ADDIS ABABA UNIVERSITY
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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ASSESSMENT OF GIRL CHILD LABOUR ON EDUCATION OF FEMALE STUDENTS IN PRIMARY SCHOOLS IN NUER ZONE GAMBELLA REGIONAL STATE

By
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A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE IN MASTER OF EDUCATION PLANNING AND MANAGEMENT

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MAY, 2018
DECLARATION

I Koang Tap Hoth, do hereby declare that this thesis is my original work and that it has not been submitted partially; or in full by any other person for an award of a degree in any other university/institution.

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APPROVAL

This research will be approved and recommended to Addis Ababa University College of Education and Behavioural Studies to recognize the certification of Koang Tap Hoth in partial fulfilments of the requirements for the award of a Master’s Degree in Educational Planning and Management. Here are signers below.

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Dedication

This work is dedicated to my parents, Hoth Mach, Nyachuol Tut, Nyegony Hoth, Latjor Hoth and Nyewuor Peter, who set the foundation and paid for my education in the initial stages and encouraged me in all stages of process to learn.
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The purpose of this study was to assess the problems of girl child labour in Nuer Zone in relation to schooling, taking into account the causes, consequences on girls’ performance and school attendance. The study employed descriptive survey research design. Data were primarily gathered from fifty female students who were randomly drawn from each of the sampled schools; part of the data were also collected from four principals the school chosen for the study. Interviews, questionnaires, and documentary review were used in process of collecting data, and were analysed by use of both qualitative and quantitative approach. The findings of this study show that, girl child labour affected girls’ schools attendants and academic performance of female students as the girls cannot run both schools and works at homes. The main barrier of parents to send their children to school which is what in other words that could be the reason of the parents that let them not to send their children to school is a waged job. Children were forced to involve in a waged job. Class absenteeism was frequent in girls than in boys and also girls’ performance was affected by this child labour. This study recommends that both the government and parents should motivate female students by providing them with more opportunities and priorities in academic issues. It was also recommended that the government should motivate teachers and increase effort to educate the society on how to eradicate such child labour and making school girls free from other activities.
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Acronyms

BoFED: Bureau of Finance and Economic Development
EFA: Education for All
FDRE: Federal Democratic Republic Of Ethiopia
ILO: International Labour Organization
UNDP: United Nation Development Program
UNICEF: United Nation International Children Education Fund
CSA: Central Statistical Agency
REB: Gambella Regional State Education Bureau
GPNRS: Gambella People National Regional State
CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

The term 'child labour' is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work which is mentally, physically, socially or morally dangerous and harmful to children. Child labour interferes with their schooling by depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work (Kamruzzaman, 2015).

The Ethiopia Labour Proclamation No. 377/2003 sets the minimum age for employment at 14 and the minimum age for hazardous work at 18. The law forbids employers from using “young workers,” defined as children ages 14 to 18, once the nature of the job or the conditions under which it is carried out might endanger the life or health of a child and also interfered with their schooling.

The above definition is also applicable to the situation of children in Nuer Zone, one of the three Zones of Gambella Region, Ethiopia. In Nuer Zone where subsistence farming and pastoralist are labour intensive, it is common for children under 18 years old, particularly for girls, to assist their parents at work. The family may invest in the last born child, sending older children to work to supplement the family’s resources. Depending on their gender children are asked to do the same tasks that their mothers or fathers are required to perform. In particular, girls are expected to combine agricultural tasks that they learn with their mother with domestic chores such as cooking, fetching water and firewood, carrying heavy load of sorghum/maize to cattle camp and caring for their siblings (Gambella Vision, 2009).

As person from the region like myself is well aware, traditionally, girls in Nuer Zone get married at early age because they are a source of income for their families, especially in poor households or rural areas. Married women and their children are under the authority of their husbands. Women have the responsibilities of bearing, caring for children, teaching and transmitting traditions and customs which acquire domestic labour of girls. In addition, women are expected to assist their husbands in forms of unpaid labour in domestic and reproductive chores (e.g., fetching water, collecting firewood, washing, cooking) which they are socialized to learn starting
from early childhood while working with their mothers or older relatives. These tasks are physically demanding and time consuming. In Nuer Zone pastoralist communities, girls are also responsible for rearing small livestock such as chicken, poultry and goats and have to milk cows and make butter. Additionally girls like their mothers, are expected to carry heavy load (head load) of water, log of trees, and grazing tall savanna grasses for building shelters during dry seasons in their cattle camps and homes.

Moreover, they play a crucial role in the processing of agricultural and animal products for the household and the market. They are sometimes engaged in economic activities generating income, such as sales of farm surplus in the local market.

In Nuer Zone or elsewhere, child labour restricts the right of children to access and benefit from education and denies the fundamental opportunity to attend school. Child labour impedes children’s education and adversely affects their health. The poor households could not find better alternative sources of income except to work. In modern world, it is becoming an abuse of child and human rights in third world countries. Child labour has direct relation to poverty, education, adult employment, human development and overall development of the society (UNICEF, 1990).

The division between work and labour, however, is difficult to draw. Working and its impact on access to schooling is also complex. There is the positive side that the working child bring money that goes directly towards his or her schooling costs. Waged work can also be positive in that earnings go into the family budget to enable a sibling to access education according to a family’s prioritizing of resources, although this is not necessarily positive for the individual concerned and may well have a built in gender bias. The negative side to the working child and access to education may be that the work done is of such a heavy load or at times it clashes with the school timetable that they may not be able to take full advantage of the schooling offered, by being frequently absent, missing parts of the day or being too tired to participate fully in classes and other work like home works and studying at their homes (Priscilia et al. 2009).

In this study and other related studies, there is a distinction between acceptable work and unacceptable labour, the latter is inappropriate work undertaken by children that exposes them to physical and/or mental situations hazardous to their health both physical and mental, and to their moral well-being which interferes in girl child education. Work of such a duration that denies the
children their rights to relaxation, play, access to friends and education is also considered to be unacceptable labour.

In some societies a girl child domestic work is often accepted and it is often viewed as a safe form of employment (Hesketh et al. 2012). However, child domestic workers may be especially prone to exploitation and abuse due to the invisibility and inaccessibility of the work setting. To this effect, the international labour organization has identified a number of hazards to which child domestic workers are particularly vulnerable (International Labour Organization [ILO], 2011). Some of the most common risks children face in domestic service include:-, long and tiring working days; carrying heavy loads; handling dangerous items, such as knives, axes and hot pans; insufficient or inadequate food and accommodation, and humiliating, inhuman or degrading treatment, including physical and verbal violence, and sexual abuse. These hazards need to be seen in association with the denial of fundamental rights of the children such as access to education and health care, the right to rest, leisure, play and recreation and the right to be cared for and to have regular contact with their parents and peers. With regard to the effects of child labour on children’s rights to education, empirical evidence has suggested that child labour is one of the main obstacles to education for all children, as involvement in child labour is generally at a cost to children’s ability to attend and perform in school (Guarcello et al. 2008).

Child labour therefore adversely affects the academic achievement of the considerable number of children who combine work and school, often resulting in these children leaving school prematurely and entering into work. With no access to affordable and quality education, children are left to work, too often in dangerous and exploitative conditions (ILO, UNICEF, and the World Bank, 2009). Child labour not only prevents children from acquiring the skills and education they need for a better future, but it also perpetuates poverty and affects national economies negatively through loss of competitiveness, productivity, and potential income. Thus, withdrawing children from child labour, providing them with education, and assisting their families with training and employment opportunities can contribute directly to creating better work for adults (Stalzer, 2009).

In Ethiopia, child labour constitutes a key obstacle to achieving universal primary education and other Millennium Development Goals. It not only harms the welfare of individual children, but also slows broader national poverty reduction and development efforts (Alemayehu, 2009).
Some of the major factors that force children to become labourers at their early ages include extreme poverty, death of parents/guardian, indifference of parents for their safe growth, changing family structure, harmful traditional beliefs, peer pressure, gender imbalance and rural urban links in terms of push and pull factors that contribute massively for the voluntary and force migration of children from rural to urban centres and others. The nature and scope of child labour in Ethiopia vary in between rural and urban settings, between the sexes and among different sectors (Roschanski 2007).

Children are forced out of school and into labour to help their families and contributes in household incomes which denied the opportunity of girls to acquire the knowledge and skills needed for gainful future employment, thereby perpetuating the cycle of poverty (ILO, UNICEF, and the World Bank, 2009). Therefore, understanding the interplay between education and child labour is critical to achieving both Education for All (EFA) and child labour elimination goals.

Girls in Nuer Zone do enormous work at home and at the fields. They carry water, collect fuel wood, cook, clean, wash, take care of siblings and act like little mothers. They also work relentlessly, in all seasons, as agricultural labourers. They carry head loads of sorghum/maize to very far distant, grinding sorghum/maize, building shelters, producing traditional wine (kuangibor). At the end of the day these tired girls just collapse with body aches and pains about which they cannot even complain and so clash with their schooling.

1.2 Statement of the Problem

Child labour is a serious problem and a challenge for many developing countries including Ethiopia. In the face of extreme poverty in Ethiopia, especially in the rural areas, which is characterized by rapid growth of population, survival for families can be possible through labour intensive subsistence farming where children at young age take part vigorously. It is therefore evident that in Ethiopia children join the world of labour at an early age for different reasons (Getinet, 2014).

And in order to prevent children from exploitation of child labour, many countries including Ethiopia have enacted various laws and have taken serious initiatives to eradicate child labour, but still the problem is very widespread throughout the world (Guarcello. 2005).
Child labour can lead to late school entry, which, in turn, is often associated with early school dropout and lack of completion of a course of study. For girls who combine work and school, particularly in rural Ethiopia, their performance at school becomes very poor as they cannot concentrate on their studies and work at the same time. Poor performance coupled with school dropouts entail that children’s educational advancement is affected (Haile, 2011).

It could also affect the regularity of school attendance as well as grade advancement and eventually children drop out of school to concentrate on work. Girls’ workload in the home clearly has a detrimental impact on their performance since their duties are a daily affair and spend several hours working in home (UNDP, 2015).

The situation of children, particularly that of girls in Nuer Zone is quite severe. Most girls live in unjustifiable situation because of their participation in domestic activities to help build the livelihoods of their homes. In most cases it is the girls who perform majority of the domestic activities namely, collecting fuel wood, cooking, grinding sorghum, thrashing maize, fetching of water, and baby-sitting. In Nuer Zone, like in most other parts of Ethiopia, the above mentioned tasks are gender based due to socio-cultural reasons (division of labour). Thus in these societies, the role of the girl is in the kitchen. Girls have greater responsibility for preparing food after school. The greater workload of girls with in the household is likely to make them tires. Ultimately, any negative effects are bound to increase school dropout, repetition and thus affect enrolment (Gambella Regional State Education Bureau (REB) 2013).

This study is related to the research conducted by Heady, (2003) who conclude that the girl child labour affects the academic achievement of girls, but this study encompasses the factors leading girls to participate in labour, the impact of girl child labour on school attendance of girls and academic performance; none has been done in Gambella particularly in Nuer Zone.

1.3 Objective of the Study

1.3.1 General Objective

The present study seeks to examine the problems of girl child labour in Nuer Zone in relation to schooling, taking into account the causes, consequences on girls’ performance and school attendance.
1.3.2. Specific Objectives

More specifically the study was guided by the following three research questions:

(1) How does girl child labour affects girl’s school attendance?
(2) What are the factors which lead girls to labour?
(3) To what extent does child labour influence girl child’s performance at primary schools in Nuer Zone?

The specific objectives of the study are to:

- Determine the impacts of girl child labour on girl child’s school attendance.
- To examine the causes of girl child labour in Nuer Zone.
- To determine the extent to which child labour influence performance of girls in primary schools in Nuer Zone.

1.4 Significance of the Study

The findings of the study are hope to have the following importance.

First, it will assist in providing data and information for proper planning and decision at the parents as a result they will be aware and realizing that child labour has impact on their children’s attendants, participation in classroom activities, their home works, study at home, health. Principals and teachers will be alerted so that together with parents will minimize girl child labour.

Second, this study will be important for students mostly females in enjoying freedom and full participation in schools.

Third, by informing parent teacher association, school management committee and head teachers the study hope to contribute to address girl child labour problem and thereby improve their achievement.

Fourth, it would enlighten children on the importance of school through regular school attendance, which would make them rise the value of their academic performance.
Fifth, The findings would also be useful for researcher wishing to conduct further related studies a emerging region like Gambella in particular and Ethiopia in general. as reference materials for researchers interested in the education of girls in Gambella in particular, and Ethiopia in general.

1.5 Delimitation of the Study

The study was delimited to the impacts of girl child labour in primary schools in Nuer Zone. Nuer Zone is located at Gambella in south western Ethiopia. The population projects of year 2005 indicated that the total population of Nuer Zone Would be 88,784 (Central Statistical Agency, 2005). There are about 67 Primary schools (Nuer zone education statistic report, 2016/17).

The target population, in terms of respondents were; teachers, parents, students and principals of the selected schools in Nuer Zone. This research was done in Nuer Zone, Gambella Regional state. The area was selected based on the fact that this part has been experiencing problems of increasing girl child labour. The study was basically concerned with the assessment of girl child labour on education of females’ students in primary schools in Nuer Zone. That was because boys in Nuer Zone are unlikely to experience domestic child works on the same scale like their female counterparts. It is basically concerned with the specific objective of finding out whether girl child labour have impacts on absenteeism, school dropout, retention rate, academic performance, class attendant.

It targeted female students, teachers, principals and parents as respondents. This study was delimited to only female students of classes one up to eight of the four selected local government schools; out of 67 Local Government schools of the Nuer Zone for the reason that I won’t cover all of them due to time constraint and some of them do not have access to road. Therefore, I randomly selected two from remote areas and two from the town in the zone.

The schools chosen for the study were:

- Matar Primary School
- Nyinenyang Primary School
- Longjok Primary School
- Kankan Primary School
According to zonal education report, these government areas have the largest number of girl child labour from classes one up to eight which deprived them from attending regular classes, creating serious concern on their educational background (Nuer Zone Education Report, 2009).

1.6 Limitations of the Study

It is obvious that research works can’t be totally free from limitation. For this matter, there was limitations in this study, one of the problems of the enquiry while conducting the study was lack of the cooperation on the part of teachers and some members of the staff to answer and filled in questionnaire distributed to principals, teachers, students and parents of the schools and homes under study.

Furthermore the shortage of reference books regarding girl child labour overwhelmed this study or lack of similar research works on the topic, especially Gambella context impede the researchers from consulting more findings in the literature as well as in the discussion part. The study also was limited by time constrains, moreover some of the school principals, teachers, parents, were over burden by routine office and personal activities to provide the necessary data and some of the parents was busy. These problems extended the time for data collection more than the expected plan. Additionally shortage of budget, road condition and other resources was forced the written to limit the study to some four primary schools in Nuer Zone.

In addition the limitation of this study was the fact that the findings was not generalized for all schools in Gambella Regional State because it focused on only in Nuer Zone primary schools.

1.7 Definition of the Terms

Child: a person of either sex who has not attained the full age of eighteen years; who by virtue of age is disadvantaged and need protection by law. (The Ethiopia Criminal Code, 2005)

Domestic child labour: persons under 18 years of age who work in other people’s households and sometimes their own families’ doing domestic chores, caring for children, running shops and helping their employers run small businesses, washing clothes, firewood and water. (Woldehanna, Guta & Ferede, 2005).

Girl Child labour: A working girl child who is under the age of 18 years specified by law. Any child who is involved in hazardous activities in home or/and sometime outside their home is
being subjected to “child labour’ (FDRE, 2004); it referred to work undertaken in household or labour market that interferes with children’s education (ILO, 2009).

**Commercial child labour:** any child who is commercially exploited with paid wage like in gold mining, fishing industry and the public transport sector (World Vision, 2011).

**Hazardous work:** refers to physical, psychological or sexual abuse; work that is underground, underwater, at dangerous heights in confined spaces work with dangerous machinery, equipment and tools, or which involves the manual, handling or transport heavy load, work in our unhealthy environment which would expose children to hazardous substance, agents or processes to temperatures, noise levels, or vibrations which might damage their health (Yisak, et al. 2009)

**School absenteeism:** This refers to the number of times that the pupil absent from school in order to be involved in gainful tasks which negatively affects school homework work given by teachers to be done at home or during their free time (Admassie, 2008).

1.8 **Organization of the Study**

The study is organized in to five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the problem and operational definitions. The second chapter presents the related literature review. The third chapter deals with research design and methodology. The fourth chapter deals with the presentation and analysis of data collection. The last chapter provides the summary, conclusions and recommendations.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 International Organization on Child Right

Among the UN convention articles 32; commits governments to recognizing the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or harmful to the child’s health or physical, mental, spiritual, moral or social development. Besides article 28 of the convention, guarantees every child’s the right to education and stresses the importance of equal opportunity for all children to have access to education. It requires governments, progressively and on the basis of equal opportunity to make primary education compulsory and available free to all children, takes measures to encourage regular school attendance and to reduce drop-out and make educational, vocational information and guidance available and accessible to all children. Further in 2002, the UN also released an agenda for the 21st century called “A world fit for children” (UNICEF, 2006).

However, in practice, the quest to safeguard children’s rights to education remains largely unfinished for the majorities of children mainly in developing countries. In this regard, the ILO (2000), has reported a millions of children in developing countries are living in extremely difficult and disadvantaged conditions deprived of the right to education. Besides as to UNESCO, (2006), many groups of children engaged in or “at risks” of child labour actively excluded from education system. The risk is very serious for girls. Along this, African Regional Tripartite Meeting on Child (ARTMC, 1998), estimate indicates that the overall number of child labourers between the age of five and fourteen years in Africa is in the range of 80 million most of whom are girls out of school.

2.1.1 Child Right in Ethiopia Context

In Ethiopia, the civil rights of the child has been recognized and has distinct sections in the Constitutional Principles since 1955. Further, various social policy measures have been formulated and undertaken by government to benefit the most precious Ethiopian Children. In the country though adequate studies are scarce, the available ones indicate millions of Ethiopian children that are living in difficult circumstances. The widespread domestic labour exploitation and abuses among girls are indicative of the worst condition of children in the country. For
instance, a study conducted by Alem in Addis Ababa (2001), found the existence of numerous child prostitutes between the ages of thirteen to sixteen. These were often sexually abused and never allowed to go to school. Besides, a study made on domestic labour in Addis Ababa by ILO (2002), estimated that many girls below fourteen years of age were employed in domestic work earning on average US $1.20 per month. They lived under “invisible” labour exploitation; most of them were as young as eight years and denied the right to schooling. Further, the Ethiopian Press (2004), notified that child domestic labour is a wide spread phenomenon in the country. It mainly affected girls in hidden forms often involving abuse, health risks and violence.

2.1.2 Concept of Child Labour

Who, in the eyes of the law, is a child? Under the Basic Remuneration Act 1961, the age of maturity is eighteen (18) years. The employment of children Act 1938 said that anyone under fifteen (15) years is a child. However, the Child Act 1974 laid down sixteen (16) years as the age of maturity. Children are internationally categorized to be human beings below the age of eighteen (18) years.

They are special link between the present and future generations. This fact about children could be one of the major reasons, which motivated the General Assembly of the United Nations (UN) at its convention on the 20th of November, 1989 to identify and adopt the children’s rights. The right were ratified by a world submit on Children’s Rights by UNICEF in 1991. The right of the child has fifty four (54) articles.

Aina and Zechum (1991) defined a child as a person who is physically, mentally, socially Underdeveloped within the age period from birth to eighteen (18) years old. Odusanya (2011) defined a child as someone who is under fourteen (14) years of age that is time of care, protection and learning. During this period, there are many issues that the child cannot deal with: the parents and society are expected to take responsibility for whatever a child does during this period and determine the kind of adult he/she will become. Children are special and they hold the key to the future of any nation. The editorial of punch 2003 noted that, the greatness of any nation depends on how it took care of the most vulnerable segment of its population. They should therefore be committed to the building of a nation for their children. There should be
more concrete programmes and welfare and safety of vision children, to aid their growth to full physical and intellectual potentials in a technology driven world.

Labour is defined by Marello, (1998) as bodily or mental work. Thus, labour in the context of the research is work of any form, for productive ends. The Standard Dictionary (1978) defined labour as a physical or mental exertion, particularly for some useful or desired end. Schultz (1961) emphasized the importance of foregone earnings in human capital accumulation. Investors (parents, children) weigh the return on additional education investments against the cost; such investments entail the foregone economic contribution of children. Rosenzweigh and Evenson (1977) appeared to be the first published study explicitly to analyse child labour in a developing country context.

Child labour has received considerable attention in economics throughout the disciplines history. Early writing tended to focus on child labour solely through the lens of labour demand. Adam Smith (1980) emphasized the value of children labour shortage societies as motives for fertility. Friedrich Engels (1982) wrote extensively on the conditions of working children in the early industrial revolution. Bark (1989) stated that, quite a number of children preferred taking petty jobs to going to school. Even those who were sent to schools were usually not performing well in academic work. Child labour, according to Kissekka (1989), refers to the participation of children in productive labour on a more or less full time basis. Grant (1990) observed that more than one hundred (100) million children, including at least sixty (60) million girls had no access to primary schooling. It was felt that functional literacy was in all countries and that complete basic education programme was necessary for all and sundry.

Grant (1991) similarly stated that most of the children found in rural areas were usually town rovers. Most of them were deprived of health and education, and almost all of them were victims of crime, prostitution and drug abuse. Scar (1993) took a constructivist factors, arguing that children constructed their realities from many possible realities that are latest in their environment. Erickson (1994) viewed the child who proposed the “eight (8) stages of Development” stressed the importance of middle childhood as a time when children moved from home into wider social contexts, which strongly influenced their development.
International Labour Organization (ILO, 1995) stated that the most recent data indicated that about twenty six percent (26%) of children aged ten to fourteen (10-14) years in Nigeria were engaged in economic activities. Hence, the magnitude of children’s labour force participation in Nigeria served as a compelling reason to investigate the consequences of child labour for children’s social and human capital development. Ankam (1995) defined child labour as any physical engagement of child either paid or unpaid directed at alleviating adult burden outside or inside the home to make a living. The International Labour Organization (ILO) defined the term as engagement of children below fifteen (15) years of age on work or employment on a regular basis with the aim of earning a livelihood for themselves or their families.

According to Gill (1994) and Verma (1999), other studies noted that child labourers tended to engage in delinquent behaviors. Weiner (1991), Hassan and Dehnath (2000) stated that socially, children in industries were found to experience negative consequences in their Educational development and performance. The prevalence of illiteracy, low school attendance and low enrolment has been attributed to children’s economic participation. According to Lopez-Calva (2001), Bass (2004), the global phenomenon of child labour can be attributed to several factors. The rapid population growth of many less developed countries, high rates of unemployment, inflation and low wages have contributed to occurrence and necessity for children to engage in economic activity.

The negative aspect of child labour were first spotlighted during industrialization in Great Britain when cheap child labourers in exploitative factory working condition became apparent and it is during this period when the term “child labour” was first coined (Cunningham & Viazzo, 1996). The International Labour Organization (ILO, 2006) stated one hundred and ninety one (191) million children aged five to fourteen (5-14) years of age were engaged in economic activities throughout the world in 2004. More than one third of these children Seventy four point four (74.4) million were considered to be involved in employments which were hazardous to their physical and mental health.
2.2 Theories of Child Labour

Substantial contributions on child labour theories are mainly attributed to experts from socio-economic or education background (Encyclopaedia Britannica, 2006; Edmonds, 2007). Influential social scientists of note in the 18th and 19th century were Adam Smith, Karl Marx, and Thomas Malthus. Smith thought labour shortages led to increased fertility. Marx noted that children replaced men, who in turn were replaced by machines during the Industrial Revolution. Malthus on the other hand believed that increasing size of families made it harder to meet their basic need, which eventually forced them to resort to all sources of labour including child labour. In the latter half of the 20th century, Gary Becker, Paul Schultz, Alexander Chayanov and Milton Friedman focused on the human capital, giving emphasis to resources that determine the need for child labour input, such as time spent on Education and leisure by children, or time spent by adults in caring for children. Friedman argued that it is only through mobilising all the family labour resources, including children, that society could eventually overcome poverty, poor education, or child labour. The main theories that are based on large empirical studies and qualitative information are reviewed briefly below.

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. Theoretical literature in economics Basu (1998), 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 Ray (2003).

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 undertaken, this is not very satisfactory. Amma et al (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 (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 (2007) 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 children work because of the presence of certain types of production in which children have comparative advantage. Most, theoretical analysis hypothesizes a trade-off between the quantity and quality of children, as reviewed by Schultz (200). However, Rosenzweig and Evanson (1977) allow the quantity quality trade-off 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 ‘swage 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. UNCEF (2008) stated that the strongest determinants of school attendance are household wealth and
mother’s education. 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.

2.3 Forms of Child Labour

Whether or not particular forms of “work” can be called “child labour” depends on the child’s age, the type and hours of work performed, the conditions under which the work is performed and the objectives pursued by individuals. The answer varies from country to country, as well as among sectors within countries.

Child labour is common in the rural areas of developing countries. Usually there are no age requirements for schooling or for work. There are many reasons that these children work; Poverty, lack of education, lack of knowledge of one’s rights and cultural tradition are all contributing factors. The United Nation’s Children Fund (UNICEF, 1998) divided the profile of child labour into three categories:

2.4 Three Types of Child Labour

Child labour is often divided into three major categories: work outside the home, family work, and excessive household chores. Children’s work outside the home has received the most empirical attention. Work outside the home usually consists of employment in agriculture, services, or industry and can be paid or unpaid. Family work consists of any (usually unpaid) work that children do for the family. Family work is most often agricultural (e.g., subsistence farming; Edmonds & Pavnck, 2005), but it also includes work for other family-owned businesses. Finally, household chores include childcare, cleaning, cooking, laundry, shopping, fetching water and wood, and home maintenance. Most children engage in household chores as part of their play routines and as a means of socialization to their culture (Lancy, 2012).
Excessive household chores (herein defined as $\geq 28$ hours per week; UNICEF, 2006) are considered a “hidden” form of child labour because they may interfere with schooling, are unpaid, and often go unreported (Gibbons, Huebler, & Loaiza, 2005).

2.5 Impacts of Child Labour on Children’s School Attendance

The learning of children have been frequently clash by their involvement in work, citing differences between working and non-working children in areas such as class participation, homework completion, extra learning in the home, afterschool study, in addition to the areas listed by students. Time in economic activity significantly affected the probability of children reporting missing classes and reporting feeling tired in class, even when controlling for child and household characteristics ILO (1997).

Rochanski (2007) found out in his study that young school girls performed daily tasks which included fetching water, collecting firewood, tending to cattle, cleaning and sweeping, food preparation, looking after younger siblings and guarding the house during the absence of parents. These tasks did not stand in the way of enrolment as such, but did lead to irregular school attendance. On market days especially, the attendance rate was lower, as children either go to the market to accompany their mothers, to perform small jobs, or they are needed at home while their parents are out. Girls are more affected than boys, as they take on a higher proportion of the workload. Students in all research locations commented on their contributions at home, with female students describing a higher work load. More girls than boys complained about the fact that their tasks interfere with their schooling and that they are given little time to study or to prepare for examinations. Child labour is not the sole reason for pupil’s absenteeism from schools. Other factors leading to absenteeism may include sickness, death of family members, peer influence, parental ignorance and lack of clear rules in schools regarding absenteeism.

Togunde’s study (2006) shows that a significant proportion of working children attend school less frequently or irregularly. On the average, working children tend to be absent from school for about two days in a week. In addition, he also pointed out that child labour is a clear reason for children’s lateness to school because a large majority of children are compelled by their parents to work or “hawk businesses” in the morning before going to school. For instance, children’s time use has been found to have significantly reduced school attendance, and consequently reduces children’s educational attainment (Beegle et al., 2005). Some studies, have noted an
insignificant relationship between child labour and school attendance. An example of this is the study by (Buchmann, 2000), who found that child labour does not significantly impede school enrolment or attendance because children could combine both working and schooling, simultaneously. However, she did not rule out the possibility that child labour could hinder children’s school academic performance.

Ayoo (2002) observed that children are making significant economic contributions to their families through their labour market activities, but affects attendance of girls relative to boys appeared to be associated with a substantial domestic work burden of girls, because boys did not face the same work burden within the home. They faced fewer barriers to schooling. The engagement of students in domestic labour, especially in poor households in developing countries has been linked to dismal learning achievement (UNESCO, 2003; UNICEF, 2004). As per ILO (1998), students are often involved in such work as caring for the young ones, cooking, collecting firewood, farm work, fetching water, cleaning houses, washing clothes, collecting and selling plastics as well as paper.

Domestic labour is one of the main reasons given for non-attendance in schools (Ersado, 2003). Accordingly, some students skip school to generate income for poor households. There is widespread agreement that women and girls are generally excluded from access to, and control over both national and international resources and that this retards individual as well as national development (Snyder, 2000; World Bank, 2003). Accordingly, empowerment of both women and girls entails their active participation at all levels of education and training, the economy and politics.

The Global Monitoring Report (2002) documents that girls, compared to boys, are more likely to miss school due to involvement in domestic labour. In particular, the report asserts that girls’ education, psychological and physical development can be seriously compromised as a result of being engaged in hard physical labour which their bodies are not prepared for. However, in Ethiopia, domestic labour is a primary reason for keeping girls out of school (King and Hill, 1993). A study carried out in El Salvador found that domestic labour interferes with students’ schooling as they do not have time to do their homework, fall asleep during class or miss lessons (Human Rights Watch, 2005). Indeed, several students explained that they often missed school to perform domestic labour.
According to Guttman (2001) and Oxfam (1999), child farm workers who spend long hours in the fields do not have time to study, are often tired in class and are more likely to be tardy or absent. Further, girls were found to be engaged more in domestic labour compared to the boys (Kadenyi and Kamunyu, 2006; Nairasie, 2006; Yungungu and Kyalo, 2006). One of the Educations for All (EFA) targets as stated in the Jomtien Declaration is to enhance learning achievement (ROK, 2001). Notably, gathering gender-specific statistics is invaluable in highlighting disparities within disparities.

2.6 Factors Leading to Child Labour

Child labour is not a result of any single isolated factor. It is a multi-dimensional problem that involves various reasons contributing to it in a variety of ways. Some of the factors contributing and responsible for prevalence and perpetuation of child labour are: continued poverty, illiteracy and ignorance of poor parents, alcohol problems within the family, population explosion-large family size, low family income, the tradition of making children learn the family skill, lack of political will and weak/tardy enforcement of laws, un-employment/under-employment, migration, absence of provision for universal compulsory primary education etc. (Sheela Srivastava, 1986).

Child labour has been in existence since time immemorial in one form or the other. In pre-industrial era children used to help their parents in family work, farm operations or family occupations. Even in the post-industrial era, it was existing on account of its cheapness and profitability of its employment. ‘Child labour practice was only a symptom of a more deep-seated disease of a complex nature’. Across the globe, to a less or greater degree, visible or invisible, admittedly or otherwise child labour exists (Pande, R. 2003).

Child labour is a complex socio-economic and universal phenomenon. It is the need of the hour to find out the causative factors leading to child labour in a scientific, rationalist, and pragmatic approach. It has been accepted that the intrinsic nature of the worst form of child labour is bearing on socio-economic and other multiple causes. It is a mixture, of both illiteracy and poverty. The problem of child labour is the symptom of the disease which is wide spread due to exploitative structure, lopsided development, iniquitous resource ownership with its co-relates of large scale of unemployment and abject poverty among the countries. The existing international
economic order perpetuates this ‘harsh reality’ because powerful multi-national corporations operate and use child labour directly or indirectly, to maximise profits, (Sangma 2006)

According to McElroy, et al (1981) the poor third world countries faced with acute foreign exchange crisis permit and encourage export of goods using cheap and vulnerable child labour in the hope of improving their foreign exchange reserves and balance of payments crisis. It is true that extreme poverty and employment force the poor to send their children to work as a part of their survival strategy. Greed for profit and desperate competition for markets in the developed world encourage employers to use child labour for economic advantage. Kumar (2006) found various socio-economic and cultural factors which force children into work and these factors can be broadly classified into supply side factors, refer to the conditions under which families are engaging children in work. i.e. families force them to send their children for work. Demand side factors refer to the preference of employers for employing children.

Millions of girls around the world are being denied an education because they are exploited, discriminated against or just ignored. Millions of girls aren't at school today. They are shut out of education because of discrimination, poverty, emergencies and culture. These girls have the same hopes and dreams as boys. They want to learn, fulfil their potential, work and help their families and communities. But too often they are treated as second-class. They are exploited, abused and simply disregarded in many countries (Binda M.2007).

There are various socio-economic and cultural factors which force children into work and these factors can be broadly classified into supply side factors, refer to the conditions under which families are engaging children in work. i.e. families force them to send their children for work. Demand side factors refer to the preference of employers for employing children (Ghetnetmetiku, 2010).
2.7 Poverty

Ethiopia as one of the poorest countries in the world suffers from socio-economic and political problems that primarily embedded in the extreme poverty in which it has been trapped in its long history. As is the case in many aspects of life in the country poverty plays major role for the ever growing involvement of children in the labor market that is characterized by exploitation and denial of basic rights of the working children. In both rural and urban areas child labor is in one way or another attributable to poverty at local and national level (Sentayehu Tadesse, 2008). The national Child Labor Survey conducted by the Central Statistics Agency (CSA) provides data on the distribution of child work between rural and urban areas and among regions in the country due to the pressure created by poverty. About 52% of the children were reported to be engaged in productive activities. Girls were mainly engaged in domestic activities (e.g. collecting firewood and water, food preparation, washing clothes) while boys were involved in productive activities (e.g. cattle herding, weeding, harvesting, ploughing, petty trading, wage work). The participation rate in productive activities was 62% for boys and 42% for girls. For domestic activities, this figure was 22% for boys and 44% for girls. In rural areas, children were more frequently engaged in productive activities than in domestic activities, whereas in urban areas the opposite was true.

According to Human Development Report 2005, Poverty is the womb of all illness. In addition, poverty is a double edged weapon in that the poor victim of illness loses his daily winning capacity as well making him/her poorer at the end of the day. Poverty as an extreme human condition has always evoked immense social interest. Poverty is a major cause of child labour; this is a major contributing factor and has many dimensions. The phenomenon of child labour clearly demonstrates vicious cycle of poverty and unemployment. Poverty is the main reason for which the children are forced to work. Their income is necessary for the survival of their family members and also of do not have access to basic amenities like drinking water; and live in an acute poverty” themselves. Poverty is most often supplemented by other socio-economic factors to expose the child to manual jobs. Millions of people in this country live in a state of abject poverty, without food, shelter, employment, health care and education.

Another important factor for the perpetuation of child labour is the rising rate of dropouts from school of children of the poor families. There was lack of infrastructure facilities like building,
equipment’s, furniture’s, teachers, staff, drinking water, toilets etc. weak conditions in school education system hold little attraction for children. In rural areas schools and classes do not run regularly due to the absence of teachers frequently (Iverson, V. 2002). Schooling of children becomes burdensome for the poor families and economically expensive and more so schooling the children deprives them of the income that accrues from child labour. Most traditional families believe that a child is born to them to earn more for family. The child is considered as just another source of income and traditional business families in fact put the child into the business rather than send them to school. Under the pretext of training them, they make them work long hours, sometimes resorting to physical torture in case the child makes mistakes. Rampant unemployment and under employment of parents who force their wards to some odd jobs to supplement the meagre income. Thus, whenever the family is in need to fulfil its basic needs like food, clothing and shelter, it is inevitable for the members and compelled to support the family income, by pressing the children to work and earn wages.

There is another argument which advocates that, poverty is a cause but often “perceived poverty” is a cause for child labour. If the poverty was the only cause of child labour all children from poor families would have been working as child labour. Incidence of child labour is rare than the incidence of poverty. Poverty and child labour thus always begets each other and tend to reinforce. Thus child labour is not only an economic compulsion of poor families, it is also the consequences of extreme social and economic exploitation. Poverty and lack of education are the two primary reasons for the ever growing social malice of child labour. Parents in the poverty zone give birth to money-making machines, and not children. They earn more on the streets from begging. Then as they grow they make beggars and eventually send them to employers (Maitra, P., & Ray, R. 2002).

2.8 Illiteracy
The higher rate of illiteracy shows the lack of knowledge of parents, so they push their children to work force which is a supply factor and contributory cause for child labour. Parents do not think better future of their wards. Especially rural/migrated parents, tribal and people staying in slum areas do not understand their responsibilities and hence children are deprived of their right to education and development. There is a very close nexus between child labour and illiteracy
and they go hand in hand and each one supports the other. Same studies have revealed that most of the child labours are either total illiterate or partial illiterate and their parents are illiterate.

In families where parents experience difficulties in reading and writing, there is a danger that low literacy is passed on to the next generation (Cooter, 2006). Dearing et al. (2004); Cooter (2006) and Lynch (2009) put forward that the importance of literacy development stretches far beyond children’s school achievements. Well-developed literacy ability is an important condition for children’s development in other intellectual and social areas (Dearing et al., 2004; Patall et al., 2008). Literacy difficulties could lead to all sorts of problems in social, economic and community contexts, such as high dropout rates, juvenile delinquency and welfare costs. Our society is more and more demanding when people’s literacy skills are concerned, thus the costs of literacy problems for society are likely to increase (Dearing et al., 2004). The notion of intergenerational illiteracy (Cooter, 2006) draws attention to the involvement of illiterate parents in their children’s school development.

Due to unawareness, parents of working children often have little faith in the quality of education available to them and may perceive little use in schooling where prospects of better paid employment after several year of education remains uncertain. Impoverished and illiterate parents are of the view that more children means more hands to work to bring extra money. Due to illiteracy of the parents/guardians the importance education has not yet been realised and appreciated by them.

2.9 Family Size

Ominde et al (1972) indicate the reasons for choice of family size in their writing, population growth and economic development in Africa. Reasons indicated for fertility (family size) are differences in age at marriage and in numbers marrying, prevalence of polygamy in African marriages with the possibility of favouring some wives in the making of love. High divorce and widow rate also has been espoused as a factor for the relative family size. As a result of prolonged lactation, ill health, malnutrition and life of hard labour were also some of the factors attributed to the various family sizes identified within the African societies. Berger (1980) noted that children today are no longer perceived as economic asset. Indeed, in the United States, each child represents a financial liability of approximately $167,000 between birth and the end of high
school. It was added that it has thus become uneconomical to have large families in places like the U.S. since such large family’s disadvantages will outweigh the benefits. Glick (1984) also contributes to the above in the dimension that, psychologists and any people alike acknowledge that having children does not necessarily guarantee fulfilment, nor does not having them necessarily prelude it. In some cases, in fact, non-parents are not envied but rather pitied. Largely as a result of these changes, adults in developed nations are having their first child later, and are currently limiting their family size to an average of 1.8 children as compared to 3.8 in 1957.

Blaney (1980) identifies that high fertility rates have historically been strongly correlated with poverty, high childhood mortality rates, low status and educational levels of women, deficiencies in reproductive health services, and inadequate availability and acceptance of contraceptives. Falling fertility rates and the demographic transition are generally associated with improved standards of living, such as increased per capita incomes, increased life expectancy, lowered infant mortality, increased adult literacy, and higher rates of female education and employment. Even with improved economic conditions, nations, regions, and societies will experience different demographic patterns due to varying cultural influences. The value placed upon large families (especially among under-privileged rural populations in less developed countries who benefit least from the process of development), the assurance of security for the elderly, the ability of women to control reproduction, and the status and rights of women within families and within societies are significant cultural factors affecting family size and the demand for family planning services. Even with a demand for family planning services, the adequate availability of and access to family planning and other reproductive health services are essential in facilitating slowing of the population growth rate.

According to Moehling, C. (2006). parents due to their ignorance believed that children are gifted, great human resource and continued to go on increasing the family size is a misconception and they understand that more children means more income, they generate. Consequently large family size is burdensome and liability for them especially for poor, to tribal backward families. These people are ignorant to provide basic resource like better quality of life, education, health care facilities etc. and progressive development of their children has been a myth for them. These leads to poverty and parents due to poverty are forced to send their children to work and there by parents cannot fulfil needs and aspiration of children and some children run away from house,
some will become delinquent and develop bad habits. Lundberg, S., Romich, J., & Tsang, K. P. (2009) parents are forced to send little children to hazardous job for reasons of survival, even when they know it is wrong. Monetary constraints and the need for food, shelter and clothing drives their children in to the trap of premature labour. Over population in some regions creates paucity of resources. When there are limited means and more mouths to feed, children are driven to commercial activities not provided by their development needs.

2.10 The Tradition of Making Children Learn Family Skills

In many studies it is revealed that inspite of telling them about the serious consequences of child labour, people believe that the children are working for themselves and their family and there is nothing wrong in doing. Haveman R, Wolfe B (1995) children can learn skills at a young age only and this will benefit them in adulthood, when they will be able to generate more incomes to sustain a better livelihood. Most traditional families believe that a child is born to them to earn more for the family. The child is just another source of income and traditional families in fact put the child into practised rather than send them to school. The study of Garzarelli P, Lester D (1989) the pretext of training them, they make them work for hours, sometimes resorting to physical torture in case child makes mistakes. Children bonded to families or who are hired labour are never taught the actual craft. Learning of a particular art or craft by children within their families, as part of their socialization, should be integrated with their education. Children should not be sacrificed at the altar of preserving traditional talent.

2.11 Movement

Migration is radically changing the socio-economic, demographic and development profile of developing countries, with far-reaching implications for agriculture-based economies. When the family heads moved to urban cities, such parents make with their children and they face the problem of lack of shelter, hunger, unemployment etc. which forces the children to join the labour force. So migration is both push as well as pull factor for child labour (Shimelis, 2008).

With a diminishing supply of adult labour in rural areas due to adult rural-urban migration, the farm has to depend on either children of that area or hired adult labour coming from other areas or both. Studies on many countries have conclusively shown that it is primarily the young, able-bodied and better educated rural inhabitants who emigrate, leaving substantial gaps in the
agricultural and rural labour force. As farming is essentially a family enterprise in most countries, rural-urban migration of able-bodied young workers leaves the burden on older and children in rural areas who tend to be less productive. The long-term implications of agricultural labour force shortages are likely to result in a decline in the health status of rural families including a rise in mortality and a rise in child farm workers. Several articles have already studied the issues of child labour and rural-urban migration separately. But the literature about the consequences of rural-urban migration on the children of origin is very limited. Among the most recent studies, Hildebrandt and McKenzie (2005), using a nationally representative demographic survey, finds that children in migrant households receive less preventive healthcare facilities such as breastfeeding and vaccination than children in non-migrant households. Moreover, Salmon (2005) identifies that children are much more likely to work when they live in a household where the potential of income generation is low and where this potential has already been used up.

### 2.12 Employer’s Preference for Child Labour

The most important objective of the employer is to earn more profit on limited expenditure. Employer knows that economic compulsion of the families of having extreme poverty. They watch out for exploiting the parental economic compulsion and knows that children of backward families are more tolerant can be put on difficult jobs for long hours, even on low wages. Secondly, they have understood the productive quality of children who do not raise grievances pertaining to their working conditions. Employer’s Preference for Child Labour (Rosati, et al 2006).

The study of (Ray, R. and G. Lancaster, 2005), clarify that child labour is cheap labour, and child workers are easy to handle from adult workers who may create demands. But none of the interviewed employees admitted that they employed child labour because they were cheap. They said that the parents of these children came to them and insisted on having their children put in for work. In such situations, employers usually did not have much options. But, in actuality, the fact that children can be easily controlled and have no awareness of rights makes children the best options to employ. Child labour is a great source of profit for such employers, who make children work long hours with low wages. Neither the children nor their families bargain for wages with the employer. These people obliged the parents by giving their children jobs.
2.13 Early Marriage

Advocates for gender equality and the abandonment of harmful traditional practices argue that early marriage is one of the most harmful practices as it usually denies girls educational opportunities, leads to poverty and economic insecurity and has a serious negative impact on their health and decision-making capacities. It also reinforces other forms of gender-based violence and problems. Early marriage is mostly common in sub-Saharan Africa and Southeast Asia. It is rampant in Ethiopia, although prevalence varies from one region to another. At the national level, 62% of Ethiopian women aged 20-49 get married before the age of 18 (John, E. 2012).

Too often marriage is seen as a higher priority than education. The low value attached to girls’ schooling means few other options are available to them. Boys can be affected but most victims of child marriage are girls. After their wedding they leave the education system and entered into labour, because they have fewer educational skills, they and their families are more likely to live in poverty (UNESCO, 2014).

Anti-Slavery International proposes that instances of child and early marriage in which child spouses are compelled to undertake work or service under the menace of any penalty and for which they have not offered themselves voluntarily should be considered forced labour. With regards to international standards of protection, an examination of ILO reasoning reveals that the ILO includes forced marriage in its forced labour estimates if the marriage leads to a situation of forced labour or service (ILO, 1997).

2.14 Parent Attitude

Millions of girls spend every day working to help feed themselves and their families. Girls often stay home to take care of younger siblings and bear the main burden of housework. While educating a boy is considered a sound investment, it is sometimes considered to be a waste of time for girls. Many girls begin working as early as five years old - mainly in agriculture or in homes as domestic servants (Kassimoto, 1987). The outrageous number is due to the reluctance and/or unwillingness of parents to send their children to school, and out of labour market participation. Some of the reasons for such reluctance are: opportunity costs in the use of child’s time (poverty stricken families use their as children as insurance to generate income), parental
Attitude and expected returns to education have been found to have critical influence in parents' decision of child labour and schooling (see Das and Deb, 2006; Mukherjee and Sinha, 2009). This is often explained as: if child's labour is not a bad in parental preferences because of cultural norms or parental attitudes, then improvements in income may have no effect on the economic activities of children (e.g. Ennew 1992, Ray 2000, or Deb and Rosati, 2002). There may be differences in parents' abilities (which comes from heterogeneity in skills, tastes and preferences) to generate income that are passed onto their children and generate the observed correlation between parental income, child labour and schooling (Løken, 2010). The selection process comes from hereditary factors, cultural factors, or from other family background linked to parental education levels. Varying abilities and background of parents across generations matter for income status and consequently, parents' decisions on labour and investment on children across households depend on it (Loury, 1981, Emerson and Souza, 2003). Regardless of the degree of parental altruism, child-labour can arise when bequest is zero and capital market is imperfect (Baland and Robinson, 2000). Similarly, Ranjan (1999) in a simple two-period model argues that despite parental altruism, the absence of market for loans against the future earnings of children gave rise to inefficient child labour.

2.15 Conflict

The long-term effects of growing up in a conflict zone are devastating and UNICEF estimates that 48.5 million children worldwide are missing school because of wars and conflicts. Girls living in conflict-affected countries are 90% more likely to be out of schools than those living in peace (UNICEF, 2013). Attacks on girls' schools also mean many parents are afraid to send their daughters to schools, this make the parents to expose their children to labour. Conflict may affect determinants of the latter both directly and indirectly such as household schooling decisions, the intra-household allocation of labour supply, households’ consumption, and the sector composition of the labour market (increasing/decreasing child-labour intensive activities).

According to Leon (2012) the impact of conflict on the intensive margin of child labour supply is relevant since if the child works more hours the time left available for other human capital development (e.g. studying, playing) decreases with possible negative consequences on the child’s future outcomes.
Rodriguez and Sanchez (2012), explores the impact of conflict on the number of hours worked by children and explores different mechanisms through which conflict can have an impact on child labour. The findings on the extensive margin show that conflict significantly increases the probability of a female child of being working it concentrated on younger females.

2.16 Child Labour and Academic Performance

Child labour is often a complex issue sustained by employers' vested interest, class distinction and poverty, which has denied the child the opportunities to have basic education.

According to Lavison (1998, p.41) “Reliability of young people to embrace the opportunities for employment will depend to a large extent upon the type of education and training they receive”. Education can hold the key towards successful livelihood, while lack of it can spell doom for the individual. If lower attendance is meaningful for human capital accumulation, it should translate into lower schooling attainment. Moreover, beyond attendance, work may undermine human capital accumulation by interfering with learning as evident in test scores or schooling completion rates.

Lyllhydal (1990) reported that working part time in high school actually raised grade point average (GPA) as long as student worked less than thirteen point five (13.5) hour per week. Barone (1993) found that younger students working long hours performed more poorly than did working older students. Some studies have found strong evidence of adverse consequences of child labour on academic performance. For instance, Singh (1998) reported that working long hours while in school did hurt standardized test scores and grades, although the effect was quite low. Stein (1998) found that working more than fifteen (15) hours per week while in school led to lower grades, less time spent on homework, increased likelihood of dropout and lower likelihood of entering school education.

However, work is also correlated with worse performance in the measures of academic achievement, Akabayashi and Psacharopoulous (1999) stated that working children spent less time studying which was reflected in both mathematics and reading test scores. However, it is possible that working children remain enrolled in school but do not attend as regularly.

Oghunbu (2003) explored the linkage between working hours and reported that an increase in hours of part-time work lowered the number of mathematics and science classes taken, which in
turn led to lower performance in mathematics and science. The impact of working on learning while in high school or college in developed countries may be very much different than in developing countries. Heady (2000) observed that a child engaged in child labour activities faces exhaustion or a diversion of interest away from academic concerns. It may imply that it is not working that harms educational performance, but a lack of motivation that affects both work and learning. He also made use of a special living standard measurement, which included information on test scores. It was found that child work had relatively little effect on school attendance, but had an extensive effect on learning performance in reading and mathematics.

Sanchaz (2005) on the other hand using information on third (3rd) and fourth (4th) grades found that, performances on mathematics and language tests were lower when the child work outside the home, and impact became large when the child reported working many hour rather than few hours, therefore child labour has been linked to greater grade retardation.

Heady (2003), There is indirect evidence that child labour limits a child’s human capital development. (Rosati, 2001).

Lower years of attained schooling and lower returns to schooling leads to greater incidence of poverty as an adult. On the other hand some studies have found that child labour and schooling may be complementary activities, (Psacharapoulos, 1997) found a negative effect of child labour on school outcomes due to limited reading time. (Psacharapoulos, 1997). A definitive answer on whether child labour lowers cognitive attainment requires direct estimation of the educational production function. Menezes and Filho (2003) observed negative effect on age on school performance when they analysed the cause of the decline in achievement scores, students who are engaged in domestic chores, often to the detriment of their education. According to Edmond (2007) study in child labour histories were rarely available, so studies typically compared current labour supply to current attainment. This is hard because current work status necessarily depends on past education and work histories, as these affect the value of child time and whether it’s optimal for child to work.

Khanam, (2006) examined child labour in relation to enrolment, attendance (days absent, lateness to school), grade repetition, years of schooling attained, and reading competence among schools. This is in contrast with most cultural beliefs that children’s time engagement in
household work is part and parcel of socialization process which prepares them for their future roles in life. A girl’s engagement in domestic chores is perceived as an added advantage when she is planning to get married (Owiti, 2006).

O mange and Nasongo, (2010), revealed that pupils’ engagement in domestic tasks made them to sleep late and wake up early. In addition to this, learners lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study.

Kipkoech, (2011) stated that a big number of children who are having difficulties in their academic progress are not receiving adequate help at home. Their parent/s are not willing or are unavailable to devote much time to their children’s academic performance but engage them in domestic chores at the expense of supervising their homework. Thus, child labour takes away pupils time which is meant for assignments (studying and doing homework), to improve school examination performance.

G uarcelloe et al. (2005) found out that household chores are the most important form of work performed by children. However, these findings may merely apply to developing countries which are characterized by heavy dependency on agriculture, low levels of technological development and biting poverty. The case in developed countries may be different. Technological innovation, in developed world, brought as a part of industrialization, together with a rise in living standard, demographic change, the introduction of compulsory schooling, and the development of primary and technical education, contributed to the great decline in child labour (Sueda, 2001).

A survey conducted by researchers in the Strengthening Mathematics and Science in Secondary Education (Strengthening Mathematics and Science in Secondary Education (SMASSE) Project, 2000) project state that students who were involved in domestic labour often slept late and had inadequate time for both school assignments as well as private study. However, the survey neither provided empirical data on the impact of domestic labour on students’ academic achievement nor suggested possible mitigation measures, knowledge gap that this study made effort to fill.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction
This chapter describes the methods and procedures employed in the process of data collection and analysis. Other aspects included in the methodology chapter include the area of study, description of population, sampling procedures, instruments for data collection, and research ethical considerations.

3.2 Study Area
Gambella Region is one of the nine regional states of the Federal Democratic Republic of Ethiopia (FDRE) and it is one of the administrative regions in western Ethiopia and located in the west extreme of the country (CSA, 2008). The region is bordered with South Sudan in the west and south west, South Nations, Nationalities and Peoples’ Region (SNNPR) in the south east, and Oromia Region in the east and north east. Some of its woredas having access to potential markets across the international boarder (Gambella Peoples’ National Regional State, Bureau of Finance and Economic Development-GPNRS, BoFED, 2008).

The capital city of the region is Gambella town. Gambella town is located 766 km south west of Addis Ababa. It is located at an elevation of 526m. It is founded on the banks of the Baro River—Ethiopia’s widest and only navigable river and has predominantly inhabited by five ethnic groups of Ethiopia — the Nuer, Agnwak, Majeng, Opo and Komo. (CSA, 2008). This study was conducted mainly in Nuer Zone. The following figure shows the location map of the study area.

Figure 1. Location Map of Gambella Peoples’ National Regional State (BoFED, 2008).
3.3 Approaches

The main purpose of this study was to assess the impacts of girl child labour on education of female students in primary schools in the Nuer Zone Gambella Regional state. This study employed two approaches namely, the qualitative and quantitative approaches. Qualitative approach enables the researcher to collect information from the respondents in their natural settings (Yin, 2009). The researcher went physically to the study area and collect information directly from the respondents. Quantitative research focuses on measurements such as the assignment of numerical events according to rules. The numbers are specified for example sex; male or female (Orodho, 2003). Quantitative research is used when frequencies are sought to explain meanings, the quantitative approaches involves the collection of numerical data in order to explain certain phenomena. Therefore both quantitative and qualitative research techniques were used.

3.4 Data Sources

To achieve the purpose of the study, data were collected from both primary and secondary data sources. Primary data were collected from the sample respondents: principals, teachers, students and parents. Secondary data sources were collected from relevant documents.

3.5 Sample Size and Sampling Techniques

Since the zone was divided in to five woredas, given the time and financial restrictions of the research and to make the study manageable, the study was conducted at four primary schools to represent rural and urban by using simple random sampling. To determine the sample size and sample procedures, the sample frame of population should be defined. Target population is a full set of cases from which a sample is taken (Sounders et al., 2000). The target respondents of the study was the population of primary school students, teachers, principals and parents in the Zone.

To obtain the necessary sample units, purposive and simple random sampling techniques was employed. From the total number of Nuer Zone primary schools four schools were taken as sample by using purposive sampling techniques. While four principals were chosen from the four schools and eight teachers (two from each school) were randomly selected to fill in the questionnaire. On the other hand, 50 students were selected to fill in the questionnaire
Twenty parents (five from each schools), whose children have history of grade repetition and dropout due to child labour, were purposively for interviews since they are parents.

Generally in this research four basic units of analysis were used for the investigation: the students, the parents, the teachers and the principals as such they will strongly influenced the sampling procedures.

3.6 Data Collection Instruments

In order to assess the impacts of girl child labour on education of female students in primary schools in Nuer Zone both quantitative and qualitative instruments of data collection were used. The data collection tools used for this study include: questionnaires, interviews and document reviews and they are described briefly below.

**Questionnaires:** Questionnaires were prepared and filled in by parents as researcher translate the questionnaires. The researcher translate questionnaires into mother tongue called ‘thoknuer’ for parents who were not able to read in English. The content of the questionnaires include respondents ‘personal and professional background, about their view on girl child labour in their respective school contexts. (For details see appendix)

**Interview:** Interview were conducted with parents whose daughters repeated grades and students who were victims of child labour whose labour led them to repeat grades and dropout from primary schools. Interview were also conducted with principals and teachers.

**Document review:** This involves deriving information by carefully studying written documents or visual information from sources (Enon, 1998). This technique was used to obtain information on girl’s school attendance and academic performance. The technique involved the researcher going through some files and documents to obtain information or data for this study. Furthermore the researcher understands the written or stored material that researchers retrieve some information in the study. This claim finds support that any documentary written sources or recorded are prepared materials at the request of the inquirer or for the purpose of evaluation (Guba and Lincolin, 1985). In this study the researcher used some stored or written papers of information to support the field collected data. More specifically, the document reviewed include Nuer Zone Annual Abstract; woreda Education reports and school statistics. That helped to document and identify the challenging trend of girl child labour of primary schools based on the
female student’s dropout and repetition rate. In addition, documents related to female students (enrolment, attendance, rosters and dropouts were consulted.

3.7 Data Analysis Procedures

The analysis of data was done by using both qualitative and quantitative methods. Data collected from documentary review and interviews were subjected to content analysis. According to Silverman (2001), in the use of content analysis a researcher establishes a set of categories before counting the number of instances that fall under each category. Data from primary school female students’ questionnaires were coded; quantified and categorized according to their respective research questions. The data were tabulated, frequented and responses calculated into percentages from which interpretation was made to reveal their view of the impacts of girl child labour on education of female students.

3.8 Ethical and Legal Considerations

Ethical standards were strictly observed in planning and conducting the study. The subjects were protected from psychological and social risks during the research procedures. The study was conducted under informed consent of all the subjects after they were fully informed of the purpose of the study in order to give them a complete free choice to participate.

Thirdly, the researcher observed the right to privacy of the subjects by asking them for their permission before collecting individual personal identifying information. In addition, the researcher held herself responsible for security and storage of personal identifying information and is controlling access to it by unauthorized individuals.

Research permission letters

Letter for permission to conduct this study obtained from relevant authorities including the Addis Ababa University Department of Educational Planning and Management, Gambella Regional Education Bureau and Nuer Zone education office.
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF THE DATA

4.1 Introduction

This chapter presents the results and findings of the study, based on the basic questions for different kind of respondents. The results are presented and discussed with different section in the chapter with frequency, mean, median, mode with tables. There are six parts in this chapter the first part present the demographic information of the respondents by the respondent’s category, while the five parts on the other hand presents the analysis of the data arranged according to the research objectives of this study.

4.2 Demographic Information of the Respondents

Demography is the statistical study of populations, especially human beings. As a very general science, it can analyse any kind of dynamic living population, i.e., one that changes over time or space Stuart, (1999).

The general demographic information of the respondents were shown in the table below. Therefore, respondents had a different age; all 50 students were below 18 years while teachers and principals were in age between 18-30 and 30-40 respectively. Thus only parents were age above 50. The results were presented in Table 4.1

Table 4.1 General Demographic Information

<table>
<thead>
<tr>
<th>Ages</th>
<th>Respondents</th>
<th>Category of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 18 years</td>
<td>50</td>
<td>Students</td>
</tr>
<tr>
<td>18-30</td>
<td>8</td>
<td>Teachers</td>
</tr>
<tr>
<td>30-40</td>
<td>4</td>
<td>Principals</td>
</tr>
<tr>
<td>Above 40</td>
<td>20</td>
<td>Parents</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade level and marital status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Married</th>
<th>Percent</th>
<th>Single</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1-4</td>
<td>18</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Grade 5-8</td>
<td>32</td>
<td>64</td>
<td>4</td>
<td>12.5</td>
<td>28</td>
<td>87.5</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
<td>4</td>
<td></td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

As shown in the Table above the students were learning at different grade levels in which 18 (36%) of them were learning from grade 1 up to 4 and 32 (64%) of them were learning from grade 5 up to 8. These students were also asked about their marital status but during interviewing
for this question some of the sampled students did not participate only thirty three students responded among this participants four of the respondents were married.

These married students were asked if they have child, one of the respondents has only one kid the other respondent has 3 kids. Regarding marital it was found that only two married respondents living together with their husbands; however the other two, one was a divorsee and the other was widowed. Interestingly, as I was able to understand from the interview I conducted with students, those who have children were single parents (i.e. mothers) and they had their children out of wedlock. That shows additional commitment on the part of mothers to bring up their children and that has an impact on their education.

Age Distribution of the Students

In this research 50 students were involved as respondents and all of them were females. These students were in different age, to describe my respondents statistically, two of them were between 6 and 10 years, 24 (48%) of them were between 11 and 14 years, 24(48%) of them were between 15 and 18 years and 8% of them were over 19 years old.

Table 4.2 Age Distribution of the Sampled Students

<table>
<thead>
<tr>
<th>Ages of the students</th>
<th>No. of the students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>11-14</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>15-18</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
4.3 Girls Respond on the Impacts of Girl Child Labour on their School Attendant

A total of 50 female students were interviewed, the largest number 27 (54%) of these respondents responded that they were registered to school and were attending classes three times a week, 15 (30%) of respondents attended classes two times a week while four were sometime absent for a whole week only four of these respondents were attending classes as shown in Table 4.3 below.

Table 4.3 Level of School Attendance of the Respondents Per a Week (Students)

<table>
<thead>
<tr>
<th>Level of school attendance</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Once or twice</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Three times</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>Sometime absent for a whole week</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Work may demand extensive physical energy, so that the child lacks the energy required for school attendance or effective study. As a result of fatigue and a lack of leisure activities to support physical, social and emotional development, the child will experience very little mental stimulation and will end up neglecting his or her studies (Binder and Scrogin, 1999). Akabayashi and Psacharapoulos (1999), for example, found that a child’s reading and mathematics ability decreased with additional hours of work, whereas they increased with additional hours of school attendance and study.

School Attendance of the Sampled Students

Information collected from female students during interview revealed that they work before and after school, girls were more located in household activities like cooking, caring for sibling, fetching water, and cutting grass for building shelters and sometime assist on the farms. The concern is the inability of children to meet up with school time because the girl child labour is time consuming.

The girls are occupied with household chores which look easy but consume a lot of time. In addition to girls been absent and going late to school, all the girls interviewed and said that they are not able to do assignments at home as a result of the domestic workload. Some of them said
they assist in cooking the evening dinner and at times prepare the evening dinner by themselves in the absence of their mothers. Two girls said when their mother deliver a child they get themselves responsible, they are the ones who acts as mothers at home.

One female student in her interview responded the following

**R1** *before l go to school in the morning l have to clean the kitchen, fetch water, clean cups, arrange fire and cooking the food my father have to eat before he go to work on the farm, When the food is ready, I serve each of my younger ones then I go to school that is the reason why I was absent’.*

This figure indicate the serious home activities where large proportions of the girls in Nuer Zone Continually miss their classes. Thus, girls were more likely to be engaged in tasks that centred on the home with considerable loss of energy which might affect the attendance and participation in class. This shows that girls involved in many activities in the morning before going to schools for that reason, it shows that the work the children do in the morning determines when they would get to school.

Another respondent said that;

**R2** *my mother is divorce I am living with my father; I have three young brothers and I found myselfs responsible for them I wake up in the morning time and grinding sorghum, cooking food, fetching water, give them food that why I am late*
and sometime absent. At times, when I return from school I cleans and fill pots with water, thrashing almost 25kg of sorghum per one day even though I feel tired so as to reduce my morning work and go to school early when the remaining works are not too much time consuming.

![Figure. 3 School Girl Grinding After She Return Home from School.](image)

As shown above girls were busy with so many activities after getting back from school, no time for study at home. These practices lead some parents to pull girls out of school as soon as before reaching secondary school. Most of the girls used to works in the morning and miss school because they fear that if they refused to work, their parents would beat them and they also mention that their parents tell them ‘work is more important than education because its source of learning traditional skill’ which results in dropout. This can also be one of the reasons that causes girls to underperform in academics.
4.4 The Teachers Knowledge on Impacts of Child Labour on Girls’ Academic Performance

The teacher respondents five were male and three were female. Three of these respondents have a teaching experience between one and five years, three of these respondents have a teaching experience between six and ten years. One of these respondents have a teaching experience between eleven and fifteen years. Two of these respondents have a teaching experience over sixteen years.

These teachers were asked what grade of students have they teach the most in order to know prominent of attendant. One of them responded that he had been a teacher to grade one or grade two. Two of them respond they have been a teacher to grade three or grade four. Three of them respond they have been a teacher to grade five or grade six. One of them respond they have been a teacher to grade seven. One of them responded that he had been a teacher to grade eight the most.

The following are the teachers respond regarding the impacts of girl child labour on their performance in school. One of the respondents known as Buay said:

**R1:** Always I used to prepare homework for my students everyday but when I gather their exercise book in order to mark I find most of girls did not do my homework and their main reasons concern most of their time was spent doing household chores.

Ray and Lancaster (2003) investigated the effect of work on the school attendance and performance of children in the 12-14 year age group in seven countries, particularly in terms of the relationship between hours of work and school attendance and performance. They concluded that hours spent at work had a negative impact on education variables, with the marginal impact weakening at the higher levels of work hours

**R2** When I go in class girls usually look tired, therefore, I can said that it is because of what they do at home. It is hard for them to understand what I teaches in the class.

Many explanations have been offered to explain the relative low performance of girls. They include cultural attitudes towards the education of girls, girls and women “required” to work more inside or outside the home, early marriage and pregnancy and less ambitious expectations
by parents etc. (ICFE 2000). Though extra domestic chores is cited, it still puzzles to see that even girls in boarding schools where such activities are absent, are still outperformed by boys. Martin (in Murphy and Gipps, 1996) talks of a girl-friendly pedagogy and girl hostile boys in school as factors that influence performance of girls positively and negatively respectively. The girl-child labour affect their schoolwork in a way that they cannot do their assignments after school and are unable to read. They have been forced by their mothers to concentrates on the works at homes an activities that is considered a female responsibility in this culture. The parents consider it not only as the duty of the girl child to assist her mother while she is cooking, but also a training. At such moments, the daughter is expected to step into her mother’s feet and attain such responsibilities as home worker. In this way her education is affected as she works till late, gets tired and the following morning. For fear of being beaten by the teacher, some option to copying answers from the boys who have done the assignment. In most cases, copying from friends does not support the child to understand what was given in the assignment which can subsequently affect her in the exams if such topics appeared in an examination.

Table 4.4 The Level of Education Mostly Girls Dropout In

<table>
<thead>
<tr>
<th>Grades</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 or Grade 4</td>
<td>4</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Grade 5 or Grade 6</td>
<td>2</td>
<td>25.0</td>
<td>25.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>1</td>
<td>12.5</td>
<td>12.5</td>
<td>87.5</td>
</tr>
<tr>
<td>Grade 8</td>
<td>1</td>
<td>12.5</td>
<td>12.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.5 The Parents Respond on Factors which make their Daughters Participation in Labour

In this part, the researcher selected 20 parents as respondents. Out of these 17 of them were able to read and write the mother tongue were given a questionnaires and were also interviewed. Among 17 response rate, 11 were fathers and the rest 6 were mothers. 4 of the parents had six to ten years old kids, 4 of the parents had eleven to fourteen years old kids, 6 of the parents have fifteen to eighteen years old kids and 3 of the parents had over nineteen years old children’s. Respondents were asked their kids’ education grade level, 6 responded that their
kids are grade 1 or grade 2, two responded that their kids are grade 3 or grade 4, five responded that their kids are grade 5 or grade 6, one responded that their kids were grade 7 and three responded that their kids were grade 8.

The parent’s response for the reasons that could be the factors which lead the child in to labour were summarized in the Table 4.7 below.

**Table: 4.5 Factors Leading Girls to Labour**

<table>
<thead>
<tr>
<th>No.</th>
<th>Poverty</th>
<th>Family size</th>
<th>Learning of traditional skill to our</th>
<th>Movement from one place to another/migration</th>
<th>Early marriage</th>
<th>Conflict between the family members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.5882</td>
<td>3.4118</td>
<td>4.0588</td>
<td>3.5882</td>
<td>3.8824</td>
<td>4.0000</td>
</tr>
<tr>
<td>Median</td>
<td>5.0000</td>
<td>4.0000</td>
<td>4.0000</td>
<td>4.0000</td>
<td>4.0000</td>
<td>4.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>5.00</td>
<td>4.00^a</td>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>0.61835</td>
<td>1.50245</td>
<td>1.19742</td>
<td>1.50245</td>
<td>1.26897</td>
<td>1.17260</td>
</tr>
</tbody>
</table>

a. Multiple modes exist. The smallest value is shown.

In the statistical table above (Table 4.7) the mode shows that, all the respondents agreed that poverty, family size, the interest of the parents to train traditional skills to their child, migration from one place to another, early marriage and conflict between the family members were the factors which lead to child labor. Out of all the factors, the respondents strongly agree Poverty was the main factor that leads to the child labor, which directly can enforce the children to involve in a works affecting their education.

Some of the other factors which parents led their daughters to miss classes was the division of labour that most of the activities in Nuer Zone are women’s jobs even most of the parents us to said that boys cannot be asked to miss classes because they are not made up to carry out such activities. The parent also do not see the education for girls as valuable. Therefore, study rather finds poverty as a major obstacle for the children with regards to not being in school and also some others like division of work (boys and girls), Culture, death of an income earner, divorce of the parents were also appear to be the other factors behind child labour.
A majority of the child labourers would rather go to school than work but as they do not have money for essential items such as uniforms, books and food, they are forced to work instead. The parents have probably no other choice than let their children work.

Parents were asked if their children repeated any grades. Eleven responded that their kids surely repeated specific grades once or more than once. Eleven of the respondents agreed that they do not send all their daughters to school. This shows that all girl students do not have access to education either in one of the reasons described above or the other. This case correlates with the following cases. Parents said that their daughters support them in house jobs, which indirectly shows that they do not send all their daughters to school because the girls should involve in some sort of different work.

4.6 Parents Knowledge on School Attendance and Academic Performance of their Daughters

Parents were asked how their daughters stood at school from their class. And eleven responded that their daughters stand above twenty from their class.

Table 4.6 The Academic Rank of Girls

<table>
<thead>
<tr>
<th>Ranks</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>4 to 10</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Valid 10 to 20</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>above 20</td>
<td>11</td>
<td>64.7</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The parents responded to the question why they do not let their children to go to school was because there were many barriers in the community. But the main reasons were “House Works” and “Waged Works”.

Table 4.7 The Average Number of The Day Parents Sends Their Daughters to School A Week.

<table>
<thead>
<tr>
<th>Days</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Days</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>3 Days</td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td>4 Days</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>5 Days</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>
When parents were asked for the days which they allowed their daughters to attend schools per week, ten parents responded that they send their kids to school 3 days per week, which mean that the students attend only 60% of the class which was too detrimental to the scores they may have in exams.

4.7 Principals Knowledge on the Impacts of Child Labour on Females School Attendance and Academic Performance in Their Respective Schools

We have four participants that were principals and three of them were males, one was female. One of the principals was experienced between six and ten years, two of them were experienced between eleven and fifteen years, one were experienced above sixteen years. Look at the table below.

Table: 4.8 Principals’ Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 to 10</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>11 to 15</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Over 16 Years</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>20.0</td>
</tr>
</tbody>
</table>

The researchers interviewed the principals to get more information about the impacts of girl child labour on academic performance of girls in sampled schools. Among the principal respondents three of them responded the following:

*R1: For my view the nature of girl domestic labour has very great negative impact for the female students’ performance for the reason that students cannot be able to run both household activities and school activities.*

Thus, girl domestic labour does seem to seriously affect a girl child’s educational attendance. The family system that enables these children to participate in labour affects the learning of their children because their children may not perform well in primary schools as the influence of regular attendance on examination performance is more important.
R2: the girls usually come late and their performance are low compared to the boys but the most important things for students they must separate time for doing household works and school work.

This idea is related to Schmidt (1983) who stated that the most valuable and important time commitment in a progression was the time actually spent in the classroom. Specifically, the time actually spent in the classroom had the greatest positive impact on overall student performance.

R3: child labour affect academic performance of girls especially when mother give birth and the time when parents built big hut (shelter) for cattle girl may not be able to study. Most families in this area are engaged in different activities, for example, when parents participate in harvest activities girls remain home in order to prepare meal for their parents when they came back.

From the comments above, all the respondents approved that girl-child labour affect academic performance and such observation was also seen in Mushi’s (1996) study where he found that poor performance by girls in schools especially in rural areas was accelerated by a greater demand imposed on girls to assist with household works such as fetching water, collecting firewood, helping with the cooking and caring for the young.

All the assumptions about the poor performance of girls were found that girls spend more time in household activities, such as grinding sorghum for so many hours, thrashing sorghum, cooking, collecting firewood from bush, fetching water from far away all these thing need a lot of energy and are time consuming. It was suggested that child labour may lead girls to have little time and energy to read and pass examinations. Furthermore, the study found that household chores affected academic performance.

Principals were also asked if teachers always attend their class properly to judge reason that could contributed to poor academic performance of the girls; they were all accepted that the teachers always attend their class properly. All principals agreed that teachers follow the student centered class in teaching and learning process. However principals reveal that “teachers do not give awareness to the public the impacts of the child labour”.

About the school attendance of the female students principals mention that girls were late more than boys and most of the girls attends only two to three days event the female students enrolled were less compared to the boys.
4.8 Document Review on Girls Academic Performance and Enrolment in Nuer Zone

The document reviewed in Nuer Zone reveal that girl child labour affects academic performance, enrolment and daily school attendance of girls in Nuer Zone as shown in the Table 4.9 and Table 4.10

**Table 4.9 Performance on National Examination for Grade Eight in Nuer Zone in The Year 2016 And 2017 Nominees.**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of male students</th>
<th>No. of female students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No. who have taken exam</td>
<td>passed</td>
</tr>
<tr>
<td>2017/18</td>
<td>1961</td>
<td>1429</td>
</tr>
<tr>
<td>2016/17</td>
<td>1932</td>
<td>1837</td>
</tr>
</tbody>
</table>

Source: Gambella education bureau.

The official documentary data from the field above on the Table 4.5, suggested that the phenomenon was a reality for the evident that the total number of the females attended grade eight and passed for the national examination in these two years (2016 and 2017) in Nuer Zone were less than that of males.

Teachers were also asked for the highest level of education mostly girls stack in and as we can see from the Table below (Table 4.6) six of the girl students stack in under grade six.

**Table: 4.10 Students Enrolled in Nuer Zone in the Year 2017**

<table>
<thead>
<tr>
<th>woreda</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Total Male</th>
<th>Total Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>m</td>
<td>f</td>
<td>m</td>
<td>f</td>
<td>m</td>
<td>f</td>
<td>m</td>
<td>f</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Akobo</td>
<td>994</td>
<td>744</td>
<td>904</td>
<td>612</td>
<td>822</td>
<td>637</td>
<td>806</td>
<td>567</td>
<td>408</td>
<td>242</td>
</tr>
<tr>
<td>Jikow</td>
<td>1107</td>
<td>969</td>
<td>578</td>
<td>433</td>
<td>578</td>
<td>458</td>
<td>561</td>
<td>445</td>
<td>449</td>
<td>370</td>
</tr>
<tr>
<td>Lere</td>
<td>854</td>
<td>771</td>
<td>659</td>
<td>451</td>
<td>659</td>
<td>493</td>
<td>586</td>
<td>245</td>
<td>539</td>
<td>345</td>
</tr>
<tr>
<td>Makaye</td>
<td>712</td>
<td>527</td>
<td>564</td>
<td>499</td>
<td>531</td>
<td>405</td>
<td>520</td>
<td>426</td>
<td>433</td>
<td>356</td>
</tr>
<tr>
<td>Warthoa</td>
<td>813</td>
<td>473</td>
<td>664</td>
<td>509</td>
<td>816</td>
<td>517</td>
<td>590</td>
<td>495</td>
<td>517</td>
<td>396</td>
</tr>
<tr>
<td>Total</td>
<td>8430</td>
<td>5481</td>
<td>3269</td>
<td>2504</td>
<td>8210</td>
<td>5110</td>
<td>3063</td>
<td>2178</td>
<td>2346</td>
<td>1709</td>
</tr>
</tbody>
</table>

Source: Gambella Education Bureau
As shown in the table above, Girls have very low enrolment rates. Larger numbers of girls were enrolled in grade one and three while decreased from grade four to grade eight. This indicates that girls may be assigned more household work that frees up time for boys to devote to school and studying.

Enrolment is adversely affected when children do not enroll or pupils leave school after enrolment. The causes of both can be categorized into demand factors supply factors, and other factors e.g. socio-cultural. Demand factors include undesirability of household for education especially of females, household inability to meet costs of schooling, children/pupils seeking work to help household and the child/pupil having no desire for education. Supply factors include unavailability of school, difficulty of access to school and unavailability of teachers (Birdsall, 1985)
CHAPTER FIVE: SUMMARY, MAJOR FINDING, CONCLUSION AND RECOMMENDATION

5.1 Summary

The number of students involved in responding this questionnaire is fifty (50), the number of teachers is also eight (8), the researcher was sampled 20 parents as respondents and out of the proposed sample size, 17 of them responded to my questionnaires’, which is 85% response rate. We have four participants that were principals and three of them were males, one was female. The majority of the teachers have a teaching experience more than six years, which is very important for proving information. All teachers agree that girls do involve in jobs that affect their in school performance and school attendance as a result, teachers described that most of the girl students stack in under grade six. The main factor which led children to participate in labour is poverty as agreed by all parents.

5.2 Major Findings

Girls in Nuer Zone were more probably engaged in tasks that focussed around the home with considerable loss of energy which might affect the attendance and participation in class. The researcher also found that a majority of most parents who let their children work instead of being in school do not trust the education of females and they value only the learning of traditional skill as important than education even not know the importance of education and also the early marriage, poverty, family size and movement from one place to another were the factors leading girls to participate in labour. The researcher also found that girls’ performance, enrolment, daily attendance in Nuer Zone is low compared to boys due to girl child labour. Unlike Guiliano, (2003) who said that child labour is good for building the livelihood of their homes. I the researcher found that child labour negatively affects the education of children for they are not able run both school activities and other activities.
5.3 Conclusion

Information collected from female students during interview revealed that they work before and after school, girls were more located in household activities like cooking, caring for sibling, fetched water, and cut grass for building shelters and sometime assist on the farms for these reasons girls were not attended schools for whole weeks, they have no time for reading and no time for doing their home works their performance in school is affected. Parents agreed that poverty, family size, the interest of the parents to train traditional skills to their child, migration from one place to another, early marriage and conflict between the family members are the factors that lead to child labor. Out of all the factors, the parents strongly agree Poverty is the main factor that leads to the child labor, which directly can enforce the children to involve in a works affecting their education. These students were eager to learn in schools but they are affected by works. They did involve in household works and waged job, which directly affects their schooling activity negatively as that girls were late more than boys and most of the girls attends only two to three days event the female students enrolled are less compared to the boys.

5.4 Recommendations

Education of all children and parents is a keystone to prevent child labor and the associated consequences. In order to bring change serious attention should be given to girls’ education and the problems should be tackled accordingly. The researcher involves respondents from different professions. The results that I, the researcher found and described in the conclusion part of the research motivate the researcher to make the following recommendations.

I, the researcher recommend that the school should maintain the passion of the students that they think education is very important for them.

On reducing the impact of girls child labour, the Government needs to increase its efforts on enlightening the society on the negative effects and how to eradicate those bad practices. This can be done through raising campaigns using NGOs, posters, newspapers, media, leaflets etc.

Many religious denominational bodies reach large numbers of people not served by other groups, possess structures that offer practical help and support, and provide spiritual guidance. Moreover, religious organizations like Churches and mosques should educate the society the
importance of educating female children and assisting them to complete school. Religious leaders can be powerful children’s supporters. They are able to raise awareness about the effects of girl child labour against and to work towards preventing it by putting into action the shared values of compassion, love, non-violence and justice. The Marriage Law which make the age of marriage to be 18 years and above should be obligatory. This will protect girls from parents who force their children to get marriage due to their age.

Community leaders and elders who have the greater responsibility and ability should make sure that children within their communities are protected from violence of all kinds. Both the government and parents should motivate female students by providing them with more opportunities and priorities in academic issues. The society should give equal opportunities on enrolment, retention, and school completion for girls and boys. The Government should generate a more conducive working environment for teachers, and motivate them to be attracted to work in remote areas. Allocate female teachers where there are no or few.
Reference


Appendix 1

Interview And questionnaire List for students, parents, principals and teachers.

Interview for the Student

Dear Sir/Madam

I’m Koang Tap Hoth, I am student of Addis Ababa University, pursuing Master’s degree of education planning and management.

Kindly I request you to take part in this research which deals with the ‘impacts of girl child labour on education of female students in Nuer Zone’ by responding the questionnaires below you are insisted to feel free in responding and fill-in all information given/obtained accurately.

Part I: General information

1. Age?
   a. 6-10    b. 11-14    c. 15-18    d. over 19
2. Sex
   a. Male    b. Female
3. Grade
   a. 1-5     b. 6-8     c. 9-12    d. others
4. Do you have a child?
5. How many children’s do you have?
   a. 1    b. 2    c. 3    d. 4    e. above 4    f. No child
6. Status
   a. Married  b. divorced  c. widow  d. single
7. Why your daughter miss class for work today?
**Part II:**

8. What is the highest level of education you want to attend?
   a. 1-8
   b. 9-12
   c. diploma
   d. degree
   e. masters and above

9. What is the minimum level of education you want to attend?
   a. 1-8
   b. 9-12
   c. diploma
   d. degree
   e. masters

10. Did you involve in a waged job?

11. What is the main barrier to involve you in a work?

12. Who did finance your education and other living expenses
   a. Husband
   b. parents
   c. my-self
   d. NGO

13. How many days do you attend in school per a week?
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Respondents Level of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>2</td>
<td>I support my children with their homework or other school work?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My parents income is enough for my education and others house expenses</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>It is important to our household, the work undertaken by me?</td>
<td></td>
</tr>
</tbody>
</table>

Do you arrives in school on time?

Do you go to school every day?
Appendix 2
Interview and questionnaires for the Parent

Dear Sir/Madam

I’m Koang Tap Hoth, I am student of Addis Ababa University, pursuing Master’s degree of education planning and management.

Kindly I request you to take part in this research which deals with the ‘impacts of girl child labour on education of female students in Nuer Zone’ by responding the questionnaires below you are insisted to feel free in responding and fill-in all information given/obtained accurately.

Part I: General information

1. Sex
   a. Male  b. female

2. How old is your Children now?
   a. 6-10  b. 11-14  c. 15-18  d. over 19

3. Grade of your child
   a. 1 or 2  b. 3 or 4  c. 5 or 6  d. 7  e. 8

4. Have your child repeated any grades?

5. How did your daughter stand at school from her class?
   a. 1 to 3  c. 10 to 20
   b. 4 to 10  d. above twenty

Part II:

6. What is the main barrier to sending your children to school?

7. Do all your daughters go to school?

8. Did you enforce your daughters to involve in a waged job?

9. Did your daughters support you in house work

10. How many days per week do you allow your child to attend school?
    a. 1  b. 2  c. 3  d. 4  e. 5
11. Why your daughter miss class for work today?

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Respondents Level of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>1</td>
<td>Poverty leads to a child labour</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Family size leads to a child labour</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Learning of traditional skill to our kids is one of the factors that lead to a child labour</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Movement from one place to another/migration leads to a child labour</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Early marriage leads to a child labour</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Conflict between the family members leads to a child labour</td>
<td></td>
</tr>
</tbody>
</table>

**Interview and questionnaires for the Principals**

Dear Sir/Madam

I’m Koang Tap Hoth, I am student of Addis Ababa University, pursuing Master’s degree of education planning and management.

Kindly I request you to take part in this research which deals with the ‘impacts of girl child labour on education of female students in Nuer Zone’ by responding the questionnaires below you are insisted to feel free in responding and fill-in all information given/obtained accurately.

Can you explain to me about the girls’ performance in your class?

Can you tell me more about the impacts of girl child labour on female’s academic performance in your schools?

Do you belief that girl child labour affects school attendance and academic performance of the girls in your school?

Do you have knowledge about the occurrence of girl child labour?

**Part I: General information**

1. Sex
   a. Male  
   b. Female

2. Experience?
   a. 1-5  
   b. 6-10  
   c. 11-15  
   d. over 16 years
## Part II:

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Respondents Level of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers always attend their class properly</td>
<td>SA</td>
</tr>
<tr>
<td>2</td>
<td>Teachers follow the student centered class in the teaching and learning process</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers give awareness to the public the importance of education</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers give extra tutorials, makeup classes and other educational seminars?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The schools have enough resources to facilitate the teaching and learning process.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>There is a strong relationship between student absenteeism and the culture?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>It is important to the parents household, the work undertaken by their children?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>All families allow their daughters to go to school?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Early marriage practice are available in the community</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Early marriage is affecting the degree girls can attend school negatively</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Parents have financial problems to send their daughters to school</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Illiteracy is the main factor that leads your child to labour</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Lack of policy implementation is the main factor that leads your child to labour</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Employee reference on child labour is the main factor that leads your child to labour</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Parent attitude is the main factor that leads your child to labour</td>
<td></td>
</tr>
</tbody>
</table>
Interview and questionnaires for the Teachers

Dear Sir/Madam

I’m Koang Tap Hoth, I am student of Addis Ababa University, pursuing Master’s degree of education planning and management.

Kindly I request you to take part in this research which deals with the ‘impacts of girl child labour on education of female students in Nuer Zone’ by responding the questionnaires below you are insisted to feel free in responding and fill-in all information given/obtained accurately.

**Part I: General information**

1. Sex
   a. Male    b. Female
2. How many years you have been a teacher?
   a. 1-5    b. 6-10    c. 11-15    d. Over 16
3. What Grade of students have you teach the most
   a. 1 or 2    b. 3 or 4    c. 5 or 6    d. 7    e. 8
4. Have your child repeated any grades?
   a. Yes    b. No

**Part II:**

5. What is the highest level of education mostly girls stack in?
   a. 1 or 2    b. 3 or 4    c. 5 or 6    d. 7    e. 8
6. What is the main barrier of parents to send their children to school?
   a. Finance    c. Waged works
   b. House Works    d. Illness
7. Do all Girls found in your area go to school?
   a. Yes    b. No
8. What the average number of days students attend in class per week
   a. 1    b. 2    c. 3    d. 4    e. 5
9. Can you explain to me about the girls’ performance in your class?
10. Do the girl participate well when entered into class?

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Respondents Level of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>1</td>
<td>Girl Students performance is good compared to Boys performance</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Girls involve in jobs that affect their in school performance</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Most girls cease attending school early than boys?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Girls cease attending school early to help their parents.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>parents income is not enough for educating children and others house expenses</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Class absenteeism is frequent in girls than boys?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Early marriage is practiced by most of the parents</td>
<td></td>
</tr>
<tr>
<td>チャ</td>
<td>データ</td>
<td>チャ2</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>446</td>
<td>700</td>
</tr>
<tr>
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