“In fact some parents are to be blamed as they rarely consulted on their children academic performance. Majority of parents never attended academic PTAs which were meant to discuss academic issues regarding students’ performance in order to know the progress of their wards”.

On this same issue of students’ poor academic performance, some parents agreed that they are to blame on part of the causes but were quick to state that teachers and the school in general are equally to be blamed. This is what a parent had to say:

“Part of the causes of students’ poor academic performance should be put on some of teachers who often absent themselves from the classroom and others involving in student brutalities which eventually wash away students’ interest in attending classes”

The heads and teachers also argued that pupils who were subjected to parental negligence would seek solace in waged labour after all there was no one concerned about their attendance and performance. This implied that those students had peers who were already in wage labour who served as their mentors. They could in future become the mentors of other students in school who were in similar situation, influencing them negatively; to draw them out of school. The teachers confirmed that some students had health problems which affected their performance otherwise some pupils were ‘very bright’ to get the grades they attained in some subjects. The teachers stated that there were pupils who would be absent from school for a long period (more than one week) before they resumed for studies. This meant that such students missed the content taught in absentia. If some of the questions in an exam were to be derived from that content they would not be able to answer them correctly hence they failed in exams.

For instance, such activities as digging, weeding and planting where the tools used were, hoes and cutlasses exposed students to injuries. Respiratory ailments and other ailments such as malaria, asthma and allergies due to cold were reported to be common in pupils due to the climatic conditions in the region whereby pupils had to work under extreme weather conditions. Others mocked them making the not to

attend school until they had fully recovered. These findings confirm the assertion made in an annual learning assessment report which revealed that one child out of a hundred is out of school in Adawso circuit. Learner absenteeism is high with close to Four out of ten children missing school and one in every ten children missing school daily (Uwezo, 2011).

This finding agrees with SIMPOC national child labour surveys which revealed that different types of work can impact differently on the ability of children to attend school. Head teachers, class teachers, and teachers who participated in the study were unanimous that child labour affects school attendance and performance. This finding agrees with Guarcello (2005), who explored the impact of child work on school attendance and performance in five countries: Brazil, Kenya, Lebanon, Sri Lanka, and Turkey; and concluded that work reduces the rate of retention, and in some countries 61 the number of hours worked also increased the probability of dropping out. This indicates a high competition for the child's limited time which is likely to affect pupils' participation in learning. These findings are similar to a study by Ray and Lancaster (2004), who explored hours worked by children on schooling effects by utilizing multi country evidence based on SIMPOC data. They sought to find out the extent to which school attendance and academic achievement of children aged 12-14 years was affected by work. They concluded that the number of hours worked had a negative effect on a child's school attendance and performance at school

4.4 Ways of Reducing Child Labour

The third objective of the study was to identify ways of reducing child labour in Adawso circuit. Students suggested remedies to prevent child labour as summarized in Table 13.

Table 13: Students responses on ways of reducing child labour

Response	Boys		Girls		Total (%)
	Frequency	Percentage (%)	Frequency	Percentage (%)	
All children at school during school hours	12	30	10	25	55
Punish Parents who deprive wards schooling	1	2.5	2	5	7.5
Child Employers should be Arrested	2	5	2	5	10
Support Families	7	17.5	4	10	27.5
Total	22	55	18	45	100

Source: Researcher's Field Data, 2020.

The responses in Table 15 revealed that more than a half (55 %) of students held the view that pupils should be at school but not being engaged in economic activities. This implied they had a negative attitude towards their being engaged in the economic activities because of long working hours, tiredness, and too much work which created both physical and mental stress, eventually affecting their academic performance as revealed in the previous findings of the study. This is what a student said during the interview:

“ The government should enact laws aimed at punishing parents who use their children on income generation activities to the detriment of their effective schooling to serve as a deterrent to parents ”

Support to poor families was cited by 27.5 % of students as the second remedy of reducing child labour. This meant there were students who were pressurized by poverty in their households to engage in earning work activities. The government should set up minimum adult wages for all jobs so as to reduce pressure on all family members meeting household needs, children inclusive. This would ‘save’ children from being involved in the mentioned time consuming activities. This is what another student said during the interview:

“Government should mobilize resources for economic empowerment of single mothers where they could have access to interest free loans, small cash donations especially to the unemployed parents and loans without guarantors for parents with the ability to pay to help them to look after their children in school to perform better”.

On the same note, religious institutions were to offer marital counselling on such issues as family planning, responsible parenthood, role modelling of children of vital significance emphasize on the importance of education to the current and future generation. 7.5% of students who felt that punishment was the best option to irresponsible guardians and employers who infringed on the rights of children. This

was supported by almost all the head teachers, teachers and parents during the interview section. This is what a parent said:

“If laws on child labour that existed at the national level were to be seriously implemented and the culprits dealt with, accordingly, the menace of child labour would be curbed child labour if not eradicated”.

Employment and Labour Law 2019 and The children Act 1998 (ACT 560) were the most appropriate in that context. Parents argued that guardians who incorporated their children in child labour jeopardized future life of their children out of ignorance on the value attached to education. Head teachers proposed a total ban of child employment in all sectors of the economy so as to discourage child labour. Tough measures should be set and taken against perpetrators. This was possible with the intervention of local leaders and law enforcers who would oversee implementation of those laws at local level.

The teachers recommended on advocacy campaigns against child labour to which all stakeholders would fight for all children welfare. This is what a teacher said during the interview:

“Massive sensitization on the dangers of child labour through mass media, electronics and print media should be organized in communities to promote children’s rights to protect them from exploitation of child labour agents and traffickers who want to get cheap labour from children”.

Almost all the interviewees asserted that church and community leaders could also complement these efforts by organizing seminars for children to encourage them to shun child labour when they had not yet completed their high school education. Others who should be included in these campaigns were youth associations, Parents-Teachers Associations (PTAs), civil society associations and all families. It is reasonable to conclude that there is an impediment in child labour policy implementation therefore, efforts against child labour have to be scaled up to mainstream child labour concerns through collaboration of all social partners in education.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study findings, conclusion and recommendations.

Also presented in this chapter are suggestions for studies that could be carried out by future researchers.

5.1 Summary of the Study

The purpose of the study was to assess the educational consequences of pupils' engagement in different type of paid works in regard to the amount of time, moment of the day dedicated to labour and the impact of this to academic performance of students of Adawso Circuit in the Akuapem North Municipality of the Eastern Region of the Republic of Ghana. Data for the study was collected from 40 students, eight parents, two head teachers, eight teachers and two official from the education office with knowledge on issues of child labour. Data was collected from students and class teachers through the use of questionnaires and interview guide. Head teachers and official of the District Education directorate were interviewed. The presentation of both qualitative and quantitative findings were based on study objectives which were: to find out the factors that contributes to child labour in Adawso Circuit, to review the effect of child labour on pupils' academic performance and to identify ways of reducing child labour in Adawso Circuit in the Akuapem North Municipality. The findings of the study presented were based on the

data collected from the respondents and as per the research objectives. Statistical Packages for Social Scientists (SPSS) was used to generate descriptive and inferential statistics. The study findings are presented in tables with analysis.

Summary of Major Findings

Factors that contribute to Child Labour in the Adawso Circuit

A number of socio-economic factors were identified to have contributed to child labour. The major causes were poverty, single parenthood, low level of education of parents' negative attitude toward schooling and peer influence. Other causes included: family separation/divorce, irresponsible parenthood, and okada business. Students' engagement in child labour was mainly determined by household characteristics and students' attitude toward schooling. These factors determined where a student spent his/her time; at school or in child labour. Irregular attendees were pupils who encountered challenges from their family backgrounds which required them to look for survival tactics; engaging in paid labour. Lower expected returns of education discouraged regular school attendees thus creating a fertile ground to venture in child labour.

Effect of Child Labour on Students Academic Performance

The findings revealed that engagement of children in other activities apart from school work may have great consequences on academic performance. Child labour lead to poor concentration in class and lack of commitment by the pupil in school curriculum activities consequently affects pupils' academic performance. The

study also established that the child labour led to students dropping out of school due to new economic freedom among the students. Aside these, students makes minimal impact in class, poor performance in examination, difficult to understand content due to their truant nature.

Ways of Reducing Child Labour

There existing legislation against the child labor should be enforced rigorously. This will help to checkmate any perpetrator, and such person must be apprehended. The government should also channel resources to people - oriented programmes such as poverty eradication programs such as the Livelihood Emergency Against Poverty (LEAP) programme, small and medium enterprises, loan scheme, free qualitative but compulsory education at all levels. The government and private agencies should intervene and provide more funds in the schools as bursaries so as to help pupils from low income families to finish their education. The government needs to intensify the campaigns against child labour in the rural areas.

Guidance and counseling need to be strengthened in basic schools. The parents should be enlightened on the importance of giving proper parental guidance to their children and to be more involved in the education of the pupils. It should be used to counsel students on the negative effects of child labour, especially, those who miss school or work. Strategies to promote completion rate among Junior High schools like motivation, guiding and counseling and welfare club guiding them should be established in schools.

5.2 Conclusion

The study has established child labour as a major challenge in regard to academic performance of students in Junior high schools at Adawso Circuit in the Akuapem North Municipality. The new economic freedom among students has adversely affected students' academic performance in Adawso Circuit. Therefore, embracing an integrated policy response to child labour by all stakeholders in education is vital if improvement of academic performance of students in junior high schools in the circuit is to be realized. This entails providing decent work opportunities in the labour market, accessing social protection mechanisms and increasing awareness levels and advocacy through social dialogue.

5.3 Recommendations

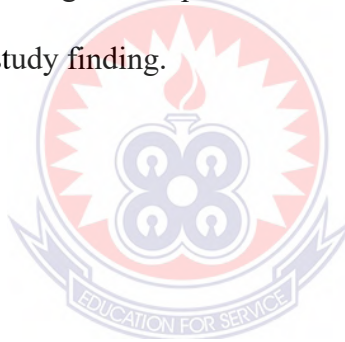
The following are the recommendations based on the findings and conclusions of this study;

1. Education planners should come up with a cost effective action plan to cater for vulnerable children. On the same note, heads and teachers should come up with a refined check off system to curb absenteeism and school dropout in an attempt to improve pupils' academic performance.
2. Policy makers and organizations concerned with child rights issues focus their attention on domestic labour. While the war on child labour in organizations may have been won to a large extent, the challenge remains in the homes where children have to handle many chores that compromise their education.

3. Parents should make sure their children attend school regularly and not to exposed them to labour activities.
4. Heads of schools should intensify and strengthen guidance and counseling in basic schools.

5.4 Suggestions for further Study

The study investigated challenges the impact of child labour on academic performance of junior high school students in the Adawso circuit of the Akuapem North Municipality of the Eastern Region of Ghana so, further study should be conducted in the remaining municipalities and districts of the Eastern Region to confirm or refute this study finding.



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APPENDIX I

Questionnaire for Students

School: -----

Circuit: -----

District: -----

My name is -----a student at the of Ghana

I am presently conducting a study on Child Labour and how it affects children's academic performance in school. You are among the pupils I will be interviewing in your school and your response will be of great benefit to the study.

The information you give will be treated confidentially, and will help to shed light on children's work activities in relation to their performance in school. Your cooperation will be highly appreciated. Thank you.

Section 1: Bio Data

1.Name

2.Age.....

3.Sex a) Male b) Female

4.Form or Class -----

5.Religion/Denomination a) Christian b) Protestant c) Muslim d) others (specify (tick as appropriate)

FACTORS THAT CONTRIBUTE TO CHILD LABOUR

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

a) Yes b) No If Yes, which ones? -----

7.Do you do any work in the evening after school? a) Yes b) No

a) If yes, which ones? -----

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

i) Yes ii) No. If yes what do you do?

.....

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

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

i) Yes ii) No If yes how

.....

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

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

a) If Yes why

a) If NO why

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

.....

13. Have you ever heard of child labour? Yes/no?

a) If yes, what is it?

b) How did you learn about it?

EFFECT OF CHILD LABOUR

14. How often do you complete your school homework?

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

15. For the past one month, how many times have you been punished for not

completing your school homework? a) Once b) 2-3 times c) 3-5

times d) 6-10 times

16. Do you often absent yourself from school? a) Yes b) No

a) If Yes how often.....

17. What were the reasons for not attending school?

a) Lack of school fees b) Sickness

c) To attend house chores/duties d) Others (specify)

18. What position were you in the last end of term examination? ----- Out of-----

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

WAYS OF REDUCING CHILD LABOUR

19. In your own view, what measures can be taken to reduce child labour?

Thank you.



APPENDIX II

INTERVIEW GUIDE FOR HEAD TEACHERS

Section A: Bio Data

1. Gender?
2. How long have you been in the teaching profession?
3. How long have you been teaching in the Circuit?

Section B: Types of work done by child labourers

4. Are there pupils in your school who are involved in child labour?
5. What activities do they mostly engage in?
 - A) _____
 - B) _____
 - C) _____

Section C: Causes of child labour

6. What are the causes of child labour in the Adawso Circuit?
 - A) _____
 - B) _____
 - C) _____
7. What are the specific areas affected by student engagement in paid work?
 - A) _____
 - B) _____
 - C) _____
 - D) _____
8. Do you have cases of school drop-out?

Ways of reducing child labour

9. What measures can help to reduce child labour in Adawso Circuit?

A)

B)

C)

Thank you for your cooperation, God bless you.

INTERVIEW GUIDE FOR TEACHERS

Section A: Bio Data

1. Gender?
2. How long have you been in the teaching profession?
3. How long have you been teaching in the Circuit?

Section B: Types of work done by child labourers

4. Are there pupils in your school who are involved in child labour?
5. What activities do they mostly engage in?

A)

B)

C)

Section C: Causes of child labour

6. What are the causes of child labour in the Adawso Circuit?

A)

B)

C)

7. What are the specific areas affected by student engagement in paid work?

- A) _____
- B) _____
- C) _____
- D) _____

8. Do you have cases of school drop-out?

Ways of reducing child labour

9. What measures can help to reduce child labour in Adawso Circuit?

- A) _____
- B) _____
- C) _____



Thank you for your cooperation, God bless you.

INTERVIEW GUIDE FOR PARENTS

Section A: Types of work done by child labourers

4. Are there pupils in your school who are involved in child labour?

5. What activities do they mostly engage in?

- A) _____
- B) _____
- C) _____

Section B: Causes of child labour

6. What are the causes of child labour in the Adawso Circuit?

- A) _____
- B) _____
- C) _____

7. What are the specific areas affected by student engagement in paid work?

- A) _____
- B) _____
- C) _____
- D) _____

8. Do you have cases of school drop-out?

Ways of reducing child labour

9. What measures can help to reduce child labour in Adawso Circuit?

- A) _____
- B) _____
- C) _____

Thank you for your cooperation, God bless you.