

**UNIVERSITY FOR DEVELOPMENT STUDIES
FACULTY OF COMMUNICATION AND CULTURAL STUDIES
DEPARTMENT OF AGRICULTURAL INNOVATION AND COMMUNICATION**

**CHILD LABOUR AND ACADEMIC PERFORMANCE IN JUNIOR HIGH
SCHOOLS:**

**A CASE STUDY OF MOSHIE-ZONGO IN THE MANHYIA SUB- METROPOLIS
OF ASHANTI REGION OF GHANA.**

MARCH, 2023



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OF ASHANTI REGION OF GHANA.**

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(UDS/MIC/0001/17)

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTER OF SCIENCE (MSc)
INNOVATION COMMUNICATION DEGREE**

MARCH, 2023



DECLARATION

Apart from the work of other writers which have been duly acknowledged, I hereby declare that this report is the outcome of an independent research under supervision.

NAME OF STUDENT	SIGNATURE	DATE
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Mahama Nuhu
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(UDS/MIC/0001/17)

I hereby declare that this work has been duly supervised in accordance with the guidelines and the standards of the University for Development Studies.

SUPERVISOR:	SIGNATURE	DATE
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Prof. Hudu Zakaria
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ABSTRACT

The welfare of the child is of paramount importance in the world today. In Ghana, labour is exploitative if it deprives a child of his/her health, education or development. The magnitude of child labour in Moshie-Zongo relative to other suburbs in the Kumasi Metropolis is high, but as to how child labour affects the academic performance of school children in Moshie-Zongo is not well known. The objective of the research is to establish the relationship and the extent of the relationship between child labour and academic performance. The method for data collection is the interview through questionnaires and checklist. Frequency tables and descriptive statistics are the data analysis methods employed with the aid of SPSS and Excel. Pupil labourers in the study community engage in child labour activities to support their families' in order to provide for their education and other basic needs. Most of the pupil labourers are engaged in similar line of economic activities as their parents/guardians. Pupil labourers academic average scores fell below average and female pupil labourers are more disadvantaged. Parents should be sensitized about the value of education to their children by the social welfare department. The government should design employment empowerment programmes for parents. Teachers need to educate both parents and children on the effects of child labour through the school management committee



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I want to say thank you to the Kumasi Metropolitan Assembly for providing data on the Geographical setting, demographic and economic characteristics of Moshie-Zongo. The Department of Social Welfare at Adum who provided data on child labour issues on the Moshie-Zongo community, Manhyia Sub-metropolis and the Ashanti region has contributed to making this research less arduous and their efforts are very much appreciated.

God bless you all.



DEDICATION

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LIST OF ABBREVIATIONS

BECE	Basic Education Certificate Examination
CRC	Convention on the Rights of the Child
DCI	Defence for Children International
FTI	Fast Track Initiative
GDP	Gross Domestic Product
GoG	Government of Ghana
GPRS II	Growth and Poverty Reduction Strategy
GSS	Ghana Statistical Service
HIV/AIDS	Human Immune Virus/Acquire Immune Deficiency Syndrome
ICCLE	International Centre on Child Labour Education
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
JHS	Junior High School
LEAP	Livelihood Empowerment against Poverty
SHS	Senior High School
KMA	Kumasi Metropolitan Assembly
NGOs	Non-Governmental Organizations
SIMP	Statistical Information Monitoring Programme
SPSS	Statistical Product and Service Solutions
SRA	Social Research Associations
TUC	Ghana Trade Union Congress
UN	United Nations
UNICEF	United Nations Children's Fund



CHAPTER ONE INTRODUCTION

1.1 Background

Everywhere in the world, the child's welfare is paramount. Special attention is paid to the needs and best interests of the child in various international treaties. For example, in 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child, which requires States to take all appropriate measures to ensure the child's well-being (International Labour Organization, 1996). The education of children is very important to determine the future of every nation as they are the future. A country can only develop when it has the welfare of its children at heart.

In many societies, child labour throughout history has fostered the development of skills and confidence needed for successful adulthood. This type of work situation is educational and effective training for people. It represents a life lesson under the guidance of family or community. In agriculture, for example, children working with their parents have been the means by which young people have traditionally learned to care for plants and animals and acquire skills they will need as adults to earn a living on the land (Kyeremah, 2006).

For example, children make a remarkable economic contribution to their families. Therefore, the opportunity cost to parents of attending school will be significant, particularly if the return associated with schooling does not justify the loss of a child's economic contribution (Khanam, 2006). In this case, parents may want to involve their children in economic activities rather than send them to school.



It also argues that there is a trade-off between child labour and the accumulation of human capital through education. Putting a child in productive work can increase current income but will seriously undermine his/her human capital development. A child can only combine school, work and school, only work or neither work nor school. However, the time children devote to these activities is largely determined by their parents. Therefore, failure of parents to internalize the trade-off between child labour and earning capacity leads to a high incidence of child labour (Khanam, 2006).

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The International Labour Organization estimates 250 million child labourers worldwide, with 61% in Asia, 32% in Africa and 7% in Latin America. The same source also points out that 120 million children are employed, full-time 0% of them are between 10 and 14 years old. In terms of child labour force participation rates, Africa leads with 33% in East Africa and 22% in Central Africa, followed by East Asia and South Asia with 20% and 14%, respectively.

The United Nations Convention on the Rights of the Child summarises its version of child labour in Article 132, which calls on States to recognise the child's right to be protected from economic exploitation and from the performance of any work that is likely to be dangerous or disruptive with the upbringing of the child or as harmful to the health or physical, mental, intellectual, moral or



social development of the child. Many countries have signed the treaty, with Ghana being the first country to sign.

One obstacle to Ghana's economic growth has been insufficient human capital development. Driven by the Growth and Poverty Reduction Strategy (GPRS II), the nation has proudly recorded the rescue and rehabilitation of more than 3,000 street children, including many young girls, who had lived and slept in the main cities of Ghana. Under the Children Act 1998 (Act 560) Subsection 87, it is prohibited to employ children in exploitative child labour. According to this law, work is exploitation of a child if it deprives the child of health, education or development.

1.2 Problem statement

Child labour has become an issue of concern in the world. The menace is ongoing predominantly in developing countries. In 1999, the ILO estimated that 12.3 percent of children between the ages of 10 and 14 in Ghana were working. According to a research conducted by the Defense for Children International (DCI-Ghana) and Social Research Associates (SRA) (2007) 10 suburbs were identified and ranked as the destination points of child labour in the Kumasi Metropolis. These suburbs are Aboabo, Asawasi, MoshieZongo, Sawaba, Bantama, Asafo, Adum, Fante New Town and Buokrom. From the study conducted by the DCI- Ghana and SRA, 3 suburbs out of the 10 are found in the Manhyia Sub- metropolis. These are Asawasi, Moshie Zongo and Sawaba.

Among these suburbs, previous literature with respect to child labour issues focused on Asawasi and Aboabo. Moshie-Zongo ,thethird-ranked suburb has been chosen for our research. Several studies conducted on child labour and its related issues have not been exhausting enough. Earlier research on child labour centred on the Impact of Child Labour on School Attendance and School Attainment, the Economics of Child Labour and the Health Implications of Child La,bour but as



to how this phenomenon influences the academic performance of these children in school, it is not well , known and this calls for the subject matter into this research.

Ideally, children are supposed to have a maximum of eight hours sleep in order to rest well enough and prepare for school the next day but that is not the case in Moshie-Zongo community. The children in the Moshie-Zongo community who are engaged in labour work very late into the night (11pm) leaving them little time to prepare for school. This makes it difficult for them to carry on with their take home assignments and class exercises.

1.3 Research Questions

1. What is the background (Age, Parenthood) of child labourers?
2. What is the relationship between child labour and the academic performance of pupils in Junior High Schools?
3. Does child labour always lead to poor academic performance?
4. What role do the stakeholders play in reducing the effects of child labour in order to ensure good academic performance?

1.4 Objectives

The specific objectives of the research are;

1. To examine the background of child labour with respect to our study area.
2. To establish the relationship and the extent of the relationship between child labour and academic performance in the Manhyia Sub-Metropolis.
3. To establish whether child labour always leads to poor academic performance.
4. To examine the role the stakeholders play in reducing the extent of child labour in schools.
5. To offer policy recommendations for curbing the menace.



1.5 Scope

The research is being conducted in Moshie-Zongo, a suburb of the Manhyia Sub-Metropolis in one junior high school thus Anyaano M/A Basic School. The study centres on the effects of child labour on academic performance among the JHS pupils. The time frame for the research is January 2023 the focus of the study is to examine the effects of child labour on academic performance.

1.6 Research Methodology

1.6.1 Research Approach

The research approach chosen is a ‘case study’. (Robson, 1993) defines a case study as the development of detailed, intensive knowledge about a single “case” or a small number of related “cases”. The Defence for Children International (DCI-Ghana) and Social Research Associates (SRA) (2007) 10 suburbs were identified and ranked as the destination points of child labour in the Kumasi Metropolis. From the study conducted by the DCI- Ghana and SRA, 3 suburbs out of the 10 are found in the Manhyia Sub- metropolis. Among these suburbs, Moshie-Zongo is selected in order to have an in-depth knowledge of the situation since the case in Moshie-Zongo may be different from other suburbs.

1.6.2 Sampling Design

The Purposive sampling technique is used in our data collection. With this sampling technique, a particular group of pupils (Pupil labourers) relevant to the study is selected to get information about child labourers and their academic performance. This is because these particular groups of pupils are believed to have adequate information on the subject matter. Also, to avoid generalisations and have a thorough study, 31 pupil labourers were chosen for the study out of 81 pupil labourers. The reason for this number was due to the limited time for the study and the unwillingness of some of the pupil labourers to be interviewed.



1.6.3 Background of respondents

The Survey was based on key informants' interviews and responses from the sampled population. A total of 40 respondents administered the questionnaires with 31 being pupils, 7 class teachers and 2 governmental institutions.

Table 1.1: Number of Respondents Interviewed

Category	Number of Respondents
Pupil Labourers	31
Class Teachers	7
Institutions	2
Total	40

Source: Field Survey, 2013

All 40 respondents were interviewed during the research. This was to ensure a fair representation of the stakeholders involved in child labour issues and ensure that there was no bias in the analysis.

1.6.3 Data Collection

Primary and secondary data are collected for the study to ascertain the effects of child labour on academic performance. With Primary data, direct observation is done in the classrooms to see the effects of child labour on their classroom activities. Information will also be solicited from the pupils through interviews. Both structured and open-ended questionnaires will be used for the interviews. Secondary data will be collected from the Manhyia Sub-Metropolitan Education Directorate, literature, journals and articles relevant to the study, and other institutions and organisations with interest in child labour-related issues.



1.6.4 Data Analysis

Both qualitative and quantitative methods are adopted for the data analysis. For quantitative data, descriptive statistic technique such as the mean is used for analysis. On the other hand, frequency distribution such as pie charts, frequency tables, line graphs and the like are used for both quantitative and qualitative data with the help of Statistical Products and Service Solutions (SPSS) and Excel.

1.7 Relevance of the Study

The relevance of this study is as follows;

The research gives the researcher an insight into the magnitude of child labour in the Manhyia Sub Metropolis, Moshie-Zongo specifically. This can draw the attention of stakeholders on the issue of child labour in the metropolis. The stakeholders involved are the Ghana Education Service, Manhyia Sub-Metropolitan Assembly, parents and teachers, school management committee and the ministry of Children Affairs. The parents as stakeholders will learn of the effects of child labour on their wards. If the results are negative, it will enable them reduce the rate at which their children are engaged in child labour. The Ghana Education Service, the Ministry of Children Affairs and the Manhyia Sub-Metropolitan Assembly will formulate policies to curb the incidence of child labour in the community.

However, since child labour has become an issue of both national and international bodies, this study will provide basis for people who would like to conduct any future research into other areas of child labour and will also contribute to knowledge on the subject matter.



CHAPTER TWO LITERATURE REVIEW

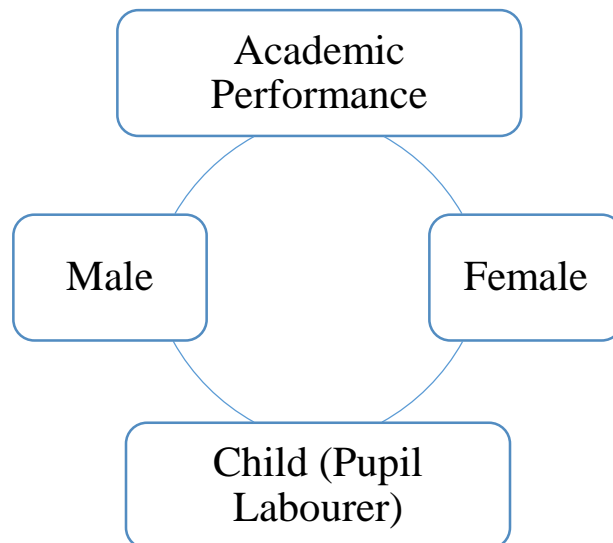
2.1 Introduction

This chapter focuses on the key issues of child labour. This chapter discussed the various definitions, interpretations and concepts of child labour, the legal framework of child labour and the institutions of child labour. A brief description of child labour issues in Ghana is highlighted, as is the link between child labour and academic performance. The chapter provides the basis for studying the research by providing a wide range of literature on child labour and academic achievement.

In this review of literature, the research has assembled the works of authorities which are closely related to the topic under consideration and analysed these to see views expressed positions of the researcher on those views expressed and gaps identified.

2.2 Conceptual Framework

Figure 1: Conceptual Framework



At the base of the framework is a disadvantaged group among children which is pupil labourers. This group is sub-divided into gender groups(male and female). The framework seeks to explain the degree of impact on the academic performance of male and female pupil labourers as a result of their engagement in child labour activities.

2.2.1 Child

According to the Children's Act, 1998 (Act 560), a child is a person below the age of eighteen years. A child may also refer to every human being below the age of 18 unless the law applies to the child.

According to (UNICEF, 2005), a child is everyone under the age of 18, entitled to the rights from economic exploitation.

2.2.2 Labour

Work is an ability to work. Work as a concept includes both physical and mental work. Labour is a primary or human factor of production. It points to human resources.

2.2.3 Academic Performance

Academic achievement is the result of education, the extent to which a student, teacher, or institution has achieved its educational goals. It is usually measured through exams or continuous evaluation using scores. Academic performance refers to how students approach their studies and how they cope with or fulfil various tasks given to them by their teachers.

2.3 Distinction between Child Labour and Child Work

Different groups of people have given different definitions of child labour. However, most of these definitions focus on age and work. There was no clear distinction between child labour and child labour. This has sometimes led to misinterpretations of these words. It is generally recognised that



the concept of child labour encompasses numerous complexities that require elaboration and clarification for a better understanding of the concept. Although child labour is often confused with child labour, one should not assume that the two terms are synonymous with future income opportunities, either by shrinking their future external choices or reducing their own future individual productive capacities (Andvig, 2001).

International Labour Organization (ILO) Convention 138 (1973) and Worst Forms of Child Labour Convention 182 (1999) also define child labourers as all children under the age of 12 enslaved in any economic activity, children aged 12-14, those doing more than light work, and all children engaged in work where they are enslaved, forcibly recruited, prostituted, trafficked, forced into illegal activities, or exposed to danger. Therefore, the ILO considers child labour to be any economic activity or work that interferes with the completion of a child's education or harms children in any way.

In Ghana, Child Labour is to work that is mentally, physically, socially or morally dangerous to children; interferes in their schooling by;

- a. Depriving them of the opportunity to attend school
- b. Obliging them to leave school prematurely
- c. Requiring them to attempt to combine school attendance with exclusively long and heavy work. (TUC, 2013)

According to UNICEF (2005), the term child labour is broadly understood to mean any situation where children are exposed to harm at work, including work that deprives them of other fundamental rights, such as their right to education, or exposes them to physical or sexual abuse. Child labour is also defined in the Children Act 1998 (Act 560) as work which deprives the child



of their health, education and development or prevents children from attending school. The meaning and impact of child labour depend greatly on its social, cultural and economic context, as well as the mission, strategy and goals of each work organisation (Sakurai, 2006).

According to UNICEF (2005), child labour is defined as work that children are allowed to do at home, on the family farm or for a family business, as long as this work does not endanger their health and well-being and if it does not prevent them from to go to school and thereby impair his academic performance. Child labour or child labour is also interpreted as a general term encompassing the full range of labour and related tasks performed by children (Sakurai, 2006). Child labour also includes work performed by children under the age of fifteen. Child labour is simply a descriptive term where we assume nothing about welfare consequences (Andvig, 2001).

From the definitions of child labour and child work, it can be concluded that conceptualising these terms involves the use of two variables-age and the nature and effects of the work performed by the child. Child labour is any work performed by persons below 18 years which is capable of exposing them to harm and or affecting their access to education whiles child work is any activity that children actually undertake with no effect on their health and/or access to education.

2.4 Child Labour and School Attendance

According to (Orazem & Gunnarsson, 2003), many children experience a transition phase during their school years, during which they devote part of their time to work. It is useful to present the economic rationale for this pattern of time allocation as the child ages in order to highlight the variables that should be included in empirical studies of child labour and school performance (Ben-Porath, 1967).

Most studies that assess the impact of child labour on school attendance focus on whether or not the child enrolls in school. In many countries, school enrollment rates for working children do not



differ significantly from those for non-working children, especially at younger ages. Some have pointed out that this evidence suggests that child labour and schooling are not mutually exclusive (Ravallion, Martin & Wodon, 2000). Less is known about the link between child labour and school attendance, as obtaining information on school attendance from household surveys is more difficult. Parents' impressions of their children's attendance records are likely to be flawed. It is possible to integrate official school attendance records with household survey data, but this has not often been done in practice.

Ultimately, time spent in school is an input into the educational production process and is no more a measure of school outcomes than child Labour. Both are time allocations. If child labour and schooling are measured in hours, the time budget forces an almost certain negative relationship between the two, even if child labor is not detrimental to learning. Consequently, the impact of child labor on learning is unlikely to be a good measure of the impact of child labor on schooling. Longer school days can affect the amount of knowledge a child can acquire. However, longer school days can also have an impact on child labour. The longer the school years, the less time a child has to work. Yap et al. 2003 found that the introduction of an after-school program in rural Brazil resulted in a large reduction in the likelihood of child labour. The school year's length can also affect how much a child learns in a school year. Differences in the length of schooling between black and white schools in the United States in the segregated era have been shown to explain differences in academic performance and income between blacks and whites (Card & Krueger, 1992).

Some forms of work performed by children are more likely than others to cause physical or psychological harm to the child because of their nature or the circumstances in which the work is performed. Under the International Labor Organization Conventions on Child Labor, such work,



which is normally described as hazardous work 10 and which may endanger the health, safety and morals of children, must be prohibited for children and young people under the age of 18 (under Convention No. 138). the minimum age). ILO Convention No. 182 defines hazardous work by those under 18s as one of the worst forms of child labour and calls for urgent action to prohibit and eliminate it. (Graitcer & Leonard, 1998)

Most children who work are in household businesses, whether a farm, home manufacturing business or retail business. These productive assets would have mixed effects on child labour. On the one hand, they can increase the opportunity cost of a child's schooling because the child is productive at work. On the other hand, adults in the household are also more productive, so the household can better afford to devote the children's time to school activities. This explains why some studies of farm households have found that farm capital stock policies reduce child labour (Levy, 1985), while others find the opposite (Cockburn, 2000). From the inventory, it can be said that the students' school attendance is affected by the nature and extent of their work.

2.5 Child Labour and Academic performance

Abraka (2010) found that 22% of students' academic performance was influenced by attending secondary school classes in Delta State, Nigeria. Therefore, he found that increasing attendance will also increase students' academic performance.

Child labour is a facet of poverty whose connection is well-established in the empirical literature. The dilemma is whether this child labour is economically efficient and whether it hinders the child's academic achievement and personal development. The traditional argument for state intervention in the child labour market is based on the existence of externalities, parents do not fully internalise the positive externalities that result from higher educational attainment for their children and therefore make their offspring under-educated (Annabel, 2008).



Child labour is considered a serious problem as it is believed to destroy the intellectual and physical development of children, especially young children. The danger is compounded for those children who work in dangerous industries. This is the theory behind the child labour trap. When a child is busy all day, the child remains uneducated and consequently has low productivity as an adult. Child labour can thus directly contribute to adult unemployment in developing countries. An important caveat is that such long-term dynamic consequences of child labour are treated very little (Annabel, 2008). This tends to destroy the principles of child education.

Child labour designed to respond immediately to the household's basic needs deprives the child of time to focus on their education. In particular, if the child is busy throughout the day, the child is more likely to remain uneducated and have low productivity as an adult. Child labour adversely affects school results by limiting time spent on homework, or it could make the child too tired to use school time efficiently. The social development of the child is affected because the child, after school, goes to work, either doing homework, playing football and the like. Hazardous work may cause accidents that could injure them for life thereby jeopardising their future careers. Also, the occurrence of this accident may make the children more vulnerable to other hazards, especially pupil labourers below the age of 10 years. These activities may be destructive to the physical, mental, and physiological development of the child. Pupil labourers combine schooling with work.

2.6 Child labour in Ghana

The 2003 Child Labour Survey conducted by the Ghana Statistical Service (GSS) in cooperation with the Ministry of Manpower Development and Employment of Ghana, with support from the ILO has revealed the nature and extent of the child labour situation in Ghana. The survey, which involved a representative sample of children aged 15-17 from each of the ten regions in Ghana (47,955 children in all regions), is part of the ILO's Statistical Information Monitoring Program



(SIMP) on child labour within the framework of the International Program to Eliminate Child Labour (IPEC) (GSS, 2003).

The Child Labour Survey conducted by (GSS, 2003) found that 57% of children were engaged in agriculture, forestry and fishing, while 21% were street vendors selling ice water, groceries and other items. 11% worked as unskilled workers, such as washing cars, fetching firewood, pushing trucks and porters. Over 65% reported working as full-time and permanent employees, while 14.5% reported being temporary and full-time employees. The study also found that a large number (80%) were unpaid family workers, while 5% were self-employed.

Most of these children live in urban areas of the Greater Accra and Ashanti regions and have migrated from northern rural areas. These children in urban centres work as cleaners, garbage collectors, shop assistants and shoe shiners. Children from the age of 7 work as porters, domestic workers, street vendors, farmers and quarry workers.

The research conducted by these authorities gave the magnitude of child labour and the number of child labourers in Ghana without interventions and recommendations in their research. The situation still persists with little intervention from government and other concerned bodies in the country especially, the Greater Accra and Ashanti Regions of the country.

Currently, Challenging Heights, a children's rights organisation in Ghana, is warning of a very bleak future for about a million out-of-school Ghanaian children. According to Challenging Heights, children between the ages of 5 and 15 could be found across the country selling on the streets or doing child labour when they were supposed to be in school. According to the organisation, the presence of children on streets at the times when they should be at school violates the Children's Act 1998 (Act 560), which obliges parents, whether single or married, to educate



their children. Challenging Heights emphasised the need to educate and empower parents to educate their children and provide them with social protections.

Challenging Heights, in their survey as an NGO did not specify which organisations are responsible for building the capacities of the parents and guardians of child labourers. They did not state in their write up the extent to which they have advocated for children to benefit from Free Compulsory Universal Basic Education (FCUBE) and Capitation grant. These are programmes initiated by the government to increase enrolment rates and maintain existing pupils in Basic schools.

2.7 Legal framework

Two UN organisations have turned their attention to preventing child labour worldwide; The United Nations Children's Fund (UNICEF) and the International Labour Organization (ILO). They have helped define the problems and develop international legal frameworks to address them. As a result of their work, we now have several international treaties (or conventions) outlawing child labour and laying down concrete actions for governments. Once a country has ratified a convention, UN bodies monitor compliance and hold countries accountable for violations.

In 1919 the first ILO Convention on child labour, the Minimum Age (Industry) Convention (No. 5), adopted within months of the founding of the International Labour Organization, prohibited the work of children under the age of 14 in industrial establishments.

In 1930, the ILO Forced Labour Convention (No. 29) protected children from forced or compulsory labour, such as victims of human trafficking, children in bondage such as Iqbal and those exploited through prostitution and pornography.



In 1966, the International Covenant on Civil and Political Rights, which reemphasised the issues of slavery and forced or compulsory labour, was passed by the General Assembly, along with the International Covenant on Economic, Social and Cultural Rights, which called for the protection of young people against economic exploitation and work that endangers development.

In 1973 the key instrument of the ILO was adopted: Convention No. 138 on the Minimum Age for Admission to Employment (15 years or the age at which compulsory education is completed).

In 1989, the UN passed the Convention on the Rights of the Child, which establishes the child's right to protection from economic exploitation and hazardous work, and prohibits states from recruiting persons under the age of 15 into the armed forces.

In 1999, the ILO unanimously adopted the Convention on the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (No. 182). It called on states to prevent the most harmful practices of child exploitation or the worst forms currently in existence.

The government of Ghana (GoG) is committed to protecting the rights and welfare of children as well as developing the future human resource needs for the country's development. The GoG has put in place national laws to eradicate child labour in the country. Among these laws are:

The 1992 Constitution of Ghana

The 1992 Constitution also provided for the right and protection of the child from all forms of child labour. This Constitution empowers Parliament to legislate to ensure that children and young people receive special protection from physical and moral harm and that every child has the right to be protected from work that poses a risk to their health, education or development.

The Children's Act 1998 (Act 560)



In order to eliminate child labour in the country, especially the worst forms of child labour, the Children Act was enacted. This law prohibits the employment of children in exploitative labour. The law interprets exploitative labour as any work that deprives the child of their health, education or development. This law also prohibits the employment of children in night work. So work between eight in the evening and six in the morning.

Labour Act 2003 (Act 651)

Under the Labour Act, a young person may not engage in any type of employment or work that may expose him to physical or moral danger. An employer may not employ a young person for any work unless a doctor has certified that the young person is in good health and medically suitable for the work. The employer of an industrial company must keep a register of the young people he employs and their dates of birth or their apparent age.

One major element the provisions failed to tackle was how victims of child labour could be integrated into society through interventions. Often, victims of child labour tend to return to their previous activities after they have been identified. Law enforcement, Child labour and Human rights agencies do not enforce and make these provisions known to the parents and guardians.

They normally do not take up the task of ensuring that the children do not return to their former acts.

2.8 Child Labour and Schooling in Ghana

In rural Ghana, a child starts working as young as 5 years old, although the current data source only provides information on labour force participation for those over 7 years old. The median age of child labour for a boy is 12, while for a girl, it is 11, suggesting that girls start work earlier. This can be attributed to the fact that some parents today still do not see the need for girls to be raised.



Girls also work more hours than boys, and this difference is more pronounced when we spend hours doing housework. 90% of child labour takes place in rural areas. It is also clear that these children work as many hours as adults. More than 5% of the total national working hours are worked by children, showing the importance of child labour in the national economy. It must be noted that this meaning is negative and a violation of the law. The country must be held pragmatically accountable in the field of interventions.

2.9 Child Labour, Education and Poverty

Household poverty is widely recognised as the main cause of child labour. This does not necessarily apply to all forms of child labour, as other factors may also play a role. However, the survival needs of the household are often the determining influence (Tabatabai, 2003). Income from child labour typically accounts for around 10-40 per cent of household income, which can be crucial when household income is so low that it is mainly spent on food (Tabatabai, 2003).

Child labour deprives children of the educational and career opportunities that give them the knowledge and skills they need to find more lucrative jobs as adults. In turn, their poverty as parents can force them to send their own children into the labour market prematurely instead of putting them in school and thereby jeopardizing their future. The persistence of poverty from one generation to the next creates a poverty trap from which it is difficult to escape (Tabatabai, 2003). So while child labour can increase household income and contribute to its survival in the short term, it tends to have the opposite effect in the longer term. In this sense, the lack of and premature intervention by government and other concerned agencies would further exacerbate household poverty levels.

Any attempt to break the poverty trap by eliminating child labour should consist not only in providing children with decent educational opportunities, but also in removing the pressures and



incentives that influence a family's decision to send their children into the labour market (Tabatabai, 2003). Because these pressures and incentives are largely economic in nature, providing families with income opportunities and economic incentives should be an effective mechanism to prevent or eliminate child labour.

Ideally, household poverty should not be an excuse for parents to engage their children into child labour since these activities have adverse effects on their children's education. The provision of income opportunities and economic incentives to families would go a long way to mitigate the rate at which parents engage their children in economic activities.

2.10 Impact of child labour

Child labour, especially beyond acceptable levels, has potentially harmful effects on the child's intellectual and physical development. In developing countries, child labour is often performed at the expense of education, making it an important issue that warrants further analysis. The demand for child labour is one of the key factors affecting the likelihood that children will attend primary school (Chao & Alper, 1998). The International Center on Child Labour and Education (ICCLE, 2006) argues that a large number of out-of-school children are also child labourers. There is ample evidence that child labour interferes with education. That is, either attendance is forgone in favour of work, or learning is inefficient because children are not allowed to devote much time to their homework or because they are unable to pay proper attention to school due to fatigue (Nielsen & Canagarajah, 1997).

In a country where child labour prevails, children are made to undertake work obligation which may be beyond their physical capacity affecting their health adversely. When this happens, their personal development and even their lives can be endangered. Again, their future welfare may be negatively impacted upon due to lack of formal education or poor performance at school



(Kyeremah, 2006). If a child spends a significant amount of time outside of the community it can negatively impact culture solidarity, indigenous language and family values (Tauson, 2003)

Besides negative social and cultural effects, child labour can even perpetuate economic problems within the state. Interfering with a child's right to education keeps the state in the poverty trap. The elimination of child labour would stimulate economic benefits within the state and increase overall GDP through the development of the state's human capital. While economic development facilitates child labour reduction, child labour reduction itself contributes to development through its impact on human resources.

To the extent that the work performed by the child is hazardous, it may directly result in injury or even disability. More likely, the effort and time devoted to the work weakens the child's immune system and makes them vulnerable to disease (Bhalotra, 2003).

Prostitution is another sector in which degrading conditions prevail. Child prostitution also occurs in many other countries, but hard numbers are not available because officially it does not exist (Craig, 1999). In Thailand, an estimated 800,000 children, mostly girls, work in prostitution, compared to 500,000 in Brazil and 400,000 in India (Craig, 1999). These children are at enormous risk as they can become infected with HIV or other STDs, in many cases become victims of violence or suffer psychological damage.



CHAPTER THREE

BRIEF PROFILE OF STUDY AREA

3.1 Introduction

This Chapter will cover a brief profile of the study area in terms of geographical location, demographic characteristics, economic activities, religious compositions, educational status and ethnicity, with special emphasis on how these relate to the topic under investigation.

3.2 Geo-physical Setting of the Study

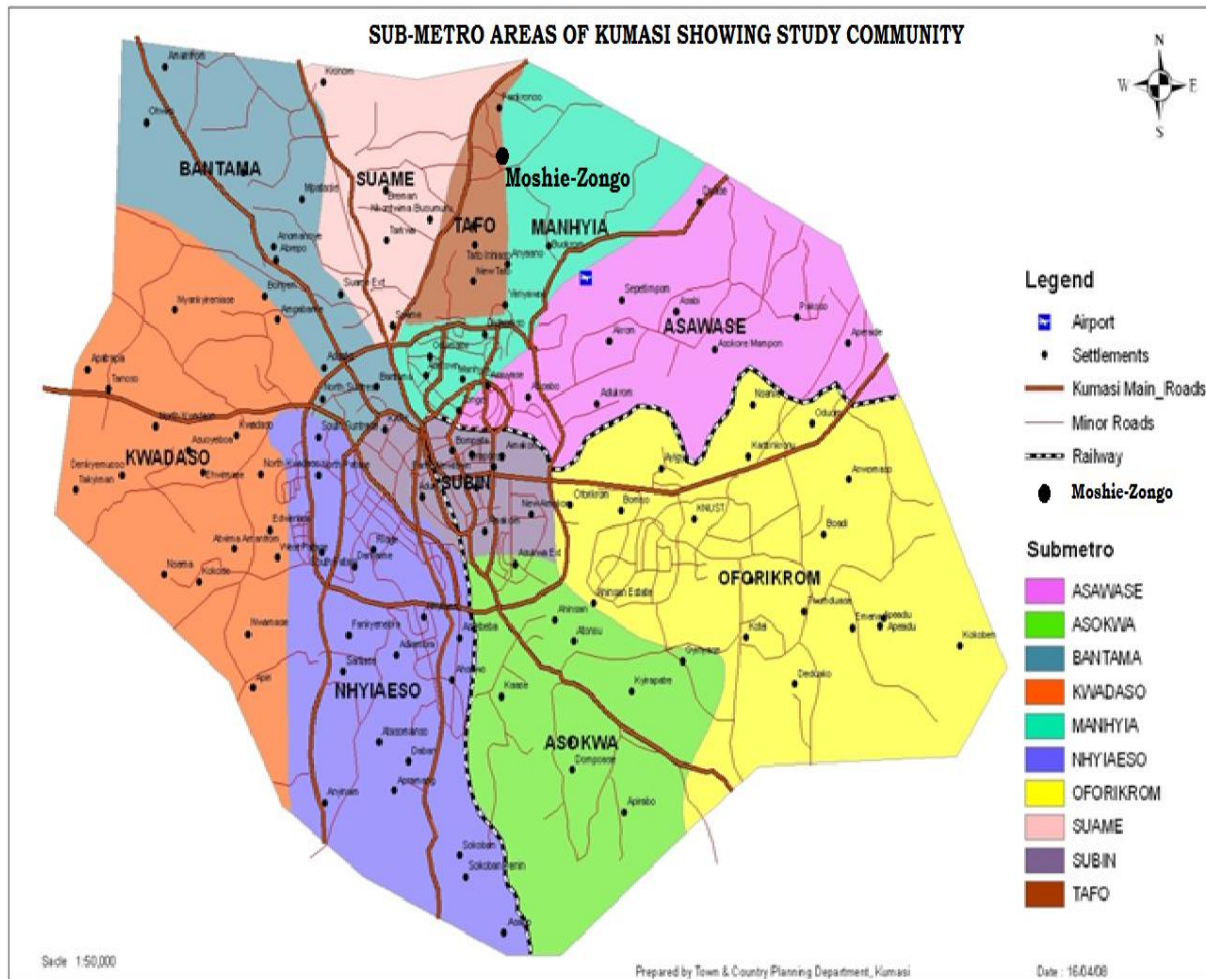
3.2.1 Location and Size

Kumasi is located in the transition forest zone and about 270 km north of the state capital Accra. It lies between 635N and 640N latitudes and 130E and 135E longitudes and has an area of about 254 km². The city's unique central location as a transit point from all parts of the country makes it a special place for many who move there or stop to conduct various business.

Moshie-Zongo is one of the communities in the Manhyia sub-metropolis. It shares boundaries with Tafo Nhyiaeso to the north, Asokore mampong to the east, Yenyawoso to the south and Dichemso to the west. Due to the proximity of Moshie-Zongo to the Central Business District (CBD) – Adum Kejetia of the metropolis, it has become a destination point for in-migrants from all parts of the country, especially the Northern part. See figure 2 for a cartographic presentation of the study location.



Figure 2: Sub-Metro areas of Kumasi showing Study Community



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3.2.2 Built Environment

The high rate of population growth combined with high numbers of migrants has outpaced the pace of infrastructure development and service delivery. Most facilities have exceeded their carrying capacity. Land in the newly developing suburbs has not been developed; Therefore, property development precedes the provision of water, telephone systems and electricity. It is estimated that around 24% of all residential buildings are unfinished. The Kumasi metropolis has recently experienced traffic congestion for people and vehicles, especially in Adum-Kejetia. As a result of the dominance of distributorship in the city's economy, the CBD and all high streets were

taken over by hawkers, most of whom were children. The erection of wooden structures, including kiosks and metal containers, along the streets and in every available space is a common sight. These have greatly detracted from the city's beauty due to rural-urban migration.

It is estimated that 48%, 46%, and 6% of the metropolis are urban, suburban, and rural, respectively, confirming the rapid rate of urbanisation. In terms of housing types, the city has been divided into high-income areas, government districts, indigenous areas, and tenement areas. It is also home to a number of timber and sawmills, as well as two huge breweries and a bottling company along the Anloga Ahinsan Kaase route. It has a total of 846 km of road network, but much of this remains unpaved.

The Child Labor Survey conducted by (GSS, 2003) indicates that most child laborers live in urban areas of the Greater Accra and Ashanti regions and have migrated from rural areas in the north. These children in urban centers work as cleaners, garbage collectors, shop assistants and shoe shiners.

Moshie-Zongo being an urban community does not share different characteristics as other urban settlements with respect to the incidence of child labourers. A research from challenging heights ranked Moshie-Zongo as the 3rd community with child labourers out of the 10 communities identified with child labour issues in the Kumasi Metropolitan Assembly.

3.3 Demographic Characteristics

Demographic characteristics deal with human population, thus, describing the population distribution over a period of time. It also describes age-sex composition of the Moshie-Zongo community



3.3.1 Sex Composition of study area

The study of the population trend of the study community and the Ashanti region show that the males are in majority in the study community. This is quite different from the national sex composition. The table below shows the sex composition of Moshie-Zongo, Ashanti Region and Ghana.

Table 3.1: Sex Composition of Moshie-Zongo, Ashanti Region and Ghana

Scope	Male	Percentage (%)	Female	Percentage (%)	Total
Moshie-Zongo	9,377	51.4	9,080	48.6	18,457
Ashanti Region	1,817,314	50.3	1,795,636	49.7	3,612,950
Ghana	12024845	48.8	12633978	51.2	24,658823

Source: Kumasi Metropolitan Assembly, Jan, 2023

The illustration above shows the pattern of population growth with respect to the sex composition at the study community, regional and national levels. The dominance of the males in Moshie-Zongo could be as result of high rate in-migration, especially by most rural dwellers in search of greener pastures (GSS, 2003). In this light, from the research of the GSS, most of these migrants are males who engage their children in such activities to enable them generate more income.

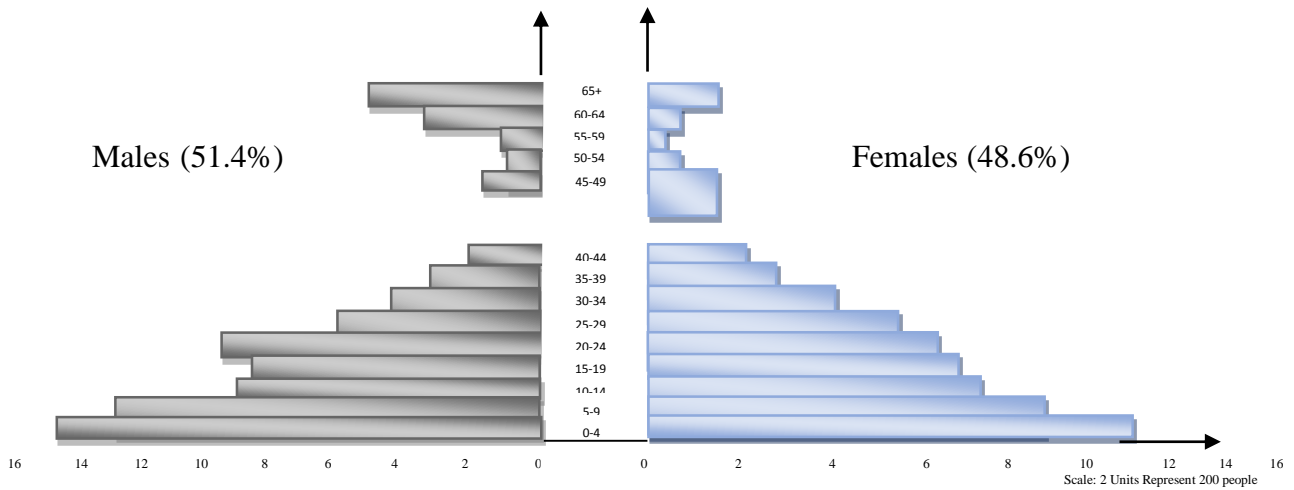
3.3.2 Population Pyramid

The population pyramid shows the population of the people after classifying them into age and sex groups. This is necessary as census studies helps the planner to know which age group constitutes the largest number of the population and thus help in the provision of facilities that would suit the age distribution at a particular time, thereby promoting socio economic development in the area. The age groups 10-14 and 15-19 combined represent a large population in the study community. The population of these groups supports the high incidence of child labourers in the Moshie-Zongo



as a result of majority of child labourers falling within this age group. The population pyramid of the study area is shown below;

Figure 3: Population Pyramid for Moshie-Zongo



3.3.5 Labour Force

The potential labour force in the community falls between the ages of 15-64. Moshie-Zongo has a total potential labour of 10,409. The labour force includes pupils, the unemployed and employed, and housewives. Child labourers who fall between the ages of 15 and 64 in the community are also considered as potential labour force.

3.4 Social Characteristics

3.4.3 Educational Status

The illiterates represent a large proportion of the population in the Moshie-Zongo community, which is 25.1% of the total population. The drastic decrease in enrolment levels from JHS to SHS levels that is from 36.3% to 3.4% could be a result of interference in the Pupils education as a result of Child labour activities. So many factors, including poor academic



performance, interest in work either than schooling and inadequate financial support after JHS are possible causes of the low enrolment in SHS.

Table 3.2: Educational Status

Educational level	Number	Percentage (%)
Pre School	728	4.1
Primary	2,764	15.4
Middle/JSS	6,515	36.3
Secondary/SSS	1,614	3.4
Vocational Tech	685	3.8
Post-Secondary	371	2.1
Tertiary	747	4.2
None	4,506	25.1
Total	17,930	100.00%

Source: Kumasi Metropolitan Assembly, Jan, 2023

3.5 Economic Development

3.5.1 Economic dependency Ratio

The economic ratio seeks to establish the relationship between the economically active population and the economically inactive. The aged (65+ years) and children who fall between the ages of 0-14 are considered economically inactive. Pupils, the disabled, and people not working are all economically inactive. People who fall into the labour force and are actively looking for work are considered economically active. The table below shows the economically inactive population in the Moshie-Zongo community.



Table 3.3: Economically Inactive

Occupied	Frequency	Percentage (%)
Unemployed	905	28.5
Homemaker	392	12.3
Pupil	1,554	48.9
Old Age	167	5.2
Retired/Pensioner	47	1.5
Disabled	116	3.6
Total	3,181	100.0

Source: Source: Kumasi Metropolitan Assembly, Jan, 2023

The economic dependency ratio is represented as a ratio of the economically inactive population to the economically active population. Mathematically, Economic Dependency Ratio = Economically Inactive/Economically Active.

The number of people actively searching for work 700. The total economically active economic population is **7,063**, which includes people searching for work, and the inactive economic **11,229** thus, the economic dependency ratio is **1:1.6**.

This means that each economically active person in the community takes care of more than 1 economically inactive person.



3.5.1 Occupational Distribution

Table 3.4: Occupational distribution

Occupation	Frequency	Percentage (%)
Commerce	4,461	70.1
Service	700	11.0
Agriculture, animal husbandry and hunters	388	6.1
Industry	814	12.8
Total	6,363	100.0

Source: Kumasi Metropolitan Assembly, January, 2023

From the above, it can be deduced that most of the economically active are engaged in commercial activities such as petty trading, hawking and street vending, which is 4,461 people representing 70.1% of the economically active population. 'Parents' propensity to engage their children in child labour would be high by virtue of their occupation (Commerce). This may be a result of the relatively insufficient income generated from these activities. Children also, in an attempt to support parents in making ends meet may willingly engage in these activities.



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter analyses data from the field that indicate how students balance work and school, its impact on their education and thus on their academic performance, the relationship between child labor and academic performance, and the role of school leadership and other stakeholders in reducing the incidence of child labor in the Moshie-Zongo.

4.2 Background of Respondents

4.2.1 Background Information of pupils

Gender is a very important factor in determining whether a child goes to work. While child labour is a violation of the rights of all children (boys and girls alike), girls often start relatively more often at an earlier age than boys. Girls tend to do more housework than boys. Clinging to traditional gender roles denies many girls the right to education or suffers the triple burden of housework, school work and outside work, paid or unpaid. Because of the different experiences of boys and girls, it is important to integrate gender concerns into child labour research, advocacy, programs and policies. This finding reflects literature on more females engaging in child as cited by the Ghana Statistical Service, 2003. In the long run, it may threaten girl child education in the study community.

The background information on the pupils consists of their ages and sex. The sex of the respondents is classified under their age groups which range from 13-15 years and 16-17 years. The total sex composition of the respondents is also considered.



Table 4.1 Sex and Age of Respondents

Age of Respondents	Gender of Respondent				Total	Percentage (%)
	Female	Percentage (%)	Male	Percentage (%)		
13-15	8	61.5	5	38.5	13	41.9
16-17	12	66.7	6	33.3	18	58.1
Total	20	64.5	11	35.5	31	100.0

Source: Field Survey, January, 2023

A child refers to every human being below the age of 18 years unless under the law applicable to the child. Children between the ages of 10-12, 13-15 and 16-17 years were considered for this research. None of the pupils interviewed fell between the ages of 10 -12 years. From table 4.1, it can be seen that the age offalls (58.1%) of the children fall above the basic school age required for a child to complete basic school under the educational reform programme implemented in 1987. The required age to complete basic school per the programme is 15 years. From the field survey, 18 pupils, representing 58.1 of the respondents, were above the required age. Also, among the two age groups, girls are dominant. Out of the 31 pupils interviewed, the females were 18, representing a proportion of 58.1% of the total population.

Table 4.2: Sex and Educational level of Respondents

Level	Female	Percentage (%)	Male	Percentage (%)	Total
JHS 1	7	58.3	5	41.7	12
JHS 2	7	63.6	4	36.4	11
JHS 3	5	62.5	3	37.5	8
Total	20	64.5	11	35.5	31

Source: Field Survey, January, 2023



Females are dominant in the various JHS levels, which reflects the sex composition of our respondents. From the survey, the females even though they were the majority into child labour also dominated the various levels in the JHS.

Table 4.3 Religious Affiliation of Pupils

Religion	Frequency	Percentage (%)
Christianity	8	25.8
Islam	23	74.2
Total	31	100.0

Source: Field Survey, January, 2023

The data collected shows that there are two predominant religions in the study area: Islamic religion and Christianity. The study reveals that 8 out of the 31 respondents are Christians representing 25.8% while 23 children that are 74.2% are Moslems.

4.2.2 Family Background of Pupils Labourers

In this section, the data on the educational status, employment status and marital status of the parents/guardians of pupil labourers was collected from the pupil labourers since it was difficult to trace them to their homes.

Educational status of Guardian/Parent



Table 4.4: Educational status of Guardian/Parent

Educational Level	Frequency	Percentage (%)
Basic	3	9.7
JHS	6	19.3
SHS	4	12.9
None	18	58.1
Total	31	100.0

Source: Field Survey, January, 2023

From the survey conducted, 18 of the respondents interviewed said that their guardians/parents were illiterates which is 58.1% of the total number. The remaining 13 said their guardians/parents were educated, representing a proportion of 41.9% of the total number. 9 out of the 13 had basic school education. The remaining 4 were up to the senior high school level. From the survey, more than half (58.1%) of pupil labourers parents/guardians are illiterates, which could be a contributory factor for their children's involvement which could be a contributory factor for their children's involvement in child labour.

Employment Status

Table 4.5: Employment Status of Guardian/Parent

Occupation	Frequency	Percentage (%)
Traders	16	66.7
Farmers	5	20.8
Other activities	3	12.5
Total	24	100.0

Source: Field Survey, January, 2023



From the survey, 24 guardians/parents were recorded as employed, and 7 as unemployed. 16 out of the 24 were recorded to be traders, 5 are farmers, and the remaining 3 are involved in other activities such as Driving, scrap dealing etc. The possibility of these children engaging in their parent's occupation to support their family and education would be high. This is so because, from the data collected, it was realised that most of the child labourers engage in similar occupations as their The majority of the pupil labourers' parents were aware of the work of their children.

4.3 Working at home

The entire pupils interviewed responded that they engage in household chores. The most reported activities by children in the home are washing utensils, cooking, cleaning of compound, bathing and looking after the younger ones. Boys normally engage in fetching water and other activities, such as sweeping of compound, while the girls also engage in cooking, washing cooking utensils and looking after the younger ones, which are very typical in Ghanaian society. These activities do not constitute child labour because they do not adversely affect the child's academic performance and health.

According to UNICEF (2005), child labour is work that children are allowed to do at home, on the family farm or in a family business as long as this work does not endanger their health and well-being and does not prevent them from going to school and thereby improving their academic performance effect.



4.4 Economic Activities of School Children and Effects on Schooling

Table 4.6: Parents/Guardians' Awareness of Pupils Labourers

Responses	Frequency	Percentage (%)
Yes	23	74.2
No	8	25.8
Total	31	100.0

Source: Field Survey, January, 2023

The reason for the majority of the pupils' parents not stopping their children from working was to enable them to generate enough income to support their families in the provision of basic needs and educational needs. In this vein, the majority of the parents tend to pay little attention to the effects the economic activities have on their children. The children as a result of their work are able to support their schooling with little or no interference from their parents.

4.3.1 Nature and Type of Economic Activities Performed by School Children

To gain much insight into the availability of work and the degree to which children in the school catchment area are employed, head teachers and class teachers were asked to provide information with regard to the nature of paid employment within the school catchment area. Bearing in mind the predominant economic activities in the community and its proximity to the Central Business District (CBD) of the region, it was not surprising to find that the major employment within the school catchment area that children normally do is petty trading which includes hawking and street vending. Other major activities reported are the selling of scrap metals, shoe-shining, and shop-keeping and conducting of minibuses by children within the school-going age. These economic activities are not seasonal and, therefore, continuous throughout the year. There is the possibility that pupils will forgo school and engage in economic activities for money during school hours.



Table 4.7 Economic Activities

Activity	Frequency	Percentage (%)
Farming	2	6.5
Hawking	7	22.6
Street vending	10	32.3
Other	12	38.7
Total	31	100.0

Source: Field Survey, January, 2023

The data collected reveals that 6.5% of pupil labourers are involved in farming, 22.7% are involved in hawking, 32.3% are involved in street vending, and 38.7% are involved in other activities such as shop-keeping, scrap dealing and bus conducting (mate). The income generated from these activities is used to support their families and providing their basic needs, including their educational needs. The line of economic activities the pupil labourers are involved in is similar to that of their parents. The major activities both parents and children engage in are hawking, street vending, bus conducting and scrap dealing. This could be as a result of parents indulging their wards in support of their occupation to generate more income. Moreover, 74.2% of the pupils reported that their parents were aware of their indulgence in such activities at the expense of their education.



4.3.2 The periods and the number of hours spent on daily basis at work.

Empirical studies have shown that the potential for harm from child labor also depends on its intensity. An hour or two of work a day must not interfere with school attendance, make the child too tired to do well in school, and may even generate enough resources to allow households to send children to school. Therefore, it is important to know how many hours a child works per day (Orazem G., 2003).

Table 4.8: The periods and the number of hours spent on daily basis at work.

Periods	Hours Spent in a Day			Total
	1-2 Hrs	3-4 Hrs	5-6 Hrs	
After School	2	13	9	24
During School Hours	5	0	0	5
Before School	0	1	1	2
Total	7	14	10	31

Source: Field Survey, January, 2023

From table 4.7 above it was realized that majority of the pupils conduct their activities after school and stay for approximately 3-4 hours in the day. This implies that pupils may attend school very late or tired or may not have enough time for private studies and assignments. Also this has a high probability of affecting school attendance of these children as well as their studies. Pupils may sometimes prefer to forgo school because of tiredness and may not have time to do their private studies and assignments.



4.4.3 Age Children Started Work

Data on the age children started working revealed that 54.9 percent started working between the ages of 11 to 13, while 3.2 percent started working between the ages of 5-7. None of the respondents started work above the age of 17. This means most of the pupils started working very early when they were in their early grade. This has made the children experienced in their activities. As a result, they can manage their academic work and their economic activities to sustain themselves in both fields even though this disadvantages them.

Table 4.9: Age children started working

Age Started (Years)	Frequency	Percent
5-7	1	3.2
8-10	6	19.4
11-13	17	54.9
14-17	7	22.6
Total	31	100.0

Source: Field Survey, January, 2023

4.4.4 The use of income generated from economic activities

Data obtained from the survey indicates that 52% of the pupils do not receive money at hand because they work for their parents, for which their parents use it for their educational needs. Forty-eight per cent (48%) are paid because they work for themselves and their employers. Below is a table showing the uses of the income generated by pupils and parents.

NB: Data on the use of income generated from economic activities by parents was collected from the pupil labourers.



Table 4.10: Use of Income Generated from Economic Activities

Uses	Pupils		Parents/Guardian	
	Frequency	Percent	Frequency	Percent
Education	10	67	9	56
Support Family	2	13	5	31
Basic needs	3	20	2	13
Total	15	100	16	100

Source: Field Survey, January, 2023

4.4.5 Children’s Interest in Working

Table 4.11: Children’s Interest in Working

Interest	Frequency	Percentage (%)
Interested	21	68.0
Not Interested	10	32.0

Source: Field Survey, January, 2023

While most pupils responded that they are not happy with their work because they do not get enough time and sometimes get tired after working, hence unable to learn; other children responded that they enjoy working. The reason given by most of them is because of the money they generate from these activities. Others also said they enjoy working because they want to help their parents, especially mothers while some also enjoy working because they want to engage in that activity in future. Out of those engaged in economic activities, 23 pupil labourers representing 74.2% of the respondents, reported that they use their wages to support their education. This implies that most of these children work because of money to help them meet their basic



educational needs, which their parents are not able to provide for them. This means they will be prepared to stop working if their parents provide their basic educational needs.

One of the most important issues to take into consideration is that 56.5% of the pupils are not aware of the effects of their engagement in economic activities while schooling while 43.5% are knowledgeable of the effects of their engagement in these economic activities. Thus, the majority are ignorant that combining work with schooling can have an effect on their academic performance. The table below shows the relationship between pupil labourers who are knowledgeable about the effects of child labour and those who are ignorant about the effects of child labour.

Table 4.12: Level of Awareness on the effects of child labour by Pupil Labourers

Level of Awareness	Frequency	Percentage (%)
Knowledgeable	14	43.5
Ignorant	17	56.5

Source: Field Survey, January, 2023

4.4 School Attendance

Data collected on the number of times pupils normally go to school within the week revealed that 58.1 percent of pupils attend school 5 times in the week, 32.2 percent normally attend class 3-4 times in the week while 9.7 percent normally attend classes 1-2 times in a week. This is because they help their parents at home, for some it was due to the fact that they work outside their homes and the inadequacy of funds. Sixty-one-point-three percent (61.3%) of children reported they attend school on time while 38.7 percent report they do not attend school on time. Lateness was



also due to the fact that as reported by the children that they wake up very late due to fatigue after their activities. To an extent, this adversely affects the academic performance of the pupil. The total time spent in school is reduced.

Table 4.13: School Attendance

Days per week	Frequency	Percentage
1-2	3	9.7
3-4	10	32.3
5	18	58.1
Total	31	100.0

Source: Field Survey, January, 2023

4.5.1 Assignment Periods

During the survey, data was collected on time periods the children do their given assignments. It was reported that 38.7 percent do their assignments right after school (4-7 am). The assignments were done at this period in order for them to have enough time to engage in their economic activities. Thirty-five-point percent (35.7%) reported that they do their assignments before going to bed (6-11 pm). The pupils do their assignments before going to bed for the reason of their engagement in their work after school. These children are involved in street vending and bus conducting. They do these activities to enable them generate enough income before the day ends. Twenty-five-point eight percent (25.8%) stated they do their assignment in the morning before school (4-7 am). This was done to avoid any punishment from their teachers.

NB: These children know the importance of assignments not just because of avoidance of punishments.



Table 4.14: Time for doing School Assignment

Period	Frequency	Total
4-7 am	8	25.8
2-6 pm	12	38.7
6-11 pm	11	35.7
Total	31	100

Source: Field Survey, January, 2023

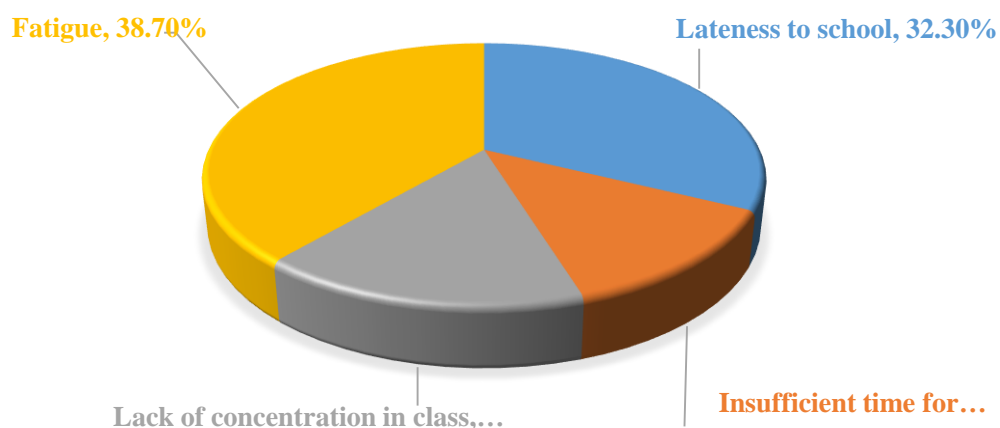
5 Academic Performance of Pupils

4.6.1 Factors Affecting Academic performance

From the data collected, it is revealed that 19 of the pupil labourers attested to the fact that their work had adverse effects on their academic performance. Twelve (12) of the respondents, that is 38.7% were ignorant of the effects their work has on their academic performance. This research lays much emphasis on the effects of child labour on academic performance of the pupils. The factors that have adverse effects on academic performance of pupil labourers as a result of their work is illustrated in the pie chart below;



Figure 4: Factors affecting academic performance



4.6.2 Academic Performance of Pupil Labourers in School

The records of pupil labourers were collected on the 1st and 2nd terms of the 2022 academic year for JHS 1 and JHS 2 and 1st term for JHS 3. The average score of all the pupil labourers was ascertained from the 5 core subjects which are mathematics, English language, social studies, integrated science, and ICT put of 8 subjects. With respect to pupil labourers in the JHS 3, only the 1st term results were considered. This is as a result of the (BECE) being written in the course of the 2nd term. The average scores of the pupil labourers in JHS 1 and JHS 2 for 1st and 2nd terms and JHS 3 for only the 1st term in the 5 core subjects are represented in the tables below;



Table 4.15: Average Academic Score for JHS 1 Pupil Labourers

1 st Term				2 nd Term			
Male Score		Female Score		Male Score		Female Score	
33		38.2		38.2		38.4	
43.8		39.4		38.6		36.6	
35.6		46		39		39.8	
42		45		39.6		35	
38.4		38.4		34.2		38.2	
		39				33.8	
		36.6				36	
<i>Total</i>	5	<i>Total</i>	7	<i>Total</i>	5	<i>Total</i>	7
Overall Total	12 Pupils						

Source: Anyaano M/A Basic School, Kumasi, January, 2023

From table 4.14 above, it can be deduced that the female pupil labourers are the majority. They constitute 58.3% of the JHS 1 pupil labourers interviewed.

Table 4.16: Average Performance of Pupil Labourers in JHS 1

Average 1 st Term Performance		Total Average Performance	Average 2 nd Term performance		Total Average Performance
Male	Female		Male	Female	
38.6	40.4	39.5	37.9	36.8	37.3

Source: researcher's construct, January, 2023



From table 4.16 above, the average performance of pupil labourers shows that the females with an average of 40.4 perform better than the males who have an average of 38.9 in the first term. But in the second term the trend changed slightly with the males with an average of 37.9 performing better than the females who have an average of 37.3. The overall performance of the pupil labourers is below the average marks that is 59-55.

Table 4.17: Average Academic Score for JHS 2 Pupil Labourers

1 st Term				2 nd Term			
Male Score		Female Score		Male Score		Female Score	
41		38.8		50.6		47.2	
46.4		41.6		42.2		43.2	
43		39		48.4		46.8	
39.2		40.2		49.8		39.6	
		47.8				36	
		43.8				39.4	
		41.8				42.6	
<i>Total</i>	<i>4</i>	<i>Total</i>	<i>7</i>	<i>Total</i>	<i>4</i>	<i>Total</i>	<i>7</i>
Overall Total		11 Pupils					

Source: Anyaano M/A Basic School, Kumasi, January, 2023



Table 4.18: Average Performances of Pupil Labourers in JHS 2

Average 1 st Term Performance		Total Average Performance	Average 2 nd Term performance		Total Average Performance
Male	Female		Male	Female	
42.4	41.9	42.2	47.8	42.1	45

Source: Researcher Construct, January, 2023

The average performance of pupil labourers shows that the males with perform better than the females. The total average for both males and females is below the average pass marks which is 59-55.

Table 4.19: Average Academic Score for JHS 3 Pupil Labourers for 1st Term

Male Score		Female Score	
49.6		44.2	
48.4		40.9	
52.1		53.5	
		41.3	
		40.8	
<i>Total</i>	3	<i>Total</i>	5
Overall Total	8 Pupils		

Source: Anyaano M/A Basic School, Kumasi, January, 2023



Table 4.20: Average Performances of Pupil Labourers in JHS 3

Average 1 st Term Performance		Total Average Performance
Male	Female	
50.3	44.4	47.4

Source: Researcher Construct, January, 2023

Table 4.20 shows that the average performance of pupil labourers shows that the males with perform better than the females. The total average for both males and females is below the average pass marks 55-59.

Table 4.21: Grading System of School

Score	Grade	Remarks
75-100	1	Highest
70-74	2	Higher
65-69	3	High
60-64	4	Above average
55-59	5	Average
50-54	6	Below Average
45-49	7	Low
40-44	8	Lower
0-39	9	Lowest

Source: Anyaano M/A Basic School, Kumasi, January, 2023



Figure 5: Assessment of Pupils Performance by pupil labourers

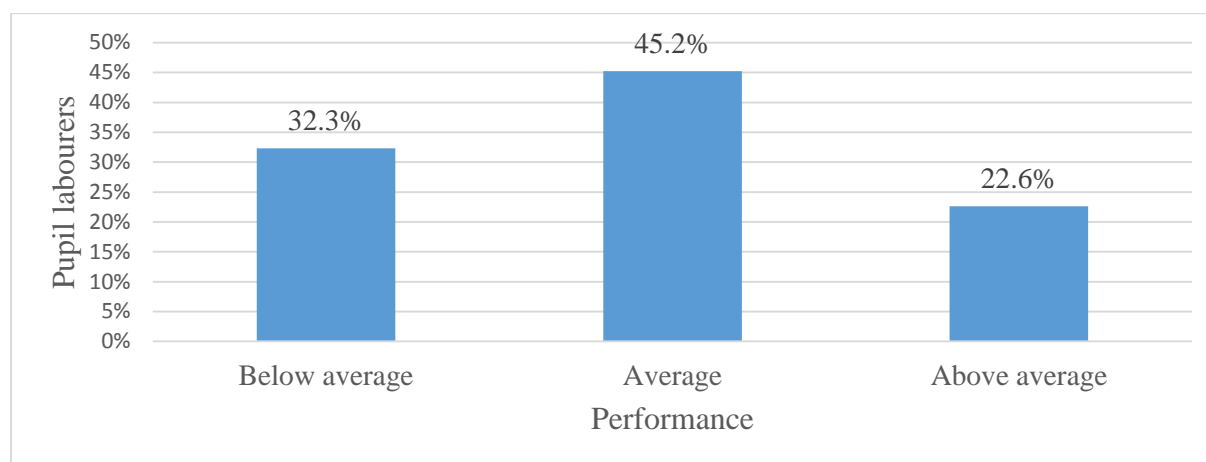


Table 4.22 Criteria for assessing Pupils Performance

Performance	Criterion
Above average	More than 50%
Average	Average score is 50%
Below average	Less than 50%

Source: Researcher Construct, January, 2023

Data collected from pupil labourers on assessment of their academic performance shows that 10 (32.3%) pupils are below average, 14 (45.2%) are average while 7 (22.6%) are above average.

Figure 4 above shows that majority of the children engaged in child labour perform averagely in school with very few of them performing above average.

6 Relationship between Child Labour and Academic Performance



Figure 6: Average Academic Performance for Pupil Labourers in JHS 1

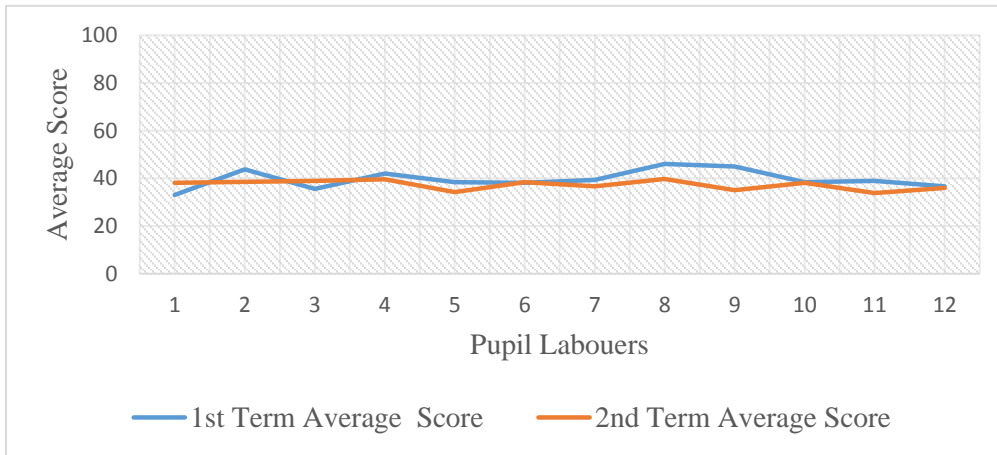


Figure 7: Average Academic Performance for Pupil Labourers in JHS 2

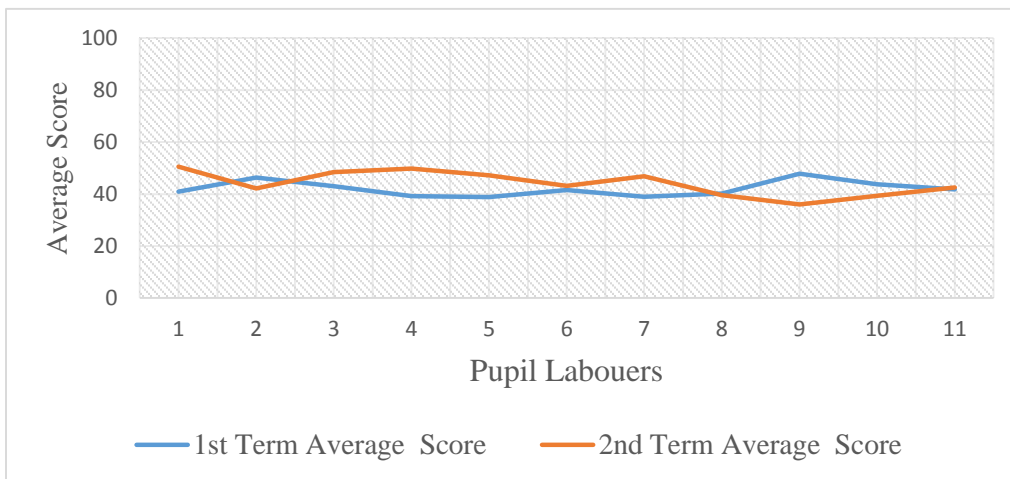
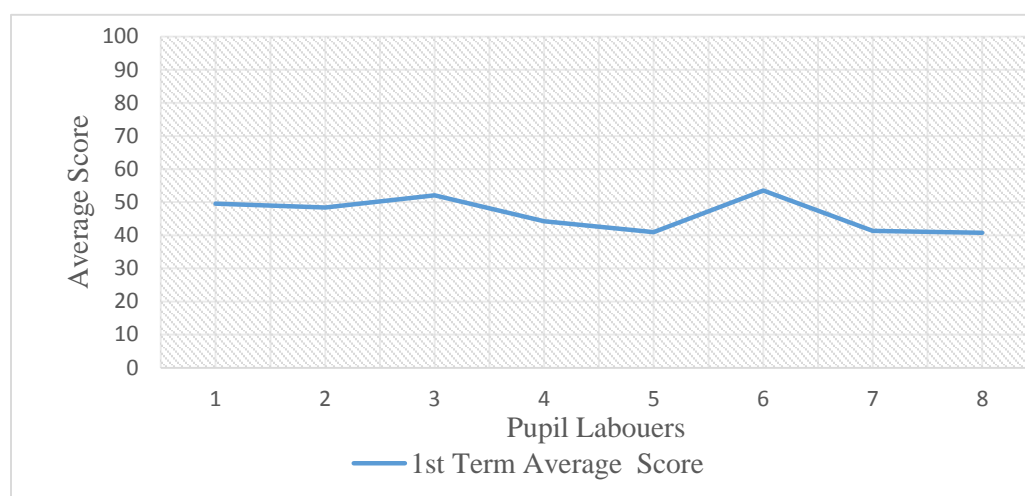


Figure 8: Average Academic Performance for Pupil Labourers in JHS 3



The average scores gathered from the school on pupil labourers indicates that all the respondents are below average pupils. This is a clear indication that pupils who engage in child labour perform poorly in school.

7 School Management Sensitivity towards Child Labour

4.8.1 Views of school management on absenteeism and Lateness

In terms of lateness, all the heads of schools and class teachers responded that they have a problem with lateness and absenteeism. According to class teachers and heads of school, the major reasons pupils give for absenting themselves or coming to school late are helping parents in their work and tiredness from working on their economic activities. The teacher's response was that pupils normally say they are sick, help parents at home, and normally claim they were tired after their activities. From the data collected, it can be inferred that absenteeism and lateness are severe problems in the school, and this may have contributed to poor academic performance among some of the pupils.



4.8.2 Sanctions on lateness and Absenteeism

In order to find out the school's reaction towards the issue of lateness and absenteeism, data was collected on what school authorities do when a pupil is late or absent from school. The data collected from head teachers and class teachers revealed that corporal punishment in the form of lashing and cleaning of school compounds are the commonest forms of punishment given to pupils for lateness and absenteeism. The conditions for corporal punishment in basic schools is quite different from the past. In recent times, pupils are not supposed to be lashed more than 4 strokes and also, it should be done in the presence or with the consent of the headmaster.

4.8.3 Measures by School Management to Control Child Labour

There was also a great deal of interest in the school management's interest in child labor and the measures taken to reduce the incidence of child labor in the school. The survey found that all teachers and school leaders are aware that students engage in child labour. However, regarding policies and measures to curb child labour in schools, teachers reported that there are certain mechanisms in place to combat the problem of child labour in schools. Some parents and guardians are sometimes invited to educate themselves about the implications of child labor for academic work. The PTA also sets up scholarship programs to help the school's needy students.

4.5 Institutional Sensitivity to Child Labour

The institutions that were visited during the survey were the Manhyia Sub-Metropolitan Assembly and Social Welfare Department. Both institutions seem to know about the existence of child labour in Moshie-Zongo for more than eleven (11) years.



4.9.1 Measures by institutions to control child labour

Some of the strategies adopted by the institutions as measures to curb child labour in Moshie-Zongo include;

- Formation of a team comprising the Metro Director of the Social Welfare Department and representatives from the Labour Department to visit selected communities and educate them on the effects of child labour.
- Empowerment of parents of child labourers in the Livelihood Empowerment against Poverty (LEAP) programme.
- Monitoring of children in school to ensure their punctuality as well as those in apprenticeship.
- Adjudication of cases at the family tribunal with respect to child maintenance cases to ensure that parents, especially fathers, take responsibility for their wards.

4.9.2 Problems faced by Institutions

- Difficulties in locating the parents of child workers.
- Difficulty in locating children's records at school for proper administrative purposes.



CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The previous chapter analysed the data from the Survey. This Chapter, therefore, focuses on the major findings of the study. Appropriate policies for effective and sustainable actions have been developed from the findings in this chapter. Based on the findings, recommendations for policy action have been made, and conclusions are drawn.

5.2 Summary of Major Findings

5.2.1 Background of Respondents

- It can be seen that the age of most of the children falls above the basic school age required for a child to complete basic school under the educational reform programme implemented in 1987. The required age to complete basic school per the programme is 15 years.

5.2.2 Economic Activities

- Most of the pupil labourers are engaged in a similar line of economic activities as their parents, that is 61.3% of the respondents.
- Majority of the pupil labourers, that is 68.0%, enjoy working because they use it to support their education. Also, 74.2% use their income to support their education, even though not all of them enjoy working.
- Majority of pupil labourers that is 56.5% are not aware that the activities they are engaged in is child labour.



5.2.3 School Attendance

- Even though they engage in economic activities, 58.1% of pupil labourers attend classes five times a week because they work after, and therefore, their work does not affect their attendance.

5.2.4 Academic Performance

- All the pupil labourers interviewed had academic average scores below average.
- There is a contradiction in the assessment of academic performance from the viewpoint of pupil labourers and teachers of the school. The pupils think they are performing well but records from the teachers show they perform poorly.
- Female pupil labourers are more disadvantaged as compared to male pupil labourers.

5.3 Recommendation for Policy Action

The government has primary responsibility for combating child labour. ILO Convention No. 182 calls for time-bound action to eliminate the worst forms of child labour and countries that ratify the Convention must take immediate action to achieve the ban and elimination of child labor as a matter of urgency. It would be appropriate for government to have structures in place to deal with child labor and reflect on progress made.

There is the need for the government to focus on the following strategies as a means to combat child labour without having any effect on poor families and children. The establishment of annual forum whereby all stakeholders including government institutions, non-government organizations, teachers, religious leaders, chiefs, children, media and representatives from all children or youth



groups can deliberate on the way forward with regards to steps to minimize child labour in the country. From this, consensus reached can inform policy formulation.

Effective representation by the social welfare department and other social partners will be very important, especially in helping the country to develop broadly supported strategies to achieve the aim of eliminating child labour. There is the need to strengthen the capacity of child labour institutions and pressure groups through upgrading their technical expertise and the promotion of alliances among them. Among the initiatives that may be taken to bring this about are;

- Strengthening the role and capacity of institutions dealing with child labour, particularly the Department for Equality, Children and Social Protection.
- Workshops/trainings with key actors and decision makers to sensitize parents to the value of education for their children. Encouraging and supporting especially university students and research institutes to research into child labour; and
- Promote networking between interest groups such as NGOs dealing with child labour issues, both at national and international levels.
- Government should find ways to fight poverty and all stakeholders should unite to eliminate child labour.

Design of special programme by the government to assist parents who have enrolled their children in school and are poor, to ensure they do not force their children into child labour. This can take the form of employment programs for parents in areas where child labor is very serious.

Teachers need to educate both parents and children on the effects of child labour. This can be effectively done through the school management committees at the community levels. Since the issue of child labour is inevitable and cannot be totally eradicated, school management should develop, adopt and adapt a strategy of flexible attendance to help those children into child labour



to help improve the performance of these children. This can be in the form of remedial or catch up classes to help children who normally absent themselves from school.

5.4 Conclusion

All over the world children are involved in child labour, some working exclusively while others combine schooling and child labour. Child labor is not only dangerous and harmful to children's health, but sometimes interferes with education. In this research, the effect on education is considered since schooling is an important developmental task of a child where regular attendance and academic achievement are the most important goals. Therefore, the impact of child labor on a child's development is key to determining when such work becomes a problem.

This study examines whether child labour affects children's school performance. Data from the field for this research focused on the type of economic activities children normally engage in work done by children in the home, school attendance and their performance. To measure the effects of child labour on academic performance pupils involved in child labour were considered and some of the factors considered are the performance of pupils, the time they undertake their activities and the hours spent in undertaking the activities.

After comparing the factors, it was concluded that child labour does not always affect the performance to the pupils.

An important policy implication of this work is that measures aimed at effectively tackling the effect of child labour should therefore be geared at identifying and designing solutions to the main problem that leads to child labour in the country. From this research, children normally engage in these economic activities to provide their own basic needs and to support their families, therefore any policy which aims strictly at putting a ban on these types of child labour activities will make most families worse off. The government should therefore focus on policies that will minimize the



negative effects of economic activities on pupils' academics. It is therefore hoped that the recommendations above will be put into action to curb child labour.



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APPENDIX

Questionnaires for Teachers, Anyaano M/A Basic School, Moshie-Zongo

Research Topic:

Child Labour and Academic Performance in Junior High Schools: A Case Study of Moshie-Zongo in the Manhyia Sub-Metropolis of Ashanti Region of Ghana.

Date:/...../2023

This questionnaire is designed to seek relevant data for the conduct of the above academic exercise. Your support and co-operation is very much anticipated and please be assured that your responses will be treated with utmost privacy.

1. Are you aware of child labourers in your school?

1. Yes []

2. No []

2. If yes, how many of them have you encountered?

1. Less than 5 []

2. 5-10 []

3. 10-15 []

4. More than 16 []

3. How long have you known the engagement of the child in such activities?

1. Less than a year []

2. 2 years []

3. 3 years []

4. How where you made aware of them?

1. Observation

2. Word of mouth

3. Other (Specify)

5. Have you put any measures to address the situation?



.....
.....

6. Is the child punctual at school?

1. Yes 2. No

7. Is the child regular at school?

1. Yes [] 2. No []

8. If yes, how often does he/she attend school?

1. 1- 2 days per week [] 2. 3-4 days per week [] 3. 5 days per week []

9. Are the child labourers able to pay school fees?

1. Yes [] 2. No []

10. If yes, do they pay on time?

1. Yes [] 2. No []

11. Are they able to afford books and other materials needed for their education?

1. Yes [] 2. No []

12. Are there any child labourers engaged in extra curriculum activities?

1. Yes [] 2. No []

13. If yes, can you mention some of them?

.....
.....

14. How do the activities affect the academic performance of child labourers?



.....
.....

15. Is the PTA aware of the existence of child labourers in the school?

1. Yes [] 2. No []

16. If yes, what is the PTA doing about it?

.....
.....

17. How would you rate the academic performance of the child labourers?

1. Below average [] 2. Average [] 3. Above Average []

18. If below average, what are some of the measures put in place to improve the academic performance of the children?

.....
.....



Thank you for your time

Questionnaires for Manhyia Sub-Metropolitan Assembly

Research Topic:

Child Labour and Academic Performance in Junior High Schools: A Case Study of Moshie-Zongo in the Manhyia Sub-Metropolis of Ashanti Region of Ghana.

Date:/...../2023

This questionnaire is designed to seek relevant data for the conduct of the above academic exercise. Your support and co-operation is very much anticipated and please be assured that your responses will be treated with utmost privacy.

1. How did the Metropolitan assembly know about child labourers in the metropolis?

.....
.....

2. How many child labourers has the assembly recorded in the metropolis?

.....



3. How long has the activity been going on in the community?

.....

4. Which sex dominate the child labourers?

- 1. Male []
- 2. Female []

5. Are you aware of the engagement of school going children in child labor?

- 1. Yes []
- 2. No []

6. If yes, what are some of the strategies and measures in place to curb the situation

.....
.....

7. How long has child labourers existed in the community?

- 1. Less than 5 years []
- 2. 5-10 years []
- 3. More than 10 years []

8. How would you define child labour in the community?

.....
.....

9. Do you know of any institutions into mitigating child labour in the district?

.....
.....

Thank you for your time



Questionnaires for Department of Social welfare, Adum

Research Topic:

Child Labour and Academic Performance in Junior High Schools: A Case Study of Moshie-Zongo in the Manhyia Sub-Metropolis of Ashanti Region of Ghana.

Date:/...../2023

This questionnaire is designed to seek relevant data for the conduct of the above academic exercise. Your support and co-operation is very much anticipated and please be assured that your responses will be treated with utmost privacy.

1. What is the name of your institution/department?

.....

2. What is your purpose?

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

3. Are you aware of the engagement of school going children in child labor?

1. Yes [] 2. No []



4. If yes, what are some of the strategies and measures in place to curb the situation

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

6. How long has the institution been into mitigating child labourers in the metropolis?

1. Less than a year 2. 2-5 years 3. 6-10 years 4. More than 11 years

7. How would you define child labour in the community?

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

8. How many child labourers do you know of?

.....

9. What are some of the activities they engage in?

.....
.....

10. What are some hazards you have identified in your quest?

.....
.....

11. Do you know of other institutions that are into mitigating child labourers in the district?

1. Yes [] 2. No []



12. If yes, what are the institutions?

.....

.....

Thank you for your time

